

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

16225 N 7th Ave, Phoenix, AZ 85023

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)

2005-06	Highly Performing
2004-05	Highly Performing
2003-04	Highly Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Ms. Linda Marlar
 Schedule : 08:00 AM to 04:00 PM
 Grades : 7-8
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 896-6100
 Fax Number : (602) 896-6120
 E-mail : lmarlar@ms.wesd.k12.az.us

Mission

Mountain Sky staff, parents and students believe that excellence in all aspects of middle level education for our students and community is our primary mission and that increased student achievement is an ongoing and focused process. We believe students need to be challenged according to their individual abilities with emphasis on promoting ethical standards for life-long learning in preparation for citizenship in our democracy.

School / Academic Goals

- ü Identify how teachers and administrators collaboratively analyze assessment data to determine current needs in relation to the established curriculum in reading.
- ü Teachers and administrators will identify how data from curriculum aligned assessments can be used to determine instructional practices and improvements that align with identified student achievement profiles.
- ü Teachers will acquire knowledge and implement strategies to support direct instruction on reading strategies in all content areas in order to increase student achievement scores by 6% as measured by the AIMS DPA in reading comprehension & vocabulary
- ü To continue implementation of the Science curriculum by demonstrating an understanding of the meaning of the objectives and tasks; selecting materials that focus on an inquiry-based process; use state standards to develop/deliver lessons.

Enrollment

October 1, 2005 School Year Student Enrollment : 865
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 54

Instructional Programs

- ü Gifted Programs
- ü Comprehensive Curriculum
- ü Academic Teams
- ü Exploratory/Elective Classes
- ü Band/Strings/Orchestra
- ü Chorus/Vocal Music
- ü Prevention/Intervention Programs
- ü Art/Technology/Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 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 instructional leadership, effective instructional practices which support increased achievement for all students, an emphasis on student attendance, a welcoming community, support for social and academic growth for students, and research based professional development for teachers which supports student learning.

Parents

Parents are responsible to monitor their child's academic progress, support the state/district standards, communicate with school personnel when needed, and encourage high academic and attendance expectations. Parents should be aware of and support the building discipline and instruction plans.

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 Eleven Consecutive District Wrestling Titles	2005
ü Heritage Festival Gold Award (Jazz Band)	2005
ü Heritage Festival Spirit of Anaheim (Music Dept.)	2004
ü Heritage Festival Gold Award (Vocal Music)	2004

7th 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	439	2599	78546	100	99	97	548	533	543	11	19	15	16	19	18	59	51	52	14	11	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	228	1279	38645	100	99	98	555	535	545	7	17	13	14	19	18	62	53	54	16	11	15
Male	211	1320	39792	100	99	97	540	532	542	15	21	17	18	19	17	55	49	50	12	11	15
African American	26	193	4205	100	98	97	534	516	524	27	30	22	15	23	22	42	41	49	15	7	7
Hispanic	104	1052	31177	100	99	97	518	517	524	20	26	22	23	24	23	55	46	48	2	5	7
Asian/Pacific Islander	16	80	1940	100	100	99	571	559	580	NA	9	5	6	10	9	69	64	53	25	18	33
American Indian/Alaskan Native	10	94	4689	100	96	95	NA	528	515	NA	17	28	NA	22	25	NA	53	43	NA	7	4
White	283	1180	36450	100	99	97	559	549	563	7	12	7	14	16	12	60	57	57	18	16	23
Students with Disabilities	41	308	8093	100	95	82	490	482	489	46	53	50	34	26	24	20	17	23	NA	4	2
Students without Disabilities	398	2291	70453	100	100	100	554	539	549	7	14	11	14	18	17	63	56	56	16	12	16
Limited English Proficient Students	31	384	9323	97	96	94	482	486	491	45	54	47	32	23	28	23	22	24	NA	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	131	1299	34694	100	98	96	529	523	524	17	22	23	19	23	23	60	49	48	4	6	7
Non-Economically Disadvantaged	308	1300	43852	100	100	99	556	544	559	8	16	10	15	16	13	58	53	56	19	15	22

