



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7502 N 39th Ave, Phoenix, AZ 85051

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	Performing Plus
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Ms. Luanne L. Herman
 Schedule : 07:30 AM to 04:00 PM
 Grades : 7-8
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 347-2500
 Fax Number : (602) 347-2520
 E-mail : lherman@pv.wesd.k12.az.us

Mission

Palo Verde's mission is to promote the use of technology, academic excellence, empowerment of students to acquire knowledge, partnerships with parents and community, a positive climate TEAM: Technology, Excellence, Achievement, Membership for all, Safety.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- 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.
- Teachers will implement brain-based strategies to teach reading and writing strategies through all curricular areas.
- Teachers will analyze assessment data for data-driven decision-making to increase student achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 1257
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 26

Instructional Programs

- ü Art, Music, Physical Education
- ü Technology/Teaching Learning Stations
- ü Drug/Alcohol/Tobacco Prevention Programs
- ü English Language Learning Programs
- ü Gifted Services
- ü After-School Academic Programs
- ü Remedial Reading Programs
- ü Tutoring Programs

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 leadership, effective instructional practices, student achievement, a welcoming community, and personal and professional development.

Parents

Parents should make sure the child attends daily with adequate sleep and nutritional needs being met at home. Parents should keep abreast of the progress of the child by use of the STUDY SKILLS AGENDA and attending Parent-Teacher Conferences.

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 MESA Partnership Grant with Arizona State University	2005
ü Safe and Healthy Schools Grant	2004
ü 21st Century Grant	2004
ü American Express Success Grant	2005

