

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7702 N. 39th Avenue, 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)

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. Karen A Menaugh
 Schedule : 07:30 AM to 03:30 PM
 Grades : Pre-K-6
 2005 Enrollment : 890
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 347-3100
 Fax Number : (602) 347-3120
 E-mail : kmenaugh@rr.wesd.k12.az.us

Mission

The mission of Roadrunner School is to prepare students for the future demands of a changing society. The cornerstones for achieving this mission include diverse experiences, quality educational programs, staff, community and parental partnerships provided in a safe, nurturing, developmentally appropriate environment.

School / Academic Goals

- ü To implement the revised science and math curricula, and will plan instruction using the newly adopted mathematics materials in order to improve student achievement.
- ü To provide a safe and inviting environment by continuing to implement practices for CHARACTER COUNTS!
- ü To train and implement research-based instructional practices and delivery systems in reading, including a Tier III Reading Program, and to build knowledge of strategies, practices, procedures that maximize the use of instructional time.
- ü To implement a full-day Kindergarten Program to maximize learning for students.

Enrollment

October 1, 2004 School Year Student Enrollment : 832
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 55

Instructional Programs

- Comprehensive Curriculum
- Academic Intervention Programs K-6
- Programs for English Language Learners
- Gifted and Special Education Programs
- Preschool and Full Day Kindergarten
- Physical Education
- Olweus Bullying Prevention Program
- Drug/Alcohol/Tobacco Prevention Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 55 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Roadrunner Elementary School is committed to providing: high academic standards, a safe environment, consistent leadership, effective instructional practices, setting goals and expectations for students, a focus on student achievement, a strong literacy program, regular home/school communication, a welcoming community, and personal and professional development.

Parents

Parent responsibilities are to ensure student attendance and get children to school on time, provide proper clothing and nourishment, attend parent-teacher conferences, support school policies including dress codes and behavior codes, support behavior plans, provide time and an appropriate environment for homework, and communicate regularly with the school and child.

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
• Arizona Commission on the Arts Grant	2004
• Phoenix Arts Commission Grant	2004
• Westside Food Bank Winner	2004
• Lamp of Learning Award	2002

