

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2021 West Alice, 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 LEARNS¹

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 : Ms. Jacqueline Jackson
 Schedule : 07:15 AM to 03:15 PM
 Grades : Pre-K-6
 2005 Enrollment : 778
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 347-3000
 Fax Number : (602) 347-3020
 E-mail : jjackso@rm.wesd.k12.az.us

Mission

The mission of Richard E. Miller Elementary School is to provide all students with the mental, physical, and social skills that will enable them to reach their full potential in a rapidly changing society.

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 continue to research, design, and implement support programs for students in the areas of academics and social growth.
- ü Teachers will continue to analyze best instructional practices and use data to make instructional decisions associated with the mission and goals of the school.
- ü Teachers will increase collaboration and sharing of effective strategies to ensure the mastery of grade level curriculum and state standards.

Enrollment

October 1, 2004 School Year Student Enrollment : 744
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 31

Instructional Programs

- ü Preschool Program
- ü Full Day Kindergarten
- ü Half-Day Kindergarten
- ü Gifted Instruction K - 6
- ü K - 2 Literacy Lab and 3 - 6 Title I Lab
- ü Resource Special Education
- ü Art, Music, and Physical Education
- ü Afterschool Enrichment Programs

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

Parents

Richard E. Miller parents are expected to work collaboratively with teachers and school staff, ensure punctual and consistent student attendance, volunteer to assist with classroom and school activities, and participate in PTO sponsored events.

