

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6503 N 21st Ave, Phoenix, AZ 85015

Washington Elementary School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	Out of Improvement
2002-03	Year 1

(b) For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mrs. Adele C. Russell  
 Schedule : 07:15 AM to 03:15 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 639  
 Web Address : www.wesd.k12.az.us  
 Phone Number : (602) 347-2300  
 Fax Number : (602) 347-2320  
 E-mail : arussel@ma.wesd.k12.az.us

### Mission

Our mission is to develop lifelong learners who become productive and responsible members of society. We believe that social, emotional, physical and intellectual abilities are developed while individual strengths are nurtured to achieve success. Succeed Today/Excel Tomorrow. We believe all students are capable of success. No exceptions!

### School / Academic Goals

- ü Teachers will implement the revised science and math curricula, and will plan instruction using the newly adopted mathematics materials in order to improve student achievement.
- ü Teachers will continue the implementation of identified literacy strategies to improve student achievement.
- ü Teachers will implement the new full-day Kindergarten.
- ü Teachers will work in learning teams to analyze assessment data, which will drive instruction within our Professional Learning Community.

### Enrollment

October 1, 2004 School Year Student Enrollment : 625  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 31

Instructional Programs

- Ü Literacy Lab
- Ü Drug/Alcohol/Tobacco Program
- Ü Special Education Preschool
- Ü Full -day Kindergarten
- Ü Comprehensive Curriculum
- Ü Fast Track Program
- Ü K-3 Math Intervention Program
- Ü After School Academic Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 3 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our school strives to provide: A safe environment, consistent leadership, effective instructional practices, student achievement, a welcoming community, and personal and professional development.

Parents

To assure: Child's physical and emotional needs are met, praise and encouragement to their child, emphasizing the value of school, daily educational time with their child, timely school attendance, and parent/teacher communication.