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	619	2599	78546	99	99	97	521	533	543	24	19	15	21	19	18	48	51	52	7	11	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	312	1279	38645	98	99	98	521	535	545	21	17	13	23	19	18	50	53	54	6	11	15
Male	307	1320	39792	100	99	97	521	532	542	27	21	17	20	19	17	46	49	50	7	11	15
African American	54	193	4205	98	98	97	508	516	524	35	30	22	20	23	22	39	41	49	6	7	7
Hispanic	344	1052	31177	100	99	97	518	517	524	25	26	22	24	24	23	45	46	48	5	5	7
Asian/Pacific Islander	22	80	1940	100	100	99	545	559	580	14	9	5	14	10	9	64	64	53	9	18	33
American Indian/Alaskan Native	24	94	4689	100	96	95	519	528	515	25	17	28	17	22	25	50	53	43	8	7	4
White	175	1180	36450	98	99	97	528	549	563	19	12	7	18	16	12	54	57	57	9	16	23
Students with Disabilities	92	308	8093	100	95	82	470	482	489	59	53	50	24	26	24	9	17	23	9	4	2
Students without Disabilities	527	2291	70453	98	100	100	527	539	549	18	14	11	21	18	17	55	56	56	6	12	16
Limited English Proficient Students	115	384	9323	97	96	94	486	486	491	51	54	47	28	23	28	18	22	24	3	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	365	1299	34694	97	98	96	522	523	524	21	22	23	22	23	23	50	49	48	7	6	7
Non-Economically Disadvantaged	254	1300	43852	100	100	99	519	544	559	28	16	10	20	16	13	45	53	56	7	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	619	2609	79045	99	99	98	492	504	512	16	12	10	34	29	25	47	54	58	2	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	312	1283	38860	98	99	98	498	511	519	14	9	7	33	26	22	51	58	62	3	7	8
Male	307	1326	40075	100	100	97	487	496	505	19	15	12	36	32	28	43	50	54	2	3	6
African American	54	195	4250	98	99	98	480	492	500	20	15	12	41	36	31	35	45	54	4	4	3
Hispanic	344	1054	31314	100	99	98	487	486	493	17	19	16	40	37	34	41	42	48	1	2	2
Asian/Pacific Islander	22	80	1949	100	100	99	520	520	536	5	3	4	14	23	15	77	65	66	5	10	15
American Indian/Alaskan Native	24	94	4719	100	96	96	479	495	489	21	12	15	38	36	39	38	48	45	4	4	2
White	175	1186	36730	98	100	98	504	520	532	14	6	4	23	21	16	59	66	68	3	7	12
Students with Disabilities	92	318	8552	100	98	87	448	457	463	45	37	35	37	42	40	11	18	23	8	3	1
Students without Disabilities	527	2291	70493	98	100	100	498	509	517	11	9	7	34	27	24	53	59	62	2	5	8
Limited English Proficient Students	115	384	9355	97	96	95	452	451	456	38	40	37	53	49	48	7	10	15	2	1	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	364	1299	34922	97	98	96	493	494	493	13	14	15	37	35	34	47	48	48	2	4	3
Non-Economically Disadvantaged	255	1310	44123	100	100	99	492	513	527	20	10	6	31	24	18	47	60	66	2	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	626	2643	79657	100	100	99	551	559	566	6	5	3	12	10	8	80	84	87	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	316	1293	39120	99	100	99	566	575	580	4	3	2	8	6	4	86	90	92	2	2	2
Male	310	1350	40423	100	100	98	535	543	553	8	7	5	17	14	12	74	79	83	1	1	1
African American	56	199	4290	100	100	99	532	545	560	13	8	4	14	14	9	70	77	86	4	1	1
Hispanic	346	1067	31642	100	100	99	546	543	552	8	8	5	12	13	11	80	79	84	1	0	0
Asian/Pacific Islander	22	80	1948	100	100	99	582	581	589	NA	3	1	5	4	3	91	88	91	5	6	4
American Indian/Alaskan Native	24	96	4760	100	98	97	557	556	547	NA	4	5	13	9	14	83	84	81	4	2	0
White	178	1201	36929	99	100	99	561	574	579	3	2	2	13	7	5	81	89	91	2	2	2
Students with Disabilities	92	342	9069	100	100	92	498	500	508	14	13	11	39	35	30	38	49	58	9	3	1
Students without Disabilities	534	2301	70588	100	100	100	557	566	573	5	4	2	8	6	5	87	89	91	0	1	1
Limited English Proficient Students	117	393	9521	98	99	96	477	482	507	22	20	13	28	28	24	48	52	63	2	1	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	371	1321	35341	99	99	97	554	552	551	5	5	5	11	11	12	82	83	83	2	1	0
Non-Economically Disadvantaged	255	1322	44316	100	100	100	545	566	578	7	5	2	15	8	5	76	85	90	2	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	598	2545	78400	96	98	97	535	544	554	28	25	21	25	21	19	41	45	47	5	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	296	1249	38686	97	99	98	538	545	554	24	24	20	26	22	20	44	45	49	6	8	12
Male	302	1295	39636	96	98	96	532	543	554	32	27	23	25	21	18	39	44	46	5	8	13
African American	57	202	4193	100	100	97	522	525	533	35	36	32	26	26	23	35	34	40	4	4	5
Hispanic	325	1003	30732	96	97	97	529	529	534	33	34	31	24	24	24	39	39	40	3	3	5
Asian/Pacific Islander	17	76	1827	94	97	99	563	576	594	6	11	8	35	18	12	41	49	49	18	22	31
American Indian/Alaskan Native	17	82	4536	100	100	95	533	538	528	18	21	35	29	28	25	53	45	37	NA	6	4
White	182	1181	37038	96	99	97	547	559	575	20	18	11	26	18	14	45	51	56	9	13	19
Students with Disabilities	66	261	7840	80	92	81	490	496	498	45	59	60	29	22	18	26	18	20	NA	1	2
Students without Disabilities	532	2284	70560	99	99	99	538	549	560	26	22	17	25	21	19	43	48	50	6	9	14
Limited English Proficient Students	80	257	8956	94	94	95	500	496	502	54	61	56	24	22	25	20	16	18	3	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	343	1229	33014	95	96	95	535	534	534	30	30	31	22	23	24	44	41	40	5	6	5
Non-Economically Disadvantaged	255	1316	45386	98	100	99	535	553	569	26	21	15	30	20	15	38	48	52	6	11	18