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 Phoenix Public Library Project GOAL Award - 1st Grade	2002
ü International Water Education Poster Contest Winners	2002
ü Preschool Accreditation Honor - Division of NAEYC	2002
ü District Lamp of Learning Awardee- Vision Aide	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	114	2787	79306	98	100	99	438	434	445	13	13	10	25	23	18	48	49	51	13	15	20
All Students (Prior Year)	90	2649	75509	100	99	100	526	509	521	13	16	13	19	29	23	38	32	33	30	24	31
Female	53	1340	38691	98	100	99	437	432	446	17	14	10	22	24	18	48	48	52	13	14	20
Male	61	1447	40583	98	100	99	439	436	445	10	13	11	27	21	18	49	50	50	14	16	21
African American	NC	183	4041	NC	100	99	NC	414	426	NC	18	17	NC	26	23	NC	48	50	NC	8	10
Hispanic	35	1152	32869	95	100	99	416	418	429	31	20	15	24	30	25	45	43	51	0	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	13	97	4264	100	100	100	418	428	419	18	14	19	36	25	30	45	57	45	0	4	6
White	48	1246	36197	100	99	99	458	450	463	4	7	5	20	16	11	49	54	53	27	23	31
Students with Disabilities	13	411	10321	100	100	100	403	381	389	33	31	30	42	32	27	25	30	34	0	7	9
Students without Disabilities	101	2376	69060	97	99	98	443	444	454	11	10	7	22	21	17	52	53	54	15	16	22
Limited English Proficient Students	19	634	15509	95	100	100	414	402	406	24	23	20	24	32	30	53	41	45	0	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	60	1720	39415	95	95	96	425	426	431	17	18	15	30	28	25	45	46	50	8	8	10
Non-Economically Disadvantaged	54	1067	39966	100	100	100	453	447	459	9	6	6	18	14	12	52	54	52	20	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	115	2790	79395	99	0	99	438	435	446	13	13	9	36	29	25	42	52	55	8	7	11
All Students (Prior Year)	91	2648	75492	100	99	100	521	514	519	13	14	12	16	20	16	43	47	47	28	20	24
Female	53	1341	38743	98	0	100	437	438	451	17	11	7	33	29	24	39	52	57	11	8	12
Male	62	1449	40618	100	0	99	438	433	440	10	14	11	39	28	27	45	51	53	6	6	9
African American	NC	183	4052	NC	0	100	NC	422	434	NC	15	11	NC	29	29	NC	53	54	NC	3	6
Hispanic	36	1152	32915	97	0	99	410	418	426	24	20	15	48	35	35	28	42	47	0	2	4
Asian/Pacific Islander	NC	109	1936	NC	0	99	NC	446	468	NC	5	3	NC	23	14	NC	61	63	NC	11	19
American Indian/Alaskan Native	13	97	4271	100	0	100	410	426	420	9	11	15	73	49	42	18	38	41	0	1	2
White	48	1249	36221	100	0	99	464	452	465	4	6	4	22	22	15	58	60	63	16	12	17
Students with Disabilities	13	411	10331	100	0	100	395	374	388	42	35	25	50	39	37	8	24	34	0	3	4
Students without Disabilities	102	2379	69139	98	0	99	444	447	454	9	9	7	34	27	24	47	57	58	9	8	11
Limited English Proficient Students	19	634	15545	95	0	100	401	399	399	35	24	21	47	39	42	18	35	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	61	1722	39484	97	0	96	418	427	429	23	17	14	42	35	35	36	45	47	0	3	4
Non-Economically Disadvantaged	54	1068	39986	100	0	100	461	450	461	2	5	4	30	18	16	50	64	63	18	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	113	2775	78869	97	99	99	446	430	442	3	8	6	28	24	21	58	59	63	10	8	10
All Students (Prior Year)	91	2643	75053	100	99	99	623	581	597	5	10	7	11	13	12	74	69	72	10	8	9
Female	53	1335	38536	98	99	99	459	446	458	0	5	4	24	20	15	63	64	67	13	11	14
Male	60	1440	40302	97	99	99	435	415	428	6	11	8	32	28	26	54	56	60	8	5	7
African American	NC	181	4015	NC	99	99	NC	416	430	NC	10	8	NC	28	24	NC	54	61	NC	7	7
Hispanic	35	1145	32606	95	100	98	430	413	426	0	12	8	34	29	27	62	53	60	3	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	13	97	4245	100	100	100	408	418	423	0	13	9	64	27	26	36	54	61	0	6	4
White	47	1244	36078	98	99	99	468	447	459	5	4	4	16	19	16	61	66	66	18	11	14
Students with Disabilities	12	408	10246	100	100	100	418	346	367	9	23	18	36	44	39	55	32	40	0	1	4
Students without Disabilities	101	2367	68697	97	98	98	450	445	454	2	6	4	27	20	18	59	64	67	12	9	11
Limited English Proficient Students	19	627	15339	95	100	100	424	390	399	6	16	11	35	31	31	53	49	54	6	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	59	1710	39106	94	94	95	432	421	427	4	11	8	35	28	28	58	56	59	4	5	5
Non-Economically Disadvantaged	54	1065	39837	100	100	100	463	445	457	2	4	4	20	17	14	59	65	67	18	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	106	2694	78906	100	100	99	496	488	498	8	15	13	28	23	19	53	50	48	10	12	20
All Students (Prior Year)	107	2695	76019	100	99	100	490	489	499	22	16	14	37	44	39	13	14	14	28	27	33
Female	53	1270	38644	100	100	99	503	489	500	10	14	12	20	22	19	56	52	49	15	12	19
Male	53	1423	40236	100	100	99	489	488	497	6	17	15	36	24	19	51	47	46	6	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	30	1115	31938	100	100	99	483	473	481	15	22	19	23	30	25	62	43	46	0	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	12	98	4593	100	98	100	487	478	467	0	15	26	44	33	29	44	46	39	11	6	6
White	49	1211	36483	100	100	99	501	502	517	5	10	7	30	16	13	53	55	51	12	19	30
Students with Disabilities	10	395	10664	100	100	100	463	434	430	13	41	42	63	32	27	25	24	26	0	3	5
Students without Disabilities	96	2299	68310	100	99	98	499	498	509	8	11	9	25	21	18	56	54	51	11	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	57	1651	38679	95	95	96	490	481	483	9	21	20	27	27	25	58	46	45	7	7	10
Non-Economically Disadvantaged	49	1043	40295	100	100	100	501	501	513	7	7	7	30	16	13	49	56	50	14	20	30