Transportation Policy

Bus riding is a privilege extended to students through Board Policy. The Transportation Department is responsible for transporting students safely to and from school and school-related activities. The department is committed to providing its employees with ongoing training to successfully carry out its responsibilities. Students shall conform to all policies and regulations relating to conduct on school buses so that a safe and friendly environment may be maintained.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Comprehensive School Reform Grant	2004
Ü Comprehensive School Reform Arts Grant	2004
Ü Reading Is Fundamental Grant	2004
Ü 21st Century Grant	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2787	79306	99	100	99	417	434	445	15	13	10	34	23	18	49	49	51	1	15	20
All Students (Prior Year)	91	2649	75509	100	99	100	483	509	521	37	16	13	19	29	23	27	32	33	17	24	31
Female	41	1340	38691	98	100	99	417	432	446	13	14	10	36	24	18	51	48	52	0	14	20
Male	39	1447	40583	100	100	99	416	436	445	19	13	11	31	21	18	47	50	50	3	16	21
African American	10	183	4041	100	100	99	413	414	426	13	18	17	50	26	23	38	48	50	0	8	10
Hispanic	37	1152	32869	100	100	99	414	418	429	15	20	15	33	30	25	52	43	51	0	7	10
Asian/Pacific Islander	NC	109	1935	NC	100	99	NC	444	474	NC	4	3	NC	20	9	NC	57	48	NC	19	40
American Indian/Alaskan Native	NC	97	4264	NC	100	100	NC	428	419	NC	14	19	NC	25	30	NC	57	45	NC	4	6
White	23	1246	36197	96	99	99	415	450	463	19	7	5	33	16	11	43	54	53	5	23	31
Students with Disabilities	13	411	10321	100	100	100	370	381	389	80	31	30	20	32	27	0	30	34	0	7	9
Students without Disabilities	67	2376	69060	96	99	98	424	444	454	5	10	7	36	21	17	57	53	54	2	16	22
Limited English Proficient Students	17	634	15509	100	100	100	413	402	406	20	23	20	28	32	30	52	41	45	0	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	63	1720	39415	91	95	96	414	426	431	18	18	15	34	28	25	48	46	50	0	8	10
Non-Economically Disadvantaged	17	1067	39966	100	100	100	433	447	459	0	6	6	30	14	12	60	54	52	10	26	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2790	79395	99	0	99	416	435	446	17	13	9	44	29	25	39	52	55	0	7	11
All Students (Prior Year)	91	2648	75492	100	99	100	497	514	519	33	14	12	8	20	16	48	47	47	11	20	24
Female	41	1341	38743	98	0	100	414	438	451	13	11	7	54	29	24	33	52	57	0	8	12
Male	39	1449	40618	100	0	99	417	433	440	22	14	11	31	28	27	47	51	53	0	6	9
African American	10	183	4052	100	0	100	424	422	434	13	15	11	38	29	29	50	53	54	0	3	6
Hispanic	37	1152	32915	100	0	99	414	418	426	12	20	15	48	35	35	39	42	47	0	2	4
Asian/Pacific Islander	NC	109	1936	NC	0	99	NC	446	468	NC	5	3	NC	23	14	NC	61	63	NC	11	19
American Indian/Alaskan Native	NC	97	4271	NC	0	100	NC	426	420	NC	11	15	NC	49	42	NC	38	41	NC	1	2
White	23	1249	36221	96	0	99	417	452	465	24	6	4	38	22	15	38	60	63	0	12	17
Students with Disabilities	13	411	10331	100	0	100	367	374	388	60	35	25	40	39	37	0	24	34	0	3	4
Students without Disabilities	67	2379	69139	96	0	99	424	447	454	10	9	7	44	27	24	46	57	58	0	8	11
Limited English Proficient Students	17	634	15545	100	0	100	408	399	399	24	24	21	40	39	42	36	35	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	63	1722	39484	91	0	96	414	427	429	18	17	14	44	35	35	38	45	47	0	3	4
Non-Economically Disadvantaged	17	1068	39986	100	0	100	426	450	461	10	5	4	40	18	16	50	64	63	0	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2775	78869	99	99	99	402	430	442	18	8	6	25	24	21	52	59	63	4	8	10
All Students (Prior Year)	91	2643	75053	100	99	99	510	581	597	30	10	7	11	13	12	57	69	72	2	8	9
Female	41	1335	38536	98	99	99	425	446	458	10	5	4	26	20	15	59	64	67	5	11	14
Male	39	1440	40302	100	99	99	375	415	428	28	11	8	25	28	26	44	56	60	3	5	7
African American	10	181	4015	100	99	99	425	416	430	0	10	8	25	28	24	75	54	61	0	7	7
Hispanic	37	1145	32606	100	100	98	408	413	426	18	12	8	24	29	27	48	53	60	9	5	5
Asian/Pacific Islander	NC	108	1925	NC	100	99	NC	438	471	NC	7	3	NC	22	11	NC	61	64	NC	10	22
American Indian/Alaskan Native	NC	97	4245	NC	100	100	NC	418	423	NC	13	9	NC	27	26	NC	54	61	NC	6	4
White	23	1244	36078	96	99	99	401	447	459	14	4	4	38	19	16	48	66	66	0	11	14
Students with Disabilities	13	408	10246	100	100	100	313	346	367	50	23	18	50	44	39	0	32	40	0	1	4
Students without Disabilities	67	2367	68697	96	98	98	417	445	454	13	6	4	21	20	18	61	64	67	5	9	11
Limited English Proficient Students	17	627	15339	100	100	100	384	390	399	28	16	11	20	31	31	48	49	54	4	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	63	1710	39106	91	94	95	398	421	427	21	11	8	23	28	28	51	56	59	5	5	5
Non-Economically Disadvantaged	17	1065	39837	100	100	100	431	445	457	0	4	4	40	17	14	60	65	67	0	14	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2694	78906	100	100	99	487	488	498	16	15	13	27	23	19	44	50	48	12	12	20
All Students (Prior Year)	87	2695	76019	100	99	100	477	489	499	28	16	14	33	44	39	17	14	14	22	27	33
Female	52	1270	38644	100	100	99	489	489	500	13	14	12	28	22	19	46	52	49	13	12	19
Male	34	1423	40236	100	100	99	484	488	497	22	17	15	26	24	19	41	47	46	11	12	20
African American	16	181	4087	100	100	99	491	481	481	7	18	20	21	30	24	71	44	45	0	8	11
Hispanic	33	1115	31938	100	100	99	482	473	481	19	22	19	35	30	25	38	43	46	8	5	10
Asian/Pacific Islander	NC	89	1805	NC	99	98	NC	503	536	NC	11	5	NC	13	8	NC	63	45	NC	13	42
American Indian/Alaskan Native	NC	98	4593	NC	98	100	NC	478	467	NC	15	26	NC	33	29	NC	46	39	NC	6	6
White	30	1211	36483	97	100	99	494	502	517	19	10	7	19	16	13	35	55	51	27	19	30
Students with Disabilities	13	395	10664	100	100	100	483	434	430	30	41	42	40	32	27	10	24	26	20	3	5
Students without Disabilities	73	2299	68310	100	99	98	488	498	509	14	11	9	25	21	18	49	54	51	11	14	22
Limited English Proficient Students	19	382	12573	100	100	100	467	459	454	20	26	27	43	33	30	37	38	38	0	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	60	1651	38679	90	95	96	484	481	483	19	21	20	32	27	25	37	46	45	12	7	10
Non-Economically Disadvantaged	26	1043	40295	100	100	100	499	501	513	6	7	7	13	16	13	69	56	50	13	20	30

