



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8520 N 19th Ave, 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)

2005-06	Performing
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Dr. Sheryl Schauer
 Schedule : 07:30 AM to 04:00 PM
 Grades : 7-8
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 347-3200
 Fax Number : (602) 347-3220
 E-mail : sschaue@rp.wesd.k12.az.us

Mission

Royal Palm provides a safe, nurturing and caring environment where students will have every opportunity for success. All students will have the chance to explore, investigate and succeed in core academic and elective classes.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	SI Year 1
2004-05	SI Year 1
2003-04	Year 1

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

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 use brain based instructional strategies and differentiated instruction when planning instruction.
- ü Reading Enrichment teachers will implement the READ 180 and Fast Track Reading Program with their students.
- ü Science and Social Studies teachers will utilize the shared inquiry approach during instruction.

Enrollment

October 1, 2005 School Year Student Enrollment : 1118
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 50

Instructional Programs

- ü Art/Musical/Physical Education
- ü Technology/Teaching Learning Stations
- ü Drug/Alcohol/Tobacco Prevention Programs
- ü At-Risk Programs
- ü Mentoring Program
- ü 21st Century Learning Center
- ü English Language Learner (ELL) Program
- ü Gifted Classes

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 productive culture where behavioral norms are consistent with advancing the goals of the school, a culture characterized by high, observable expectations for all and a culture where collaboration and mutual respect are the norm. We believe that instructional practices should be aligned with the established curriculum and that they include teaching strategies that reflect the mission of meeting the needs of all students.

Parents

Parents are asked to participate in school-related decision making, support the instructional program and school/district-related activities. Parents are asked to read information provided by the school: school handbook, newsletters, classroom notices. Attend school functions: Open House, Site Council meetings, class meetings, schoolwide events and individual 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 Sunnyslope Village Alliance Principal of the Year	2002
ü Safe Schools Grant Award Winner	2003
ü Lamp of Learning Award Winner	2002
ü Lamp of Learning Award Winner	2003

