

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7337 N. 19th Avenue, Phoenix, AZ 85021

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	N/A
2002-03	N/A

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

### School Overview

Principal/Administrator : Mrs. Andree Charlson  
 Schedule : 07:30 AM to 03:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 782  
 Web Address : www.wesd.k12.az.us  
 Phone Number : (602) 347-2900  
 Fax Number : (602) 347-2920  
 E-mail : acharls@wesd.k12.az.us

### Mission

Orangewood School's mission is to prepare students to become literate, creative, responsible, lifelong learners in partnership with our families and the community.

### 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 design and implement strategies, practices and procedures that maximize the use of instructional time.
- ü Teachers will utilize focused and effective instructional practices that incorporate instructional strategies to meet the needs of a diverse student population.
- ü Teachers will utilize effective strategies in the Literacy lab to meet the needs of all students in the area of reading skills.

### Enrollment

October 1, 2004 School Year Student Enrollment : 758  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 118

Instructional Programs

- Ü Art/Music/Physical Education
- Ü Technology/Teaching Learning Stations
- Ü Programs for English Language Learners
- Ü Full Time K-6 Gifted Programs
- Ü Full Day Kindergarten program
- Ü Literacy Lab
- Ü Special Needs programs
- Ü Primary Protected Reading Period

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

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

Parents

Parents are asked to read information provided by the school, to support school policies, initiatives and programs, to attend school activities, to communicate directly with students' teachers and to ensure student attendance and timeliness.

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 Teachers--Lamp of Learning Award	2005
Ü Community Member--Lamp of Learning Award	2005
Ü Childsplay Theater Grant	2005
Ü Artist In Residence Award	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	2787	79306	98	100	99	433	434	445	16	13	10	30	23	18	40	49	51	14	15	20
All Students (Prior Year)	99	2649	75509	100	99	100	505	509	521	21	16	13	21	29	23	32	32	33	26	24	31
Female	53	1340	38691	96	100	99	422	432	446	22	14	10	33	24	18	37	48	52	9	14	20
Male	65	1447	40583	100	100	99	442	436	445	12	13	11	27	21	18	42	50	50	19	16	21
African American	12	183	4041	92	100	99	415	414	426	18	18	17	45	26	23	36	48	50	0	8	10
Hispanic	45	1152	32869	100	100	99	419	418	429	23	20	15	38	30	25	31	43	51	8	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	53	1246	36197	96	99	99	449	450	463	10	7	5	21	16	11	44	54	53	25	23	31
Students with Disabilities	17	411	10321	100	100	100	390	381	389	27	31	30	60	32	27	13	30	34	0	7	9
Students without Disabilities	101	2376	69060	98	99	98	440	444	454	14	10	7	24	21	17	44	53	54	17	16	22
Limited English Proficient Students	22	634	15509	100	100	100	415	402	406	22	23	20	39	32	30	35	41	45	4	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	67	1720	39415	92	95	96	423	426	431	19	18	15	35	28	25	38	46	50	8	8	10
Non-Economically Disadvantaged	51	1067	39966	100	100	100	449	447	459	12	6	6	21	14	12	43	54	52	24	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	118	2790	79395	98	0	99	431	435	446	15	13	9	32	29	25	48	52	55	5	7	11
All Students (Prior Year)	98	2648	75492	100	99	100	514	514	519	13	14	12	21	20	16	44	47	47	22	20	24
Female	54	1341	38743	98	0	100	428	438	451	15	11	7	34	29	24	49	52	57	2	8	12
Male	64	1449	40618	98	0	99	433	433	440	16	14	11	31	28	27	47	51	53	7	6	9
African American	12	183	4052	92	0	100	417	422	434	9	15	11	64	29	29	27	53	54	0	3	6
Hispanic	45	1152	32915	100	0	99	418	418	426	21	20	15	41	35	35	36	42	47	3	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	53	1249	36221	96	0	99	445	452	465	13	6	4	17	22	15	63	60	63	8	12	17
Students with Disabilities	17	411	10331	100	0	100	368	374	388	60	35	25	40	39	37	0	24	34	0	3	4
Students without Disabilities	101	2379	69139	98	0	99	441	447	454	8	9	7	31	27	24	56	57	58	6	8	11
Limited English Proficient Students	22	634	15545	100	0	100	410	399	399	22	24	21	52	39	42	22	35	35	4	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	67	1722	39484	92	0	96	421	427	429	14	17	14	46	35	35	37	45	47	3	3	4
Non-Economically Disadvantaged	51	1068	39986	100	0	100	445	450	461	17	5	4	12	18	16	64	64	63	7	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	118	2775	78869	98	99	99	419	430	442	9	8	6	35	24	21	50	59	63	6	8	10
All Students (Prior Year)	98	2643	75053	100	99	99	566	581	597	13	10	7	11	13	12	69	69	72	7	8	9
Female	53	1335	38536	96	99	99	435	446	458	7	5	4	37	20	15	46	64	67	11	11	14
Male	65	1440	40302	100	99	99	407	415	428	10	11	8	34	28	26	54	56	60	2	5	7
African American	12	181	4015	92	99	99	423	416	430	0	10	8	36	28	24	64	54	61	0	7	7
Hispanic	45	1145	32606	100	100	98	415	413	426	13	12	8	41	29	27	38	53	60	8	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	53	1244	36078	96	99	99	421	447	459	6	4	4	31	19	16	58	66	66	4	11	14
Students with Disabilities	17	408	10246	100	100	100	352	346	367	13	23	18	73	44	39	13	32	40	0	1	4
Students without Disabilities	101	2367	68697	98	98	98	430	445	454	8	6	4	29	20	18	57	64	67	7	9	11
Limited English Proficient Students	22	627	15339	100	100	100	407	390	399	17	16	11	39	31	31	35	49	54	9	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	67	1710	39106	92	94	95	412	421	427	10	11	8	43	28	28	43	56	59	5	5	5
Non-Economically Disadvantaged	51	1065	39837	100	100	100	429	445	457	7	4	4	24	17	14	62	65	67	7	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	91	2694	78906	100	100	99	498	488	498	14	15	13	21	23	19	49	50	48	16	12	20
All Students (Prior Year)	112	2695	76019	100	99	100	499	489	499	16	16	14	37	44	39	16	14	14	32	27	33
Female	49	1270	38644	100	100	99	502	489	500	9	14	12	16	22	19	61	52	49	14	12	19
Male	42	1423	40236	100	100	99	494	488	497	19	17	15	27	24	19	35	47	46	19	12	20
African American	NC	181	4087	NC	100	99	NC	481	481	NC	18	20	NC	30	24	NC	44	45	NC	8	11
Hispanic	25	1115	31938	96	100	99	483	473	481	22	22	19	35	30	25	30	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	51	1211	36483	100	100	99	511	502	517	11	10	7	13	16	13	57	55	51	19	19	30
Students with Disabilities	16	395	10664	100	100	100	468	434	430	53	41	42	13	32	27	20	24	26	13	3	5
Students without Disabilities	75	2299	68310	100	99	98	505	498	509	5	11	9	23	21	18	56	54	51	17	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	47	1651	38679	92	95	96	483	481	483	21	21	20	23	27	25	44	46	45	12	7	10
Non-Economically Disadvantaged	44	1043	40295	100	100	100	515	501	513	5	7	7	18	16	13	55	56	50	21	20	30