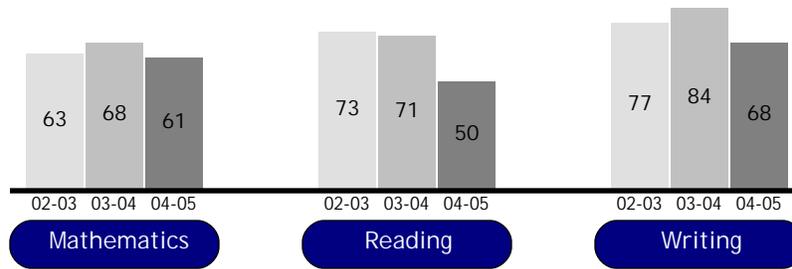
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	2695	78908	100	0	99	489	480	484	8	11	10	22	24	23	63	58	58	8	6	9
All Students (Prior Year)	107	2695	76020	100	99	100	500	499	503	23	29	25	25	25	23	39	38	40	13	9	12
Female	53	1271	38648	100	0	99	500	485	489	5	9	8	20	22	22	66	61	61	10	8	10
Male	53	1423	40233	100	0	99	479	476	479	11	13	12	23	26	25	60	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	30	1114	31940	100	0	99	477	464	465	15	17	16	19	32	32	65	48	49	0	3	3
Asian/Pacific Islander	NC	90	1805	NC	0	98	NC	485	507	NC	13	4	NC	15	13	NC	66	65	NC	6	18
American Indian/Alaskan Native	12	99	4569	100	0	100	470	466	457	11	18	18	22	30	39	67	53	41	0	0	2
White	49	1211	36502	100	0	99	497	496	502	2	6	4	26	17	14	63	66	67	9	10	15
Students with Disabilities	10	395	10665	100	0	100	439	428	423	38	33	30	38	33	36	25	32	31	0	2	2
Students without Disabilities	96	2300	68312	100	0	98	494	489	493	5	8	7	20	23	21	66	63	62	9	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	57	1649	38662	95	0	96	479	471	468	11	15	16	27	31	32	60	51	49	2	3	3
Non-Economically Disadvantaged	49	1046	40315	100	0	100	499	496	498	5	5	5	16	14	15	65	69	66	14	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	105	2662	78750	99	99	99	496	498	500	9	6	6	31	30	29	57	61	63	2	3	2
All Students (Prior Year)	107	2691	75673	100	99	100	520	521	530	9	14	12	31	27	25	58	56	58	2	4	4
Female	53	1248	38586	100	98	99	524	513	515	0	3	4	22	25	22	73	68	71	5	4	3
Male	52	1413	40135	98	99	99	471	485	486	17	9	8	39	34	35	43	56	56	0	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	29	1102	31841	97	99	99	478	483	483	16	9	8	32	38	36	52	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	12	96	4586	100	96	100	495	498	481	0	3	8	33	38	37	67	57	54	0	3	1
White	49	1202	36440	100	100	99	512	511	516	2	4	3	35	24	22	60	68	71	2	4	4
Students with Disabilities	10	393	10622	100	100	100	441	425	415	25	19	21	75	52	50	0	28	28	0	1	1
Students without Disabilities	95	2269	68196	99	98	98	502	511	513	8	4	3	27	26	25	63	67	69	3	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	56	1631	38558	93	94	96	492	488	485	9	8	8	25	35	37	66	56	54	0	1	1
Non-Economically Disadvantaged	49	1031	40260	100	100	100	500	514	514	9	4	3	37	21	21	49	70	72	5	5	4