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	531	2599	78546	99	99	97	521	533	543	26	19	15	25	19	18	43	51	52	7	11	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	266	1279	38645	100	99	98	520	535	545	26	17	13	25	19	18	44	53	54	5	11	15
Male	265	1320	39792	99	99	97	522	532	542	26	21	17	24	19	17	41	49	50	9	11	15
African American	47	193	4205	98	98	97	502	516	524	36	30	22	30	23	22	34	41	49	NA	7	7
Hispanic	291	1052	31177	99	99	97	512	517	524	30	26	22	27	24	23	38	46	48	5	5	7
Asian/Pacific Islander	NC	80	1940	NC	100	99	NC	559	580	NC	9	5	NC	10	9	NC	64	53	NC	18	33
American Indian/Alaskan Native	31	94	4689	94	96	95	520	528	515	26	17	28	29	22	25	42	53	43	3	7	4
White	153	1180	36450	100	99	97	544	549	563	14	12	7	18	16	12	54	57	57	14	16	23
Students with Disabilities	57	308	8093	98	95	82	474	482	489	65	53	50	23	26	24	11	17	23	2	4	2
Students without Disabilities	474	2291	70453	100	100	100	527	539	549	21	14	11	25	18	17	47	56	56	8	12	16
Limited English Proficient Students	125	384	9323	97	96	94	485	486	491	56	54	47	22	23	28	21	22	24	1	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	323	1299	34694	98	98	96	516	523	524	26	22	23	29	23	23	41	49	48	4	6	7
Non-Economically Disadvantaged	208	1300	43852	100	100	99	530	544	559	25	16	10	18	16	13	45	53	56	12	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	531	2609	79045	99	99	98	495	504	512	17	12	10	33	29	25	44	54	58	5	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	266	1283	38860	100	99	98	499	511	519	15	9	7	32	26	22	45	58	62	7	7	8
Male	265	1326	40075	99	100	97	490	496	505	19	15	12	34	32	28	43	50	54	3	3	6
African American	47	195	4250	98	99	98	486	492	500	19	15	12	36	36	31	45	45	54	NA	4	3
Hispanic	291	1054	31314	99	99	98	481	486	493	24	19	16	38	37	34	34	42	48	3	2	2
Asian/Pacific Islander	NC	80	1949	NC	100	99	NC	520	536	NC	3	4	NC	23	15	NC	65	66	NC	10	15
American Indian/Alaskan Native	31	94	4719	94	96	96	487	495	489	16	12	15	35	36	39	48	48	45	NA	4	2
White	153	1186	36730	100	100	98	525	520	532	5	6	4	21	21	16	62	66	68	12	7	12
Students with Disabilities	57	318	8552	98	98	87	450	457	463	49	37	35	42	42	40	9	18	23	NA	3	1
Students without Disabilities	474	2291	70493	100	100	100	500	509	517	14	9	7	32	27	24	49	59	62	6	5	8
Limited English Proficient Students	125	384	9355	97	96	95	452	451	456	45	40	37	46	49	48	9	10	15	1	1	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	323	1299	34922	98	98	96	488	494	493	17	14	15	37	35	34	41	48	48	4	4	3
Non-Economically Disadvantaged	208	1310	44123	100	100	99	504	513	527	17	10	6	26	24	18	50	60	66	7	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	536	2643	79657	100	100	99	549	559	566	6	5	3	13	10	8	81	84	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	266	1293	39120	100	100	99	560	575	580	6	3	2	8	6	4	86	90	92	NA	2	2
Male	270	1350	40423	100	100	98	539	543	553	6	7	5	17	14	12	76	79	83	NA	1	1
African American	48	199	4290	100	100	99	536	545	560	8	8	4	19	14	9	73	77	86	NA	1	1
Hispanic	294	1067	31642	100	100	99	537	543	552	9	8	5	14	13	11	77	79	84	NA	0	0
Asian/Pacific Islander	NC	80	1948	NC	100	99	NC	581	589	NC	3	1	NC	4	3	NC	88	91	NC	6	4
American Indian/Alaskan Native	31	96	4760	94	98	97	554	556	547	3	4	5	16	9	14	81	84	81	NA	2	0
White	154	1201	36929	100	100	99	574	574	579	1	2	2	8	7	5	90	89	91	NA	2	2
Students with Disabilities	60	342	9069	100	100	92	488	500	508	13	13	11	43	35	30	43	49	58	NA	3	1
Students without Disabilities	476	2301	70588	100	100	100	557	566	573	5	4	2	9	6	5	86	89	91	NA	1	1
Limited English Proficient Students	129	393	9521	100	99	96	485	482	507	21	20	13	23	28	24	56	52	63	NA	1	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	326	1321	35341	99	99	97	550	552	551	4	5	5	14	11	12	82	83	83	NA	1	0
Non-Economically Disadvantaged	210	1322	44316	100	100	100	548	566	578	10	5	2	10	8	5	80	85	90	NA	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	575	2545	78400	99	98	97	527	544	554	38	25	21	24	21	19	33	45	47	5	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	273	1249	38686	98	99	98	529	545	554	35	24	20	26	22	20	34	45	49	4	8	12
Male	302	1295	39636	100	98	96	525	543	554	40	27	23	23	21	18	32	44	46	5	8	13
African American	66	202	4193	100	100	97	519	525	533	45	36	32	26	26	23	27	34	40	2	4	5
Hispanic	313	1003	30732	98	97	97	518	529	534	42	34	31	26	24	24	30	39	40	3	3	5
Asian/Pacific Islander	14	76	1827	93	97	99	559	576	594	29	11	8	NA	18	12	64	49	49	7	22	31
American Indian/Alaskan Native	34	82	4536	100	100	95	537	538	528	18	21	35	32	28	25	44	45	37	6	6	4
White	148	1181	37038	100	99	97	542	559	575	32	18	11	20	18	14	39	51	56	9	13	19
Students with Disabilities	65	261	7840	100	92	81	500	496	498	68	59	60	15	22	18	15	18	20	2	1	2
Students without Disabilities	510	2284	70560	99	99	99	530	549	560	34	22	17	25	21	19	36	48	50	5	9	14
Limited English Proficient Students	109	257	8956	99	94	95	490	496	502	67	61	56	22	22	25	11	16	18	NA	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	372	1229	33014	98	96	95	525	534	534	37	30	31	26	23	24	34	41	40	3	6	5
Non-Economically Disadvantaged	203	1316	45386	100	100	99	530	553	569	39	21	15	21	20	15	33	48	52	7	11	18