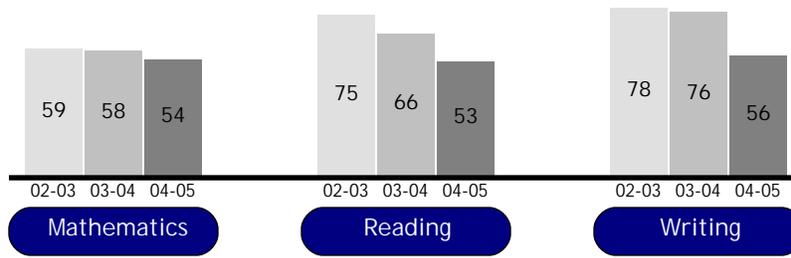
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	2695	78908	100	0	99	489	480	484	9	11	10	23	24	23	60	58	58	9	6	9
All Students (Prior Year)	112	2695	76020	100	99	100	503	499	503	25	29	25	22	25	23	42	38	40	11	9	12
Female	49	1271	38648	100	0	99	497	485	489	7	9	8	18	22	22	64	61	61	11	8	10
Male	41	1423	40233	100	0	99	480	476	479	11	13	12	28	26	25	56	55	55	6	5	8
African American	NC	181	4092	NC	0	99	NC	479	473	NC	11	12	NC	26	28	NC	57	54	NC	6	5
Hispanic	25	1114	31940	96	0	99	472	464	465	13	17	16	26	32	32	52	48	49	9	3	3
Asian/Pacific Islander	NC	90	1805	NC	0	99	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	50	1211	36502	100	0	99	501	496	502	7	6	4	20	17	14	63	66	67	11	10	15
Students with Disabilities	15	395	10665	100	0	100	457	428	423	29	33	30	43	33	36	14	32	31	14	2	2
Students without Disabilities	75	2300	68312	100	0	98	496	489	493	5	8	7	18	23	21	70	63	62	8	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	46	1649	38662	90	0	96	477	471	468	14	15	16	26	31	32	55	51	49	5	3	3
Non-Economically Disadvantaged	44	1046	40315	100	0	100	503	496	498	3	5	5	18	14	15	66	69	66	13	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	91	2662	78750	100	99	99	494	498	500	10	6	6	26	30	29	63	61	63	1	3	2
All Students (Prior Year)	112	2691	75673	100	99	100	526	521	530	15	14	12	27	27	25	50	56	58	8	4	4
Female	49	1248	38586	100	98	99	503	513	515	9	3	4	18	25	22	73	68	71	0	4	3
Male	42	1413	40135	100	99	99	484	485	486	11	9	8	35	34	35	51	56	56	3	1	1
African American	NC	175	4081	NC	97	99	NC	492	488	NC	12	8	NC	21	32	NC	65	59	NC	1	2
Hispanic	25	1102	31841	96	99	99	466	483	483	13	9	8	39	38	36	48	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	51	1202	36440	100	100	99	505	511	516	9	4	3	21	24	22	68	68	71	2	4	4
Students with Disabilities	16	393	10622	100	100	100	439	425	415	27	19	21	47	52	50	27	28	28	0	1	1
Students without Disabilities	75	2269	68196	100	98	98	507	511	513	6	4	3	21	26	25	71	67	69	2	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	47	1631	38558	92	94	96	478	488	485	14	8	8	23	35	37	63	56	54	0	1	1
Non-Economically Disadvantaged	44	1031	40260	100	100	100	513	514	514	5	4	3	29	21	21	63	70	72	3	5	4