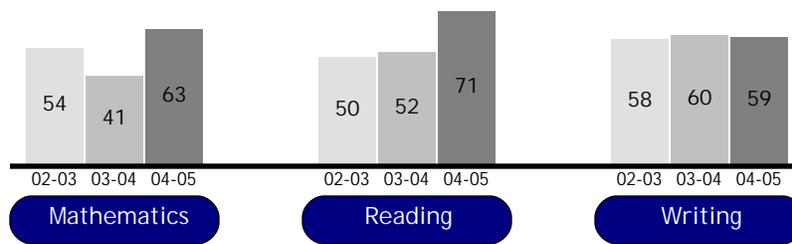
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	62	44	50	97	61	NA	58	100	42	40	47
	Language	98	42	34	43	97	48	44	50	100	43	40	47
	Mathematics	98	65	46	57	99	64	57	64	99	46	41	50
3	Reading	99	47	42	47	93	65	NA	55	99	40	40	44
	Language	98	52	48	54	93	68	56	61	99	37	40	44
	Mathematics	98	53	45	54	95	69	53	61	98	43	44	51
4	Reading	91	51	47	52	100	58	NA	56	100	46	42	48
	Language	97	46	42	48	100	54	48	52	100	44	44	49
	Mathematics	99	49	48	57	100	57	54	61	100	45	45	53
5	Reading	100	48	45	50	96	55	NA	55	100	51	47	50
	Language	100	44	41	46	96	49	45	49	100	52	48	50
	Mathematics	100	52	52	57	96	63	57	63	100	48	44	49
6	Reading	95	59	50	53	100	61	NA	56	99	49	48	51
	Language	99	52	41	45	100	44	44	48	99	50	45	47
	Mathematics	99	61	54	62	100	63	60	66	99	50	46	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

School Site Council

Council Composition

Council Duties

1 School Administrator(s)	ü To facilitate school improvement
1 Non-certified Employee(s)	ü To address short-term needs
8 Teacher(s)	ü To develop increased communication
8 Parent(s)	ü To facilitate budget implementation
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	41.00
Other Professional Staff	1.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	9	1	0	0
7 to 9 years	3	5	0	0
10 or more years	4	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	96
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

ü Art/ Music/ Library Facilities	ü K- 2 Academic Lab
ü Computer Lab	ü 3 - 6 Title I Lab

Extracurricular Activities

ü CHAMPS	ü Leadership / Student Council
ü Club MED Enrichment / Field Sports	ü Peer Mediators
ü Cross Country / Track	ü Skippers / Jump Rope
ü Girls / Boys Basketball	ü Tap Dance

Social Services

ü Before and After School Day Care	ü Health Services
ü Community Education Programs	ü Lunch Program
ü Free After School Program	ü Parenting Classes
ü Free Breakfast Program	ü School Social Worker

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Demonstrated an understanding of district curriculum by: analyzing the strands, concepts, and objectives of grade level state standards in reading, writing, and math.

- ü Discussed and researched effective instructional strategies in grade level teacher learning teams, based on student learning goals for reading, writing, and math.

- ü Implemented safety, facility, and customer service plans to enhance the safe and inviting atmosphere of the campus.

- ü Maintained focus on effective strategies, practices, and routines that enhance positive classroom and school-wide behavior through the use of the staff-developed Richard E. Miller Procedures and Routines Manual.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	22	12	12	17
Transfers In Rate ⁶	39	28	28	37
Stability Rate ⁷	77	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Washington School District’s Crisis Team has examined every aspect of operations in the District to create safe, secure campuses. Comprehensive crisis management plans have been developed for each campus. Schools hold regular fire and lockdown drills, and conduct tabletop crisis drills. In addition, school counselors are ready to respond to a campus to provide support for students or adults during a crisis. WESD is committed to providing a safe atmosphere conducive to student learning.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jackie Jackson	(602) 347-3005
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Christy Bacon	(602) 347-3000
Student Health/Nurse	Melinda Piwinski	(602) 347-3010

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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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.