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	109	2787	79306	100	100	99	447	434	445	5	13	10	20	23	18	52	49	51	23	15	20
All Students (Prior Year)	125	2649	75509	100	99	100	538	509	521	7	16	13	21	29	23	29	32	33	43	24	31
Female	45	1340	38691	100	100	99	448	432	446	2	14	10	26	24	18	48	48	52	24	14	20
Male	64	1447	40583	100	100	99	446	436	445	8	13	11	15	21	18	55	50	50	23	16	21
African American	10	183	4041	100	100	99	425	414	426	11	18	17	11	26	23	67	48	50	11	8	10
Hispanic	45	1152	32869	100	100	99	445	418	429	5	20	15	24	30	25	54	43	51	17	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	--	97	4264	--	100	100	--	428	419	--	14	19	--	25	30	--	57	45	--	4	6
White	45	1246	36197	96	99	99	454	450	463	5	7	5	16	16	11	43	54	53	35	23	31
Students with Disabilities	NC	411	10321	NC	100	100	NC	381	389	NC	31	30	NC	32	27	NC	30	34	NC	7	9
Students without Disabilities	100	2376	69060	99	99	98	454	444	454	1	10	7	21	21	17	54	53	54	24	16	22
Limited English Proficient Students	25	634	15509	100	100	100	425	402	406	10	23	20	23	32	30	53	41	45	13	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	68	1720	39415	91	95	96	442	426	431	7	18	15	23	28	25	52	46	50	18	8	10
Non-Economically Disadvantaged	41	1067	39966	100	100	100	455	447	459	3	6	6	15	14	12	50	54	52	32	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	109	2790	79395	100	0	99	449	435	446	6	13	9	25	29	25	57	52	55	12	7	11
All Students (Prior Year)	125	2648	75492	100	99	100	525	514	519	4	14	12	21	20	16	45	47	47	30	20	24
Female	45	1341	38743	100	0	100	461	438	451	5	11	7	17	29	24	64	52	57	14	8	12
Male	64	1449	40618	100	0	99	440	433	440	8	14	11	32	28	27	51	51	53	9	6	9
African American	10	183	4052	100	0	100	440	422	434	0	15	11	44	29	29	44	53	54	11	3	6
Hispanic	45	1152	32915	100	0	99	446	418	426	10	20	15	27	35	35	59	42	47	5	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	--	97	4271	--	0	100	--	426	420	--	11	15	--	49	42	--	38	41	--	1	2
White	45	1249	36221	96	0	99	455	452	465	5	6	4	19	22	15	57	60	63	19	12	17
Students with Disabilities	NC	411	10331	NC	0	100	NC	374	388	NC	35	25	NC	39	37	NC	24	34	NC	3	4
Students without Disabilities	100	2379	69139	99	0	99	457	447	454	3	9	7	26	27	24	58	57	58	12	8	11
Limited English Proficient Students	25	634	15545	100	0	100	421	399	399	13	24	21	30	39	42	50	35	35	7	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	68	1722	39484	91	0	96	443	427	429	10	17	14	28	35	35	54	45	47	8	3	4
Non-Economically Disadvantaged	41	1068	39986	100	0	100	461	450	461	0	5	4	21	18	16	62	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	109	2775	78869	100	99	99	454	430	442	3	8	6	17	24	21	68	59	63	12	8	10
All Students (Prior Year)	124	2643	75053	99	99	99	656	581	597	5	10	7	4	13	12	71	69	72	19	8	9
Female	45	1335	38536	100	99	99	475	446	458	0	5	4	10	20	15	71	64	67	19	11	14
Male	64	1440	40302	100	99	99	437	415	428	6	11	8	23	28	26	66	56	60	6	5	7
African American	10	181	4015	100	99	99	443	416	430	0	10	8	33	28	24	56	54	61	11	7	7
Hispanic	45	1145	32606	100	100	98	460	413	426	2	12	8	15	29	27	68	53	60	15	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	--	97	4245	--	100	100	--	418	423	--	13	9	--	27	26	--	54	61	--	6	4
White	45	1244	36078	96	99	99	446	447	459	5	4	4	19	19	16	65	66	66	11	11	14
Students with Disabilities	NC	408	10246	NC	100	100	NC	346	367	NC	23	18	NC	44	39	NC	32	40	NC	1	4
Students without Disabilities	100	2367	68697	99	98	98	461	445	454	2	6	4	15	20	18	71	64	67	12	9	11
Limited English Proficient Students	25	627	15339	100	100	100	435	390	399	7	16	11	17	31	31	70	49	54	7	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	68	1710	39106	91	94	95	452	421	427	2	11	8	21	28	28	66	56	59	11	5	5
Non-Economically Disadvantaged	41	1065	39837	100	100	100	457	445	457	6	4	4	9	17	14	74	65	67	12	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	108	2694	78906	100	100	99	484	488	498	18	15	13	20	23	19	55	50	48	7	12	20
All Students (Prior Year)	108	2695	76019	99	99	100	478	489	499	25	16	14	40	44	39	10	14	14	25	27	33
Female	53	1270	38644	100	100	99	488	489	500	15	14	12	19	22	19	57	52	49	9	12	19
Male	55	1423	40236	100	100	99	481	488	497	21	17	15	21	24	19	52	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	58	1115	31938	100	100	99	479	473	481	23	22	19	26	30	25	45	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	35	1211	36483	100	100	99	490	502	517	13	10	7	9	16	13	72	55	51	6	19	30
Students with Disabilities	20	395	10664	100	100	100	455	434	430	37	41	42	32	32	27	32	24	26	0	3	5
Students without Disabilities	88	2299	68310	99	99	98	491	498	509	14	11	9	18	21	18	60	54	51	9	14	22
Limited English Proficient Students	18	382	12573	100	100	100	473	459	454	26	26	27	35	33	30	35	38	38	3	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	73	1651	38679	95	95	96	481	481	483	23	21	20	20	27	25	51	46	45	6	7	10
Non-Economically Disadvantaged	35	1043	40295	100	100	100	492	501	513	7	7	7	21	16	13	62	56	50	10	20	30

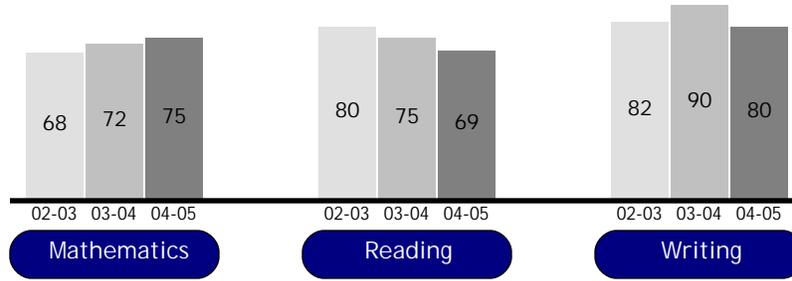
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	2695	78908	100	0	99	478	480	484	10	11	10	33	24	23	56	58	58	1	6	9
All Students (Prior Year)	107	2695	76020	98	99	100	495	499	503	32	29	25	27	25	23	37	38	40	4	9	12
Female	53	1271	38648	100	0	99	484	485	489	4	9	8	32	22	22	62	61	61	2	8	10
Male	55	1423	40233	100	0	99	472	476	479	15	13	12	35	26	25	50	55	55	0	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	58	1114	31940	100	0	99	469	464	465	9	17	16	43	32	32	45	48	49	2	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	35	1211	36502	100	0	99	489	496	502	13	6	4	19	17	14	69	66	67	0	10	15
Students with Disabilities	20	395	10665	100	0	100	445	428	423	37	33	30	37	33	36	26	32	31	0	2	2
Students without Disabilities	88	2300	68312	99	0	98	485	489	493	4	8	7	33	23	21	63	63	62	1	7	10
Limited English Proficient Students	18	382	12556	100	0	100	458	444	436	15	23	24	53	39	40	32	37	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	73	1649	38662	95	0	96	474	471	468	11	15	16	37	31	32	50	51	49	1	3	3
Non-Economically Disadvantaged	35	1046	40315	100	0	100	487	496	498	7	5	5	24	14	15	69	69	66	0	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	108	2662	78750	100	99	99	507	498	500	5	6	6	30	30	29	62	61	63	3	3	2
All Students (Prior Year)	108	2691	75673	99	99	100	542	521	530	8	14	12	14	27	25	74	56	58	3	4	4
Female	53	1248	38586	100	98	99	522	513	515	2	3	4	30	25	22	64	68	71	4	4	3
Male	55	1413	40135	100	99	99	494	485	486	8	9	8	31	34	35	60	56	56	2	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	58	1102	31841	100	99	99	501	483	483	8	9	8	36	38	36	53	53	55	4	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	35	1202	36440	100	100	99	514	511	516	3	4	3	25	24	22	69	68	71	3	4	4
Students with Disabilities	20	393	10622	100	100	100	457	425	415	21	19	21	37	52	50	37	28	28	5	1	1
Students without Disabilities	88	2269	68196	99	98	98	519	511	513	1	4	3	29	26	25	68	67	69	3	3	3
Limited English Proficient Students	18	376	12504	100	100	100	483	461	451	12	12	12	44	43	44	44	45	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	73	1631	38558	95	94	96	503	488	485	6	8	8	34	35	37	59	56	54	1	1	1
Non-Economically Disadvantaged	35	1031	40260	100	100	100	518	514	514	3	4	3	21	21	21	69	70	72	7	5	4

