



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

13425 N 19th Ave, Phoenix, AZ 85029

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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Ms. Mary Lou Palmer
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-6
 2005 Enrollment : 773
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 896-6000
 Fax Number : (602) 896-6020
 E-mail : mpalmer@mm.wesd.k12.az.us

Mission

Our mission is to provide the most effective learning environment by making quality decisions focused on the needs of all children. We believe that all students can learn and that responsibility is shared among students, staff and parents. We deliver the curriculum in a differentiated manner as we teach children to be responsible citizens.

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	N/A
2002-03	N/A

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

School / Academic Goals

- ü To initiate the implementation of the renewed Science curriculum demonstrating an understanding of the meaning of the objectives and tasks and selecting materials that focus on an inquiry process.
- ü To continue the implementation of district and state assessments by accurately administering them, interpreting and evaluating their results to plan/modify instruction, and developing and utilizing efficient record-keeping strategies.
- ü To continue to implement reading comprehension strategies for all grade levels through large uninterrupted instructional blocks for literacy. Literacy centers and flexible grouping are utilized to accomplish this goal.
- ü To continue to implement flexible grouping in math instruction to ensure growth gains for all students. Students are instructed at their levels and assessment data is used to drive the instruction to ensure growth gains.

Enrollment

October 1, 2004 School Year Student Enrollment : 715
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 55

Instructional Programs

- ü Schoolwide Literacy Program
- ü Low class size
- ü On-site Special Education programs
- ü 90 minute reading blocks
- ü Reading intervention Literacy Centers
- ü Flexible grouping in math instruction
- ü Flexible grouping in reading instruction
- ü Art, Music and PE for all students

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

We provide an environment where children can learn and decisions are made in their best interests through: a safe environment, consistent leadership, effective instruction, student achievement, a professional learning community and professional development.

Parents

We expect parents to support both academic and discipline programs, as well as attendance and tardy policies. We expect parents to support teachers in a partnership to ensure the success of each student. We have a parent compact signed by each parent to confirm their commitment as partners in the educational process at Moon Mountain.

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 National Architectural Award	1999
ü Project: GOAL Award, City of Phoenix Library	2002
ü Student Leadership Award	2002
ü Lamp of Learning Award	2002