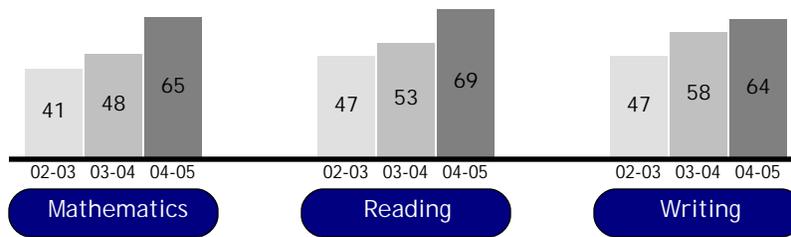
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	42	44	50	99	57	NA	58	99	38	40	47
	Language	100	34	34	43	100	39	44	50	99	35	40	47
	Mathematics	96	44	46	57	100	56	57	64	99	35	41	50
3	Reading	98	52	42	47	95	54	NA	55	98	36	40	44
	Language	100	57	48	54	98	55	56	61	98	34	40	44
	Mathematics	100	43	45	54	99	50	53	61	98	41	44	51
4	Reading	90	56	47	52	98	53	NA	56	100	46	42	48
	Language	96	47	42	48	100	50	48	52	100	45	44	49
	Mathematics	96	52	48	57	100	51	54	61	100	45	45	53
5	Reading	99	45	45	50	97	50	NA	55	100	51	47	50
	Language	100	40	41	46	99	47	45	49	100	50	48	50
	Mathematics	100	49	52	57	99	58	57	63	100	50	44	49
6	Reading	95	54	50	53	98	50	NA	56	100	47	48	51
	Language	98	45	41	45	99	41	44	48	100	43	45	47
	Mathematics	99	58	54	62	99	52	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/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	47.00
Other Professional Staff	1.50	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	3	0	0
4 to 6 years	7	1	0	0
7 to 9 years	2	1	0	0
10 or more years	13	14	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	135
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 Art/Music/PE/Band Facilities	ü Science Lab
ü Library Media Center	ü Reading Literacy Lab

Extracurricular Activities

ü Chorus	ü Special Interest Classes
ü Robotics Classes	ü Student Council
ü Computer Classes	ü Intra-Mural Sports
ü After School Remedial Classes	ü Drama and Music Productions

Social Services

ü Extended Day Care	ü Indian Education Services
ü Extended Pre-Kindergarten Program	ü Food Distribution Program
ü After School Academic Programs	ü Dental Services/John C. Lincoln
ü Counseling Services	ü Circle of Health Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Designed and implemented practices to maximize the use of instructional time to achieve desired learning outcomes.
  
- ü Designed and implemented instructional strategies appropriate for English Language Learners.
  
- ü Designed and implemented a plan for Title One services for all students in K-6 grades in the area of reading skills.
  
- ü Designed a plan for K-3 override funds to focus on full day kindergarten implementation.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	12	12	12	17
Transfers In Rate <sup>6</sup>	32	28	28	37
Stability Rate <sup>7</sup>	87	87	87	82
Promotion Rate <sup>8</sup>	95	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) :

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	Andree Charlson	(602) 347-2900
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Sue Bauer/Terri Brown	(602) 347-2900
Student Health/Nurse	Therese Taylor	(602) 347-2910

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.