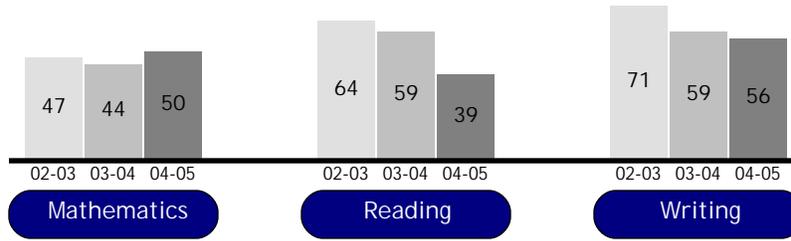
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2695	78908	100	0	99	472	480	484	15	11	10	29	24	23	53	58	58	3	6	9
All Students (Prior Year)	87	2695	76020	100	99	100	501	499	503	31	29	25	29	25	23	31	38	40	10	9	12
Female	52	1271	38648	100	0	99	479	485	489	9	9	8	30	22	22	57	61	61	4	8	10
Male	34	1423	40233	100	0	99	460	476	479	26	13	12	26	26	25	48	55	55	0	5	8
African American	16	181	4092	100	0	99	485	479	473	0	11	12	36	26	28	57	57	54	7	6	5
Hispanic	33	1114	31940	100	0	99	463	464	465	27	17	16	19	32	32	54	48	49	0	3	3
Asian/Pacific Islander	NC	90	1805	NC	0	98	NC	485	507	NC	13	4	NC	15	13	NC	66	65	NC	6	18
American Indian/Alaskan Native	NC	99	4569	NC	0	100	NC	466	457	NC	18	18	NC	30	39	NC	53	41	NC	0	2
White	30	1211	36502	97	0	99	479	496	502	8	6	4	38	17	14	50	66	67	4	10	15
Students with Disabilities	13	395	10665	100	0	100	445	428	423	50	33	30	10	33	36	40	32	31	0	2	2
Students without Disabilities	73	2300	68312	100	0	98	476	489	493	10	8	7	32	23	21	56	63	62	3	7	10
Limited English Proficient Students	19	382	12556	100	0	100	448	444	436	30	23	24	33	39	40	37	37	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	60	1649	38662	90	0	96	467	471	468	16	15	16	33	31	32	49	51	49	2	3	3
Non-Economically Disadvantaged	26	1046	40315	100	0	100	490	496	498	13	5	5	13	14	15	69	69	66	6	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	2662	78750	71	99	99	484	498	500	9	6	6	43	30	29	47	61	63	0	3	2
All Students (Prior Year)	86	2691	75673	100	99	100	491	521	530	15	14	12	40	27	25	44	56	58	0	4	4
Female	34	1248	38586	65	98	99	501	513	515	3	3	4	42	25	22	55	68	71	0	4	3
Male	26	1413	40135	79	99	99	461	485	486	18	9	8	45	34	35	36	56	56	0	1	1
African American	11	175	4081	73	97	99	505	492	488	0	12	8	40	21	32	60	65	59	0	1	2
Hispanic	23	1102	31841	72	99	99	472	483	483	11	9	8	44	38	36	44	53	55	0	1	1
Asian/Pacific Islander	--	87	1802	--	97	98	--	510	533	--	5	2	--	19	16	--	73	75	--	3	7
American Indian/Alaskan Native	NC	96	4586	NC	96	100	NC	498	481	NC	3	8	NC	38	37	NC	57	54	NC	3	1
White	22	1202	36440	71	100	99	484	511	516	14	4	3	38	24	22	48	68	71	0	4	4
Students with Disabilities	12	393	10622	92	100	100	413	425	415	33	19	21	44	52	50	22	28	28	0	1	1
Students without Disabilities	48	2269	68196	67	98	98	499	511	513	5	4	3	43	26	25	52	67	69	0	3	3
Limited English Proficient Students	15	376	12504	79	100	100	464	461	451	14	12	12	52	43	44	33	45	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	45	1631	38558	67	94	96	482	488	485	9	8	8	48	35	37	43	56	54	0	1	1
Non-Economically Disadvantaged	15	1031	40260	83	100	100	497	514	514	11	4	3	22	21	21	67	70	72	0	5	4