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	104	2787	79306	100	100	99	453	434	445	5	13	10	17	23	18	60	49	51	19	15	20
All Students (Prior Year)	92	2649	75509	100	99	100	511	509	521	11	16	13	28	29	23	42	32	33	19	24	31
Female	53	1340	38691	100	100	99	456	432	446	7	14	10	16	24	18	52	48	52	25	14	20
Male	51	1447	40583	100	100	99	450	436	445	3	13	11	18	21	18	68	50	50	13	16	21
African American	NC	183	4041	NC	100	99	NC	414	426	NC	18	17	NC	26	23	NC	48	50	NC	8	10
Hispanic	31	1152	32869	100	100	99	443	418	429	4	20	15	19	30	25	65	43	51	12	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	61	1246	36197	100	99	99	461	450	463	4	7	5	14	16	11	55	54	53	27	23	31
Students with Disabilities	23	411	10321	100	100	100	434	381	389	11	31	30	37	32	27	37	30	34	16	7	9
Students without Disabilities	81	2376	69060	98	99	98	458	444	454	3	10	7	11	21	17	66	53	54	20	16	22
Limited English Proficient Students	14	634	15509	100	100	100	439	402	406	6	23	20	24	32	30	59	41	45	12	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	56	1720	39415	90	95	96	449	426	431	4	18	15	19	28	25	60	46	50	17	8	10
Non-Economically Disadvantaged	48	1067	39966	100	100	100	458	447	459	5	6	6	14	14	12	59	54	52	22	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	104	2790	79395	100	0	99	445	435	446	6	13	9	30	29	25	61	52	55	4	7	11
All Students (Prior Year)	92	2648	75492	100	99	100	508	514	519	13	14	12	16	20	16	51	47	47	20	20	24
Female	53	1341	38743	100	0	100	452	438	451	7	11	7	23	29	24	68	52	57	2	8	12
Male	51	1449	40618	100	0	99	438	433	440	5	14	11	38	28	27	53	51	53	5	6	9
African American	NC	183	4052	NC	0	100	NC	422	434	NC	15	11	NC	29	29	NC	53	54	NC	3	6
Hispanic	31	1152	32915	100	0	99	430	418	426	8	20	15	42	35	35	50	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	61	1249	36221	100	0	99	455	452	465	2	6	4	27	22	15	65	60	63	6	12	17
Students with Disabilities	23	411	10331	100	0	100	432	374	388	11	35	25	37	39	37	47	24	34	5	3	4
Students without Disabilities	81	2379	69139	98	0	99	449	447	454	5	9	7	28	27	24	65	57	58	3	8	11
Limited English Proficient Students	14	634	15545	100	0	100	416	399	399	18	24	21	47	39	42	35	35	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	56	1722	39484	90	0	96	436	427	429	6	17	14	38	35	35	55	45	47	0	3	4
Non-Economically Disadvantaged	48	1068	39986	100	0	100	457	450	461	5	5	4	19	18	16	68	64	63	8	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	104	2775	78869	100	99	99	434	430	442	6	8	6	24	24	21	68	59	63	2	8	10
All Students (Prior Year)	91	2643	75053	99	99	99	512	581	597	23	10	7	20	13	12	53	69	72	4	8	9
Female	53	1335	38536	100	99	99	461	446	458	0	5	4	11	20	15	84	64	67	5	11	14
Male	51	1440	40302	100	99	99	404	415	428	13	11	8	38	28	26	50	56	60	0	5	7
African American	NC	181	4015	NC	99	99	NC	416	430	NC	10	8	NC	28	24	NC	54	61	NC	7	7
Hispanic	31	1145	32606	100	100	98	443	413	426	0	12	8	19	29	27	81	53	60	0	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	61	1244	36078	100	99	99	426	447	459	10	4	4	24	19	16	61	66	66	4	11	14
Students with Disabilities	23	408	10246	100	100	100	378	346	367	21	23	18	47	44	39	32	32	40	0	1	4
Students without Disabilities	81	2367	68697	98	98	98	450	445	454	2	6	4	17	20	18	78	64	67	3	9	11
Limited English Proficient Students	14	627	15339	100	100	100	440	390	399	0	16	11	18	31	31	82	49	54	0	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	56	1710	39106	90	94	95	427	421	427	6	11	8	23	28	28	70	56	59	0	5	5
Non-Economically Disadvantaged	48	1065	39837	100	100	100	443	445	457	5	4	4	24	17	14	65	65	67	5	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	113	2694	78906	100	100	99	498	488	498	15	15	13	16	23	19	55	50	48	14	12	20
All Students (Prior Year)	100	2695	76019	100	99	100	471	489	499	23	16	14	41	44	39	16	14	14	19	27	33
Female	59	1270	38644	100	100	99	500	489	500	14	14	12	14	22	19	58	52	49	14	12	19
Male	54	1423	40236	100	100	99	496	488	497	16	17	15	18	24	19	52	47	46	14	12	20
African American	10	181	4087	91	100	99	480	481	481	30	18	20	30	30	24	30	44	45	10	8	11
Hispanic	30	1115	31938	100	100	99	493	473	481	17	22	19	21	30	25	50	43	46	13	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	70	1211	36483	100	100	99	503	502	517	12	10	7	12	16	13	60	55	51	16	19	30
Students with Disabilities	16	395	10664	100	100	100	446	434	430	60	41	42	10	32	27	30	24	26	0	3	5
Students without Disabilities	97	2299	68310	100	99	98	504	498	509	10	11	9	17	21	18	58	54	51	15	14	22
Limited English Proficient Students	NC	382	12573	NC	100	100	NC	459	454	NC	26	27	NC	33	30	NC	38	38	NC	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	61	1651	38679	92	95	96	484	481	483	24	21	20	18	27	25	53	46	45	6	7	10
Non-Economically Disadvantaged	52	1043	40295	100	100	100	515	501	513	5	7	7	14	16	13	58	56	50	23	20	30