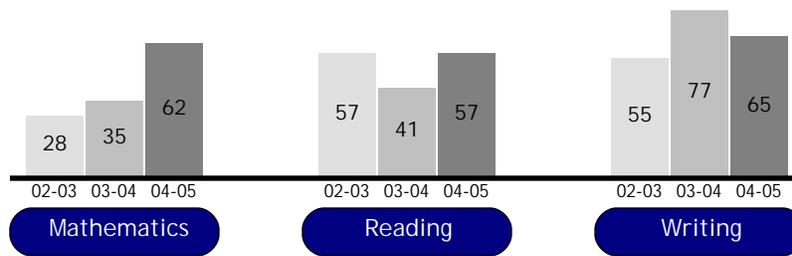
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	44	44	50	96	57	NA	58	99	43	40	47
	Language	99	34	34	43	100	44	44	50	99	41	40	47
	Mathematics	98	51	46	57	98	50	57	64	100	40	41	50
3	Reading	98	53	42	47	100	59	NA	55	99	44	40	44
	Language	97	64	48	54	100	68	56	61	99	43	40	44
	Mathematics	100	60	45	54	100	68	53	61	99	51	44	51
4	Reading	97	50	47	52	94	48	NA	56	99	42	42	48
	Language	99	47	42	48	98	50	48	52	99	40	44	49
	Mathematics	98	54	48	57	99	56	54	61	99	45	45	53
5	Reading	98	37	45	50	94	43	NA	55	100	43	47	50
	Language	98	37	41	46	95	45	45	49	100	44	48	50
	Mathematics	99	45	52	57	95	47	57	63	100	43	44	49
6	Reading	97	49	50	53	97	51	NA	56	100	41	48	51
	Language	99	37	41	45	99	43	44	48	100	40	45	47
	Mathematics	99	57	54	62	99	55	60	66	100	38	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
5 Teacher(s)	ü To develop increased communications
5 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	45.00
Other Professional Staff	4.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	5	0	0
4 to 6 years	1	1	0	0
7 to 9 years	0	4	0	0
10 or more years	13	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	106
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	32%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE/Library Facilities
- ü Literacy Center
- ü Computer/Technology Lab
- ü Day Care (DES Services) and Preschool

Extracurricular Activities

- ü After School Remedial Classes
- ü Gang Resistance Education and Training
- ü Student Council
- ü Karate classes
- ü Drug Awareness Resistance Education
- ü Cheerleading
- ü Cross Country and Basketball Intramurals

Social Services

- ü Parenting Classes
- ü Counselling Services
- ü Extended Day Care
- ü Clothing Banks
- ü Breakfast/Lunch Programs
- ü Reach Out America Dental Services
- ü Community Education Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Designed and implemented procedures and practices to ensure a safe and inviting school environment through implementation of CHARACTER COUNTS!

- ü Implemented activities designed to teach the new math curriculum.

- ü Developed a process to implement research-based instructional practices and delivery systems in reading and to build knowledge of strategies, practices, and procedures that maximize the use of instructional time.

- ü Received an Arizona Commission on the Arts Grant and matching Phoenix Arts Commission Grant to provide fine arts and language arts enrichment.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	26	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	0	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	Karen Menaugh	(602) 347-3100
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(928) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Katheryn LaMountain/Angela Gonzales	(602) 347-3116
Student Health/Nurse	Arline McKeever	(602) 347-3110

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.