

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3225 W Ocotillo Rd, Phoenix, AZ 85017

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	Performing

(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 2

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

### School Overview

Principal/Administrator : Mr. Phil Garitson  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 1070  
 Web Address : www.wesd.k12.az.us  
 Phone Number : (602) 347-2400  
 Fax Number : (602) 347-2420  
 E-mail : pgarits@oc.wesd.k12.az.us

### Mission

Exceptional Families + Exceptional School = Exceptional Learning

### 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 individually and collaboratively implement improved instructional strategies related to identified needs in the area of reading and math.
- ü Teachers will acquire research-based teacher behaviors and practices that will impact student learning utilizing the Teacher Supervisory Process.
- ü Ocotillo will develop a system to collect, analyze, and implement instructional strategies based on relevant data analysis.

### Enrollment

October 1, 2004 School Year Student Enrollment : 993  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 33

Instructional Programs

- Ü Full Day Kindergarten
- Ü Primary & Intermediate Literacy Labs
- Ü English Language Learning Programs
- Ü Special Education Preschool
- Ü Art/Music/Physical Education
- Ü Technology Teaching/Learning Stations
- Ü On-site Special Education & Speech
- Ü After School 21st Century Grant Classes

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

Our school requests that parents: take responsibility for a child’s daily attendance, demonstrate respect for learning, encourage and support study habits at home, communicate with teachers, model self-control and positive decision making skills, and become actively involved at school.

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 CSR Arts Education Initiative	2004
Ü Lamp Of Learning Recipient	2004
Ü National Board Certification Recipient	2003

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	154	2787	79306	100	100	99	418	434	445	24	13	10	29	23	18	39	49	51	8	15	20
All Students (Prior Year)	138	2649	75509	100	99	100	477	509	521	33	16	13	31	29	23	23	32	33	12	24	31
Female	77	1340	38691	100	100	99	413	432	446	30	14	10	30	24	18	33	48	52	6	14	20
Male	77	1447	40583	100	100	99	423	436	445	18	13	11	27	21	18	45	50	50	10	16	21
African American	13	183	4041	100	100	99	368	414	426	40	18	17	30	26	23	30	48	50	0	8	10
Hispanic	100	1152	32869	100	100	99	415	418	429	24	20	15	34	30	25	38	43	51	5	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	29	1246	36197	100	99	99	438	450	463	24	7	5	12	16	11	44	54	53	20	23	31
Students with Disabilities	14	411	10321	100	100	100	349	381	389	69	31	30	23	32	27	0	30	34	8	7	9
Students without Disabilities	140	2376	69060	100	99	98	425	444	454	19	10	7	29	21	17	43	53	54	8	16	22
Limited English Proficient Students	53	634	15509	100	100	100	407	402	406	27	23	20	33	32	30	37	41	45	3	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	114	1720	39415	95	95	96	414	426	431	27	18	15	33	28	25	35	46	50	5	8	10
Non-Economically Disadvantaged	40	1067	39966	100	100	100	439	447	459	9	6	6	9	14	12	61	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	154	2790	79395	100	0	99	420	435	446	24	13	9	31	29	25	42	52	55	3	7	11
All Students (Prior Year)	137	2648	75492	99	99	100	498	514	519	30	14	12	17	20	16	46	47	47	7	20	24
Female	77	1341	38743	100	0	100	419	438	451	20	11	7	45	29	24	32	52	57	3	8	12
Male	77	1449	40618	100	0	99	421	433	440	28	14	11	16	28	27	52	51	53	3	6	9
African American	13	183	4052	100	0	100	380	422	434	20	15	11	40	29	29	40	53	54	0	3	6
Hispanic	100	1152	32915	100	0	99	413	418	426	30	20	15	31	35	35	39	42	47	1	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	29	1249	36221	100	0	99	449	452	465	12	6	4	32	22	15	44	60	63	12	12	17
Students with Disabilities	14	411	10331	100	0	100	356	374	388	62	35	25	23	39	37	15	24	34	0	3	4
Students without Disabilities	140	2379	69139	100	0	99	427	447	454	20	9	7	32	27	24	45	57	58	3	8	11
Limited English Proficient Students	53	634	15545	100	0	100	398	399	399	37	24	21	28	39	42	34	35	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	114	1722	39484	95	0	96	415	427	429	27	17	14	34	35	35	38	45	47	1	3	4
Non-Economically Disadvantaged	40	1068	39986	100	0	100	445	450	461	9	5	4	17	18	16	61	64	63	13	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	153	2775	78869	100	99	99	404	430	442	15	8	6	30	24	21	52	59	63	4	8	10
All Students (Prior Year)	136	2643	75053	99	99	99	544	581	597	16	10	7	19	13	12	64	69	72	1	8	9
Female	77	1335	38536	100	99	99	422	446	458	11	5	4	27	20	15	58	64	67	5	11	14
Male	76	1440	40302	100	99	99	385	415	428	20	11	8	32	28	26	45	56	60	3	5	7
African American	13	181	4015	100	99	99	385	416	430	20	10	8	20	28	24	50	54	61	10	7	7
Hispanic	100	1145	32606	100	100	98	389	413	426	18	12	8	33	29	27	49	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	29	1244	36078	100	99	99	446	447	459	4	4	4	32	19	16	52	66	66	12	11	14
Students with Disabilities	13	408	10246	100	100	100	317	346	367	50	23	18	25	44	39	17	32	40	8	1	4
Students without Disabilities	140	2367	68697	100	98	98	412	445	454	12	6	4	30	20	18	55	64	67	3	9	11
Limited English Proficient Students	52	627	15339	100	100	100	372	390	399	21	16	11	35	31	31	44	49	54	0	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	113	1710	39106	94	94	95	400	421	427	15	11	8	33	28	28	50	56	59	2	5	5
Non-Economically Disadvantaged	40	1065	39837	100	100	100	421	445	457	17	4	4	13	17	14	57	65	67	13	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	130	2694	78906	100	100	99	490	488	498	15	15	13	18	23	19	61	50	48	6	12	20
All Students (Prior Year)	130	2695	76019	100	99	100	478	489	499	15	16	14	57	44	39	16	14	14	12	27	33
Female	61	1270	38644	100	100	99	493	489	500	12	14	12	18	22	19	61	52	49	10	12	19
Male	69	1423	40236	100	100	99	487	488	497	17	17	15	19	24	19	60	47	46	3	12	20
African American	11	181	4087	100	100	99	485	481	481	0	18	20	50	30	24	50	44	45	0	8	11
Hispanic	79	1115	31938	100	100	99	484	473	481	19	22	19	21	30	25	54	43	46	6	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	25	1211	36483	100	100	99	505	502	517	8	10	7	4	16	13	75	55	51	13	19	30
Students with Disabilities	15	395	10664	100	100	100	439	434	430	55	41	42	27	32	27	18	24	26	0	3	5
Students without Disabilities	115	2299	68310	99	99	98	496	498	509	10	11	9	17	21	18	65	54	51	7	14	22
Limited English Proficient Students	23	382	12573	100	100	100	474	459	454	20	26	27	34	33	30	44	38	38	2	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	90	1651	38679	93	95	96	488	481	483	15	21	20	21	27	25	56	46	45	7	7	10
Non-Economically Disadvantaged	40	1043	40295	100	100	100	497	501	513	13	7	7	8	16	13	75	56	50	4	20	30