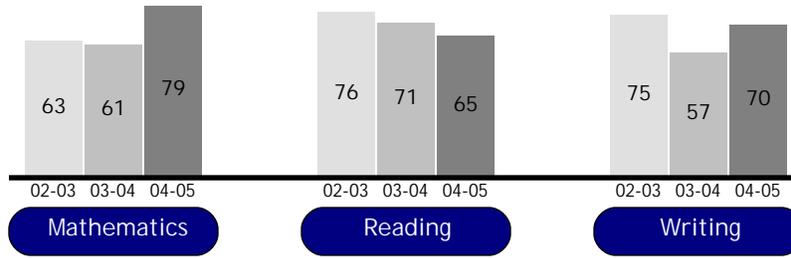
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	2695	78908	100	0	99	487	480	484	9	11	10	19	24	23	68	58	58	4	6	9
All Students (Prior Year)	100	2695	76020	100	99	100	501	499	503	30	29	25	23	25	23	38	38	40	9	9	12
Female	59	1271	38648	100	0	99	492	485	489	6	9	8	16	22	22	72	61	61	6	8	10
Male	54	1423	40233	100	0	99	481	476	479	11	13	12	23	26	25	64	55	55	2	5	8
African American	10	181	4092	91	0	99	465	479	473	20	11	12	20	26	28	60	57	54	0	6	5
Hispanic	30	1114	31940	100	0	99	482	464	465	8	17	16	17	32	32	75	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	70	1211	36502	100	0	99	494	496	502	7	6	4	19	17	14	67	66	67	7	10	15
Students with Disabilities	16	395	10665	100	0	100	448	428	423	30	33	30	40	33	36	30	32	31	0	2	2
Students without Disabilities	97	2300	68312	100	0	98	492	489	493	6	8	7	17	23	21	73	63	62	5	7	10
Limited English Proficient Students	NC	382	12556	NC	0	100	NC	444	436	NC	23	24	NC	39	40	NC	37	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	61	1649	38662	92	0	96	474	471	468	14	15	16	25	31	32	59	51	49	2	3	3
Non-Economically Disadvantaged	52	1046	40315	100	0	100	503	496	498	2	5	5	12	14	15	79	69	66	7	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	113	2662	78750	100	99	99	508	498	500	9	6	6	20	30	29	70	61	63	1	3	2
All Students (Prior Year)	100	2691	75673	100	99	100	506	521	530	24	14	12	17	27	25	55	56	58	3	4	4
Female	59	1248	38586	100	98	99	523	513	515	2	3	4	22	25	22	74	68	71	2	4	3
Male	54	1413	40135	100	99	99	491	485	486	16	9	8	18	34	35	66	56	56	0	1	1
African American	10	175	4081	91	97	99	506	492	488	10	12	8	20	21	32	70	65	59	0	1	2
Hispanic	30	1102	31841	100	99	99	515	483	483	4	9	8	25	38	36	67	53	55	4	1	1
Asian/Pacific Islander	NC	87	1802	NC	97	98	NC	510	533	NC	5	2	NC	19	16	NC	73	75	NC	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	70	1202	36440	100	100	99	505	511	516	11	4	3	19	24	22	70	68	71	0	4	4
Students with Disabilities	16	393	10622	100	100	100	393	425	415	60	19	21	10	52	50	30	28	28	0	1	1
Students without Disabilities	97	2269	68196	100	98	98	522	511	513	2	4	3	21	26	25	75	67	69	1	3	3
Limited English Proficient Students	NC	376	12504	NC	100	100	NC	461	451	NC	12	12	NC	43	44	NC	45	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	61	1631	38558	92	94	96	493	488	485	14	8	8	16	35	37	69	56	54	2	1	1
Non-Economically Disadvantaged	52	1031	40260	100	100	100	526	514	514	2	4	3	26	21	21	72	70	72	0	5	4