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	439	2609	79045	100	99	98	515	504	512	7	12	10	23	29	25	64	54	58	6	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	228	1283	38860	100	99	98	526	511	519	3	9	7	19	26	22	69	58	62	9	7	8
Male	211	1326	40075	100	100	97	503	496	505	12	15	12	27	32	28	57	50	54	3	3	6
African American	26	195	4250	100	99	98	504	492	500	12	15	12	31	36	31	54	45	54	4	4	3
Hispanic	104	1054	31314	100	99	98	481	486	493	18	19	16	38	37	34	43	42	48	1	2	2
Asian/Pacific Islander	16	80	1949	100	100	99	525	520	536	6	3	4	6	23	15	69	65	66	19	10	15
American Indian/Alaskan Native	10	94	4719	100	96	96	NA	495	489	NA	12	15	NA	36	39	NA	48	45	NA	4	2
White	283	1186	36730	100	100	98	528	520	532	3	6	4	18	21	16	72	66	68	7	7	12
Students with Disabilities	41	318	8552	100	98	87	456	457	463	44	37	35	34	42	40	22	18	23	NA	3	1
Students without Disabilities	398	2291	70493	100	100	100	521	509	517	4	9	7	22	27	24	68	59	62	7	5	8
Limited English Proficient Students	31	384	9355	97	96	95	431	451	456	42	40	37	52	49	48	6	10	15	NA	1	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	131	1299	34922	100	98	96	498	494	493	12	14	15	29	35	34	55	48	48	4	4	3
Non-Economically Disadvantaged	308	1310	44123	100	100	99	523	513	527	5	10	6	20	24	18	67	60	66	7	6	11

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	439	2643	79657	100	100	99	574	559	566	3	5	3	6	10	8	88	84	87	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	228	1293	39120	100	100	99	592	575	580	0	3	2	3	6	4	95	90	92	2	2	2
Male	211	1350	40423	100	100	98	554	543	553	6	7	5	10	14	12	82	79	83	2	1	1
African American	26	199	4290	100	100	99	559	545	560	4	8	4	12	14	9	85	77	86	NA	1	1
Hispanic	104	1067	31642	100	100	99	544	543	552	8	8	5	10	13	11	82	79	84	1	0	0
Asian/Pacific Islander	16	80	1948	100	100	99	599	581	589	NA	3	1	NA	4	3	88	88	91	13	6	4
American Indian/Alaskan Native	10	96	4760	100	98	97	NA	556	547	NA	4	5	NA	9	14	NA	84	81	NA	2	0
White	283	1201	36929	100	100	99	586	574	579	1	2	2	5	7	5	92	89	91	2	2	2
Students with Disabilities	41	342	9069	100	100	92	512	500	508	10	13	11	34	35	30	56	49	58	NA	3	1
Students without Disabilities	398	2301	70588	100	100	100	580	566	573	3	4	2	4	6	5	92	89	91	2	1	1
Limited English Proficient Students	31	393	9521	97	99	96	480	482	507	19	20	13	23	28	24	58	52	63	NA	1	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	131	1321	35341	100	99	97	554	552	551	5	5	5	9	11	12	85	83	83	1	1	0
Non-Economically Disadvantaged	308	1322	44316	100	100	100	582	566	578	3	5	2	5	8	5	90	85	90	3	2	2