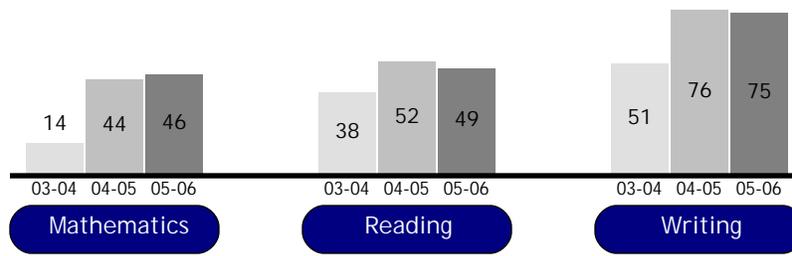
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	599	2545	79179	96	98	98	501	512	519	16	13	11	35	30	27	48	54	58	1	4	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	297	1248	38974	97	99	99	507	518	524	13	10	8	32	28	25	54	57	61	1	5	5
Male	302	1296	40124	96	98	97	494	507	513	19	15	13	38	31	28	43	51	54	1	3	4
African American	57	201	4243	100	99	98	496	501	506	19	13	14	32	39	32	47	45	51	2	2	3
Hispanic	326	1005	30987	96	98	98	495	497	498	18	19	17	39	36	36	43	44	45	NA	1	1
Asian/Pacific Islander	17	76	1832	94	97	99	511	525	543	NA	7	4	53	29	17	47	61	69	NA	4	10
American Indian/Alaskan Native	17	82	4573	100	100	96	508	502	494	12	12	16	24	34	41	65	52	42	NA	1	1
White	182	1180	37467	96	99	98	511	527	539	13	8	5	28	23	17	57	63	70	2	6	8
Students with Disabilities	66	258	8567	80	91	88	453	464	467	41	40	39	38	39	38	21	21	22	NA	0	1
Students without Disabilities	533	2287	70612	99	99	99	504	517	524	13	10	7	35	29	25	52	58	62	1	4	5
Limited English Proficient Students	81	257	9013	95	94	95	460	454	461	38	50	40	48	40	48	14	9	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	343	1227	33345	95	96	96	500	503	499	15	15	17	36	34	36	48	49	46	1	1	1
Non-Economically Disadvantaged	256	1318	45834	98	100	99	502	521	533	17	11	7	33	25	19	49	58	67	1	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	599	2563	79734	96	99	99	546	553	554	5	4	3	20	17	19	75	78	78	0	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	298	1255	39243	98	99	99	558	567	568	4	3	2	13	11	12	83	85	85	0	1	1
Male	301	1307	40413	95	99	98	534	540	541	7	6	4	27	23	26	66	71	70	NA	0	0
African American	59	207	4285	100	100	99	537	548	548	7	4	3	19	20	22	75	74	74	NA	1	0
Hispanic	323	1009	31254	95	98	99	540	539	539	7	7	5	23	22	25	70	71	70	0	0	0
Asian/Pacific Islander	18	77	1837	100	99	99	566	580	579	NA	NA	1	11	10	9	89	86	87	NA	4	2
American Indian/Alaskan Native	17	81	4613	100	99	97	558	556	535	NA	NA	4	6	20	29	94	80	67	NA	NA	0
White	182	1188	37668	96	99	99	557	565	569	3	2	1	17	13	13	80	84	85	NA	1	1
Students with Disabilities	68	276	8943	83	97	92	482	490	495	18	11	11	47	53	51	35	35	38	NA	1	1
Students without Disabilities	531	2287	70791	99	99	100	551	560	561	4	3	2	16	13	15	80	83	83	0	0	0
Limited English Proficient Students	76	259	9138	89	95	97	483	469	492	21	25	13	37	42	46	42	33	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	344	1246	33718	95	98	97	543	543	538	6	6	5	19	20	26	75	74	69	NA	0	0
Non-Economically Disadvantaged	255	1317	46016	98	100	100	550	563	567	4	3	2	21	14	14	75	82	84	0	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.

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	93	46	NA	54	95	42	47	50	97	43	48	54
	Language	94	47	54	58	95	43	51	52	97	44	52	58
	Mathematics	93	52	55	62	94	40	46	50	97	37	46	54
8	Reading	97	47	NA	55	97	43	49	51	93	46	54	58
	Language	100	38	45	52	97	44	48	50	93	44	50	56
	Mathematics	99	51	55	61	97	42	49	53	93	41	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

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	76.00
Other Professional Staff	3.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	8	6	0	0
7 to 9 years	4	0	0	0
10 or more years	23	30	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	303
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- ü Art/ Music/P.E./Library Facilities
- ü Mobile computer lab
- ü Computer/Technology Lab
- ü Breakfast in the Classroom

Extracurricular Activities

- ü National Junior Honor Society
- ü Yearbook
- ü Student Council
- ü MESA Program/ U of AZ
- ü Choir/Band
- ü Chess Club
- ü Interscholastic Sports
- ü After-School Computer Lab

Social Services

- ü After School Academics (21st Century)
- ü Non-Priced Lunch for All Students
- ü Individual Counseling Services
- ü Parenting Classes
- ü Family Resource Center
- ü Non-Priced Breakfast in the Classroom
- ü Facility Rental
- ü Summer School/ Summer Breakfast Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Continued training and implementation of instructional strategies appropriate for teaching English Language Learners.

- ü Implemented a training plan for staff to implement the use of brain-based strategies to teach reading and writing across all curricular areas.

- ü Implemented a school-wide Olweus Bullying Program.

- ü Designed and implemented school-wide focus on math terms/vocabulary.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	90	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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

37

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	Luanne Herman	(602) 347-2505
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Luanne Herman	(602) 347-2505
Student Health/Nurse	Leanne Stoner	(602) 347-2510

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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.

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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.