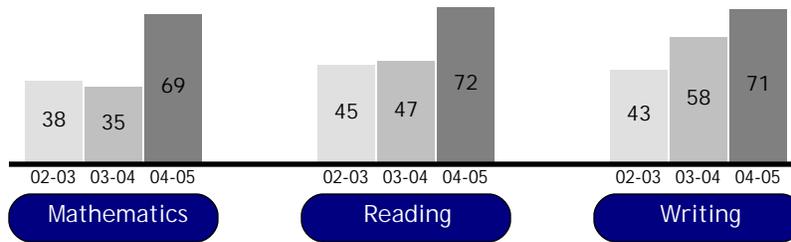
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	54	44	50	99	58	NA	58	100	48	40	47
	Language	97	43	34	43	100	42	44	50	100	48	40	47
	Mathematics	94	57	46	57	100	74	57	64	100	56	41	50
3	Reading	100	47	42	47	96	50	NA	55	100	38	40	44
	Language	96	58	48	54	98	54	56	61	100	40	40	44
	Mathematics	99	60	45	54	99	54	53	61	100	48	44	51
4	Reading	96	55	47	52	95	65	NA	56	100	47	42	48
	Language	96	48	42	48	98	60	48	52	100	49	44	49
	Mathematics	99	44	48	57	98	60	54	61	100	48	45	53
5	Reading	96	46	45	50	97	61	NA	55	100	48	47	50
	Language	99	40	41	46	98	49	45	49	100	48	48	50
	Mathematics	100	51	52	57	98	51	57	63	100	46	44	49
6	Reading	99	58	50	53	100	54	NA	56	100	49	48	51
	Language	99	46	41	45	100	46	44	48	100	46	45	47
	Mathematics	99	61	54	62	100	59	60	66	100	45	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/

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
1 Non-certified Employee(s)	ü To Address Immediate/Short-term Needs
6 Teacher(s)	ü To Develop Increased Communication
6 Parent(s)	ü To Facilitate Budget Development
1 Community Member(s)	ü To Engage in Team Growth
0 Student(s)	ü To Facilitate Staff Selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	49.00
Other Professional Staff	3.00	Teacher Aide	32.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	4	2	0	0
7 to 9 years	2	2	0	0
10 or more years	9	22	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	128
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

ü Computer Labs (Primary and Intermediate)	ü Library
ü Physical Fitness Room	ü PE Room/climbing wall

Extracurricular Activities

ü After School Computer Club	ü Band/Strings After School
ü After school reading and math classes	ü Homework Club
ü Student Council	ü Afterschool Dance program
ü Summer School	ü After School athletics

Social Services

ü Lunch Program	ü Parenting Classes
ü Breakfast Program	ü ESL Classes for adults
ü PTSA	ü School Bell program
ü Counseling Services	ü Crisis Intervention

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Students at Moon Mountain School who qualified participated in two innovative reading intervention programs. Students in the primary grades attended the Literacy Center while upper grade students were serviced in the Fast Track program.
- ü Moon Mountain designed and implemented recognition programs that recognized and celebrated accomplishments related to the goals of the school.
- ü We provide an All Stars Reading Tutoring program once per week in the evenings. This is a buisness partnership that is provided to assist students who are struggling readers in grades 1 and 2.
- ü Moon Mountain is a professional learning community where teachers work together to ensure continued student achievement. The Leadership Team will work together on the current year's A+ application.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	14	12	12	17
Transfers In Rate ⁶	40	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	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) :

0

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	Mary Lou Palmer	(602) 896-6000
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Sheryl Byland	(602) 896-6000
Student Health/Nurse	Carrie Cummings-Roberts	(602) 896-6010

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 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.

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.

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.