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

8th 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	421	2545	78400	100	98	97	558	544	554	19	25	21	17	21	19	53	45	47	12	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	209	1249	38686	100	99	98	555	545	554	19	24	20	17	22	20	53	45	49	11	8	12
Male	211	1295	39636	100	98	96	561	543	554	18	27	23	17	21	18	53	44	46	12	8	13
African American	17	202	4193	100	100	97	533	525	533	29	36	32	35	26	23	29	34	40	6	4	5
Hispanic	108	1003	30732	100	97	97	534	529	534	32	34	31	19	24	24	44	39	40	5	3	5
Asian/Pacific Islander	NC	76	1827	NC	97	99	NC	576	594	NC	11	8	NC	18	12	NC	49	49	NC	22	31
American Indian/Alaskan Native	12	82	4536	100	100	95	542	538	528	25	21	35	17	28	25	50	45	37	8	6	4
White	275	1181	37038	100	99	97	568	559	575	12	18	11	16	18	14	57	51	56	15	13	19
Students with Disabilities	42	261	7840	100	92	81	503	496	498	55	59	60	24	22	18	21	18	20	NA	1	2
Students without Disabilities	379	2284	70560	100	99	99	564	549	560	15	22	17	16	21	19	56	48	50	13	9	14
Limited English Proficient Students	28	257	8956	100	94	95	488	496	502	71	61	56	18	22	25	11	16	18	NA	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	134	1229	33014	99	96	95	543	534	534	27	30	31	19	23	24	45	41	40	9	6	5
Non-Economically Disadvantaged	287	1316	45386	100	100	99	565	553	569	15	21	15	16	20	15	56	48	52	13	11	18

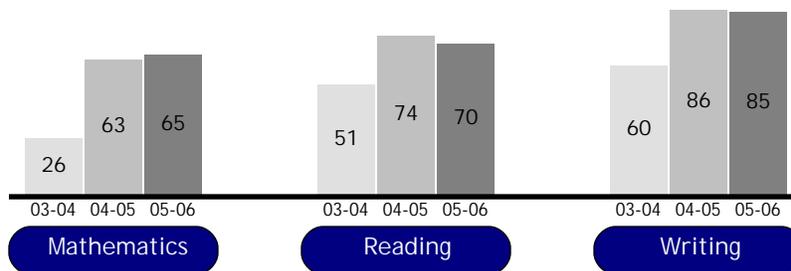
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	421	2545	79179	100	98	98	528	512	519	9	13	11	21	30	27	64	54	58	6	4	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	209	1248	38974	100	99	99	534	518	524	8	10	8	19	28	25	66	57	61	8	5	5
Male	211	1296	40124	100	98	97	522	507	513	9	15	13	24	31	28	62	51	54	4	3	4
African American	17	201	4243	100	99	98	517	501	506	12	13	14	29	39	32	53	45	51	6	2	3
Hispanic	108	1005	30987	100	98	98	507	497	498	19	19	17	26	36	36	53	44	45	3	1	1
Asian/Pacific Islander	NC	76	1832	NC	97	99	NC	525	543	NC	7	4	NC	29	17	NC	61	69	NC	4	10
American Indian/Alaskan Native	12	82	4573	100	100	96	502	502	494	8	12	16	42	34	41	50	52	42	NA	1	1
White	275	1180	37467	100	99	98	538	527	539	5	8	5	18	23	17	69	63	70	8	6	8
Students with Disabilities	42	258	8567	100	91	88	472	464	467	36	40	39	43	39	38	21	21	22	NA	0	1
Students without Disabilities	379	2287	70612	100	99	99	534	517	524	6	10	7	19	29	25	68	58	62	7	4	5
Limited English Proficient Students	28	257	9013	100	94	95	445	454	461	71	50	40	14	40	48	14	9	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	134	1227	33345	99	96	96	513	503	499	16	15	17	24	34	36	57	49	46	3	1	1
Non-Economically Disadvantaged	287	1318	45834	100	100	99	535	521	533	6	11	7	20	25	19	67	58	67	8	6	7