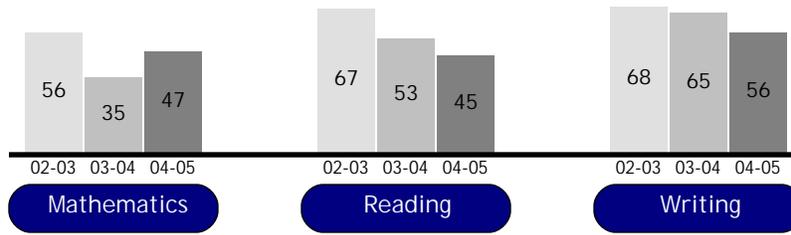
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2695	78908	100	0	99	478	480	484	15	11	10	23	24	23	60	58	58	3	6	9
All Students (Prior Year)	128	2695	76020	99	99	100	492	499	503	35	29	25	26	25	23	38	38	40	1	9	12
Female	61	1271	38648	100	0	99	485	485	489	12	9	8	20	22	22	63	61	61	6	8	10
Male	69	1423	40233	100	0	99	473	476	479	17	13	12	26	26	25	57	55	55	0	5	8
African American	11	181	4092	100	0	99	477	479	473	17	11	12	17	26	28	67	57	54	0	6	5
Hispanic	79	1114	31940	100	0	99	471	464	465	19	17	16	28	32	32	50	48	49	3	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	25	1211	36502	100	0	99	495	496	502	8	6	4	4	17	14	83	66	67	4	10	15
Students with Disabilities	15	395	10665	100	0	100	426	428	423	64	33	30	18	33	36	18	32	31	0	2	2
Students without Disabilities	115	2300	68312	99	0	98	484	489	493	9	8	7	23	23	21	64	63	62	3	7	10
Limited English Proficient Students	23	382	12556	100	0	100	456	444	436	24	23	24	39	39	40	37	37	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	90	1649	38662	93	0	96	476	471	468	15	15	16	26	31	32	56	51	49	2	3	3
Non-Economically Disadvantaged	40	1046	40315	100	0	100	488	496	498	13	5	5	13	14	15	71	69	66	4	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	130	2662	78750	100	99	99	502	498	500	6	6	6	28	30	29	66	61	63	1	3	2
All Students (Prior Year)	130	2691	75673	100	99	100	514	521	530	15	14	12	28	27	25	55	56	58	2	4	4
Female	61	1248	38586	100	98	99	519	513	515	4	3	4	12	25	22	84	68	71	0	4	3
Male	69	1413	40135	100	99	99	486	485	486	7	9	8	41	34	35	50	56	56	2	1	1
African American	11	175	4081	100	97	99	510	492	488	0	12	8	17	21	32	83	65	59	0	1	2
Hispanic	79	1102	31841	100	99	99	493	483	483	7	9	8	31	38	36	62	53	55	0	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	25	1202	36440	100	100	99	509	511	516	4	4	3	25	24	22	71	68	71	0	4	4
Students with Disabilities	15	393	10622	100	100	100	410	425	415	36	19	21	45	52	50	18	28	28	0	1	1
Students without Disabilities	115	2269	68196	99	98	98	512	511	513	2	4	3	26	26	25	71	67	69	1	3	3
Limited English Proficient Students	23	376	12504	100	100	100	485	461	451	7	12	12	37	43	44	56	45	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	90	1631	38558	93	94	96	499	488	485	5	8	8	29	35	37	65	56	54	1	1	1
Non-Economically Disadvantaged	40	1031	40260	100	100	100	510	514	514	8	4	3	21	21	21	71	70	72	0	5	4