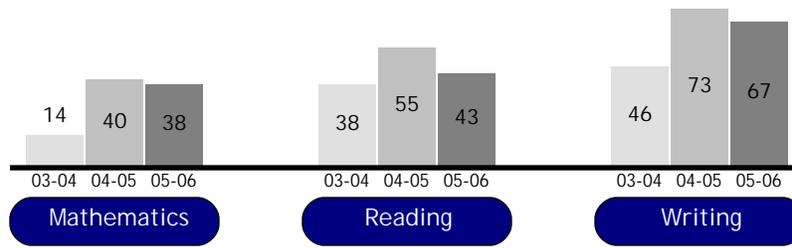
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	576	2545	79179	99	98	98	495	512	519	21	13	11	36	30	27	41	54	58	2	4	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	273	1248	38974	98	99	99	501	518	524	15	10	8	36	28	25	46	57	61	3	5	5
Male	303	1296	40124	100	98	97	489	507	513	26	15	13	36	31	28	36	51	54	2	3	4
African American	66	201	4243	100	99	98	492	501	506	14	13	14	47	39	32	38	45	51	2	2	3
Hispanic	314	1005	30987	99	98	98	485	497	498	28	19	17	38	36	36	33	44	45	1	1	1
Asian/Pacific Islander	14	76	1832	93	97	99	514	525	543	29	7	4	14	29	17	57	61	69	NA	4	10
American Indian/Alaskan Native	34	82	4573	100	100	96	496	502	494	15	12	16	38	34	41	47	52	42	NA	1	1
White	148	1180	37467	100	99	98	514	527	539	10	8	5	28	23	17	55	63	70	6	6	8
Students with Disabilities	65	258	8567	100	91	88	465	464	467	43	40	39	38	39	38	18	21	22	NA	0	1
Students without Disabilities	511	2287	70612	99	99	99	498	517	524	18	10	7	36	29	25	44	58	62	3	4	5
Limited English Proficient Students	109	257	9013	99	94	95	448	454	461	60	50	40	38	40	48	3	9	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	372	1227	33345	98	96	96	492	503	499	21	15	17	37	34	36	41	49	46	1	1	1
Non-Economically Disadvantaged	204	1318	45834	100	100	99	499	521	533	20	11	7	34	25	19	40	58	67	5	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	579	2563	79734	100	99	99	530	553	554	9	4	3	24	17	19	67	78	78	0	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	278	1255	39243	100	99	99	546	567	568	6	3	2	18	11	12	76	85	85	1	1	1
Male	301	1307	40413	100	99	98	516	540	541	11	6	4	30	23	26	59	71	70	NA	0	0
African American	67	207	4285	100	100	99	537	548	548	4	4	3	28	20	22	67	74	74	NA	1	0
Hispanic	316	1009	31254	99	98	99	518	539	539	13	7	5	26	22	25	61	71	70	NA	0	0
Asian/Pacific Islander	14	77	1837	93	99	99	565	580	579	NA	NA	1	29	10	9	71	86	87	NA	4	2
American Indian/Alaskan Native	33	81	4613	97	99	97	555	556	535	NA	NA	4	24	20	29	76	80	67	NA	NA	0
White	149	1188	37668	100	99	99	547	565	569	4	2	1	19	13	13	76	84	85	1	1	1
Students with Disabilities	65	276	8943	100	97	92	478	490	495	12	11	11	62	53	51	26	35	38	NA	1	1
Students without Disabilities	514	2287	70791	100	99	100	537	560	561	8	3	2	19	13	15	72	83	83	0	0	0
Limited English Proficient Students	110	259	9138	100	95	97	444	469	492	35	25	13	45	42	46	20	33	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	374	1246	33718	99	98	97	530	543	538	9	6	5	25	20	26	66	74	69	NA	0	0
Non-Economically Disadvantaged	205	1317	46016	100	100	100	532	563	567	8	3	2	22	14	14	69	82	84	1	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	98	46	NA	54	100	41	47	50	100	41	48	54
	Language	100	46	54	58	100	43	51	52	100	46	52	58
	Mathematics	100	49	55	62	100	38	46	50	100	39	46	54
8	Reading	98	44	NA	55	100	43	49	51	100	43	54	58
	Language	100	38	45	52	100	43	48	50	100	41	50	56
	Mathematics	100	49	55	61	100	42	49	53	100	39	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

Council Duties

1 School Administrator(s)	ü To facilitate school improvement
2 Non-certified Employee(s)	ü To address short-term needs
4 Teacher(s)	ü To develop increased communication
4 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	2.00	Teacher	74.00
Other Professional Staff	6.60	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	4	3	0	0
7 to 9 years	6	6	0	0
10 or more years	26	22	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	340
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- ü Art, Music and PE Facilities
- ü Computer Labs
- ü Science Labs
- ü Library/Media Center

Extracurricular Activities

- ü After School Sports/Clubs
- ü After School Academic Assistance
- ü National Junior Honor Society
- ü Summer School
- ü 21st Century Community Learning Center
- ü Raider's Lead
- ü Intramurals
- ü Mentoring Program

Social Services

- ü Breakfast/Lunch Program
- ü Safe Schools Program
- ü Health Services/Nurse Practitioner
- ü Crisis Intervention/Counseling Services
- ü Parent Center/clothing bank
- ü Adult ELL classes
- ü GED/Literacy classes
- ü Parenting classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Teachers were afforded the opportunity to build their knowledge on brain based instruction and utilize during planning and instruction.

- ü Teachers were afforded the opportunity to build their knowledge on differentiated instruction (planning differentiated lessons, differentiating content, assessment, strategies for managing a differentiated classroom) and utilize during instruction.

- ü Reading Enrichment teachers were trained on how to implement the Fast Track Reading Program with thier students.

- ü Interested teachers (Science and Social Studies)were afforded the opportunity to build their knowledge and utilize the shared inquiry approach during instruction.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	90	95	94	95
Promotion Rate ⁵	89	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) :

23

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	Dr. Sherry Schauer	(602) 347-3200
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Diane Ward	(602) 347-3200
Student Health/Nurse	Frank Paloma	(602) 347-3210

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 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.