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	420	2563	79734	100	99	99	571	553	554	3	4	3	12	17	19	84	78	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	208	1255	39243	100	99	99	585	567	568	1	3	2	9	11	12	89	85	85	1	1	1
Male	211	1307	40413	100	99	98	558	540	541	4	6	4	16	23	26	79	71	70	1	0	0
African American	17	207	4285	100	100	99	585	548	548	NA	4	3	12	20	22	82	74	74	6	1	0
Hispanic	107	1009	31254	100	98	99	550	539	539	7	7	5	17	22	25	77	71	70	NA	0	0
Asian/Pacific Islander	NC	77	1837	NC	99	99	NC	580	579	NC	NA	1	NC	10	9	NC	86	87	NC	4	2
American Indian/Alaskan Native	12	81	4613	100	99	97	553	556	535	NA	NA	4	25	20	29	75	80	67	NA	NA	0
White	275	1188	37668	100	99	99	579	565	569	1	2	1	11	13	13	87	84	85	1	1	1
Students with Disabilities	41	276	8943	100	97	92	506	490	495	5	11	11	51	53	51	44	35	38	NA	1	1
Students without Disabilities	379	2287	70791	100	99	100	578	560	561	2	3	2	8	13	15	88	83	83	1	0	0
Limited English Proficient Students	28	259	9138	100	95	97	485	469	492	21	25	13	39	42	46	39	33	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	135	1246	33718	99	98	97	554	543	538	5	6	5	16	20	26	79	74	69	NA	0	0
Non-Economically Disadvantaged	285	1317	46016	100	100	100	580	563	567	1	3	2	11	14	14	86	82	84	1	1	1

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)

8th 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 2005-06

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	98	58	NA	54	100	55	47	50	100	58	48	54
	Language	98	68	54	58	100	59	51	52	100	63	52	58
	Mathematics	98	61	55	62	100	53	46	50	100	56	46	54
8	Reading	98	55	NA	55	100	56	49	51	100	65	54	58
	Language	100	58	45	52	100	55	48	50	100	61	50	56
	Mathematics	99	59	55	61	100	55	49	53	100	59	50	58

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 short-term needs
4 Teacher(s)	ü To develop increased communications
4 Parent(s)	ü To facilitate budget implementation
0 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	2.00	Teacher	35.90
Other Professional Staff	2.50	Teacher Aide	5.25

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	0	0
4 to 6 years	3	3	1	0
7 to 9 years	0	1	0	0
10 or more years	16	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	196
Teachers with Emergency Certification.	7
Percent of teachers in the school with Emergency/Provisional Certification	15%
Percent of core classes not taught by Highly Qualified Teachers	19%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE Facilities
- ü Library/Media Center
- ü Computer/Technology Lab
- ü Performance Stage

Extracurricular Activities

- ü Theater Arts/Musical Production
- ü Student Council
- ü Interscholastic Sports
- ü Peer Mediation
- ü Panorama Yearbook
- ü Science Club
- ü National Junior Honor Society
- ü Academic Summer School

Social Services

- ü Health Services
- ü Counselor
- ü School Resource Officer
- ü School Probation Officer
- ü Law related education

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Teachers have received on site training in effective research based strategies for teaching reading. Teachers learned about using functional print, word walls, increased vocabulary instruction, and using graphic organizers to support literacy.

- ü The Mountain Sky Music Department has maintained a history of excellence in their performances at the Heritage Festival in Anaheim, CA. In 2005, the Jazz Band was rated Gold (Superior) and Strings and Vocal Music were rated Silver(Excellent).

- ü Teachers & Site Council identified the focus for school improvement: (identify)procedures that define how teachers and administrators collaboratively analyze assessment data to determine current needs in relation to the established curriculum.

- ü Teachers practice the use of the Essential Elements of Instruction in development of lesson plans within all academic and extracurricular classes.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

Mountain Sky has established emergency/crisis procedures and follows a safety plan based on our district's Crisis Manual. We offer individual/group counseling, peer/administrative mediation, Law Related Education and medical services.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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	Linda Marlar	(602) 896-6100
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 347-6803
Parent Organization	Gretchen Dumas	(602) 896-6100
Student Health/Nurse	TBA	(602) 896-6110

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 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.

6 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 2006

Total cost of printing: 12 Pages X .0243 Per page X 100 Copies = \$29.00

** 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.