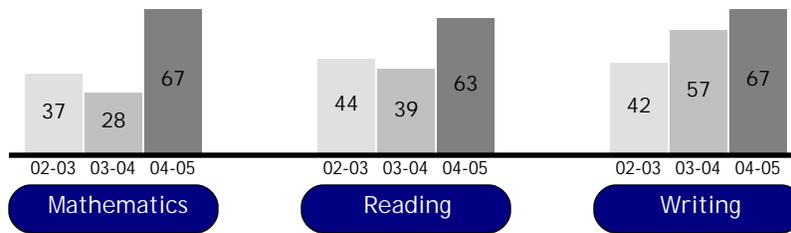
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	87	30	44	50	87	43	NA	58	100	24	40	47
	Language	99	26	34	43	97	40	44	50	100	24	40	47
	Mathematics	99	30	46	57	97	40	57	64	100	30	41	50
3	Reading	95	30	42	47	92	34	NA	55	100	30	40	44
	Language	98	42	48	54	96	43	56	61	100	31	40	44
	Mathematics	98	34	45	54	96	33	53	61	100	35	44	51
4	Reading	95	34	47	52	95	40	NA	56	100	34	42	48
	Language	98	34	42	48	99	40	48	52	100	36	44	49
	Mathematics	97	38	48	57	98	46	54	61	100	41	45	53
5	Reading	94	35	45	50	98	39	NA	55	100	42	47	50
	Language	94	30	41	46	98	38	45	49	100	44	48	50
	Mathematics	96	45	52	57	98	54	57	63	100	40	44	49
6	Reading	95	42	50	53	95	43	NA	56	100	45	48	51
	Language	97	32	41	45	99	37	44	48	100	44	45	47
	Mathematics	97	46	54	62	99	52	60	66	100	40	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

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü To facilitate school improvement
- ü To address short-term needs
- ü To develop increased communication
- ü To engage in shared decision-making
- ü To participate in staff selection
- ü To facilitate budget implementation

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	53.25
Other Professional Staff	3.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	92
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 Technology / Wireless Lab
- ü Library / Media Center
- ü Art / Music / PE Facilities
- ü Family Resource Center

Extracurricular Activities

- ü Yearbook
- ü After School Remedial Classes
- ü Chorus
- ü Fine Arts Program
- ü Chess Club
- ü Peer Mediation
- ü Boys and Girls Basketball
- ü Cross Country

Social Services

- ü Computer Classes for Adults
- ü ESL Classes for Adults
- ü Parenting Classes
- ü Social Worker /Family Resource Center
- ü PTO Volunteer Program
- ü Extended Day Care 'MOST'
- ü Second Step Violence Prevention
- ü Phoenix Parks & Recreation Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Full implementation of a Primary Literacy Lab and Intermediate Literacy Lab.
  
- ü All teachers are trained in a comprehensive literacy model to include guided reading, self-selected reading, working with words, and writing.
  
- ü All teachers have been trained in 'Accelerated Math' to provide individualized math practice, give immediate feedback, and monitor progress above and beyond the regular math curriculum.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	14	12	12	17
Transfers In Rate <sup>6</sup>	34	28	28	37
Stability Rate <sup>7</sup>	85	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	0	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) :

6

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	Phil Garitson	(602) 347-2405
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 347-6803
Parent Organization	Blanca Zavalza	(602) 347-2407
Student Health/Nurse	Jessie Mumua-Soqui	(602) 347-2410

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).

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\*\* 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.