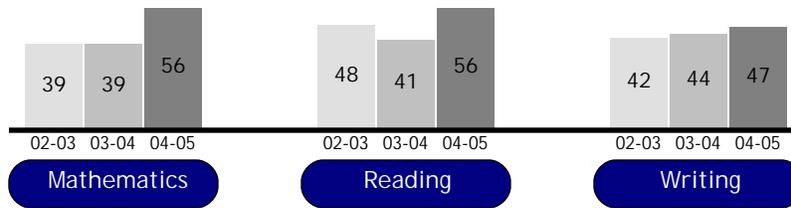
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	74	26	44	50	100	51	NA	58	100	34	40	47
	Language	99	23	34	43	100	46	44	50	100	31	40	47
	Mathematics	98	30	46	57	100	59	57	64	100	36	41	50
3	Reading	94	28	42	47	97	30	NA	55	99	27	40	44
	Language	95	34	48	54	97	43	56	61	99	30	40	44
	Mathematics	96	30	45	54	98	40	53	61	99	31	44	51
4	Reading	97	33	47	52	99	38	NA	56	100	34	42	48
	Language	98	30	42	48	99	41	48	52	100	36	44	49
	Mathematics	99	35	48	57	99	48	54	61	99	41	45	53
5	Reading	95	35	45	50	100	43	NA	55	100	42	47	50
	Language	98	36	41	46	100	36	45	49	100	39	48	50
	Mathematics	95	48	52	57	100	56	57	63	100	38	44	49
6	Reading	99	29	50	53	100	37	NA	56	99	48	48	51
	Language	99	23	41	45	100	32	44	48	99	43	45	47
	Mathematics	100	39	54	62	100	41	60	66	100	43	46	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

1 School Administrator(s)	ü To facilitate school improvement
2 Non-certified Employee(s)	ü To address short-term needs
5 Teacher(s)	ü To increase site council communication
5 Parent(s)	ü To facilitate budget implementation
1 Community Member(s)	ü To engage in shared decision-making
0 Student(s)	ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	46.00
Other Professional Staff	3.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	4	3	0	0
7 to 9 years	2	4	0	0
10 or more years	9	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	86
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE Facilities
- ü Literacy Lab/Math Center
- ü Computer/Technology Lab/Media Center
- ü Gymnasium

Extracurricular Activities

- ü 21st Century Grant Afterschool Classes
- ü Summer Program
- ü Parks and Recreation Afterschool Program
- ü Tobacco Prevention Program
- ü Girls/Boys Basketball
- ü CSR Arts Grant Program
- ü Drug Awareness Resistance Education DARE
- ü Kids At Hope/Olweus Bullying Program

Social Services

- ü Year-round Breakfast/Lunch Programs
- ü Resource Officer
- ü Parent/Teacher Organization
- ü After School Program
- ü Artist-in-Residence Programs
- ü Safe Schools/Healthy Students Program
- ü Social Worker/Health Services
- ü Kids at Hope Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Continued the implementation of identified literacy strategies to improve student achievement, including the opening of a Literacy Lab and a Fast Track Center, for small group literacy instruction.
  
- ü Implemented the revised district Science Curriculum.
  
- ü Continued the implementation of identified math strategies to improve student achievement, including the opening of a Math Center for small group math instruction. Piloted Accelerated Math for intervention.
  
- ü Implemented the Olweus Bullying and the Kids at Hope Programs.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	21	12	12	17
Transfers In Rate <sup>6</sup>	62	28	28	37
Stability Rate <sup>7</sup>	78	87	87	82
Promotion Rate <sup>8</sup>	93	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	4	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Washington School District’s Crisis Team has examined every aspect of operations in the District to create safe, secure campuses. Comprehensive crisis management plans have been developed for each campus. Schools hold regular fire and lockdown drills, and conduct tabletop crisis drills. In addition, school counselors are ready to respond to a campus to provide support for students or adults during a crisis. WESD is committed to providing a safe atmosphere conducive to student learning.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

12
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Adele Russell	(602) 347-2305
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Karen Riffenburg	(602) 242-2087
Student Health/Nurse	Tamis Rogers	(602) 347-2310

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.