



**ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06**

12835 N 33rd Ave, Phoenix, AZ 85029

Washington Elementary School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

**AZ LEARNS<sup>1</sup>**

**Elementary Achievement Profile (a)**

2004-05 Performing  
2003-04 Performing  
2002-03 Performing

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

**School Overview**

Principal/Administrator : Mr. David Anderson  
Schedule : 07:30 AM to 03:30 PM  
Grades : Pre-K-6  
2005 Enrollment : 736  
Web Address : www.wesd.k12.az.us/schools/sahuaro.htm  
Phone Number : (602) 896-6200  
Fax Number : (602) 896-6220  
E-mail : danders@sa.wesd.k12.az.us

**Mission**

Sahuaro School's mission is to challenge our students to reach their intellectual, physical, social and emotional potential in a safe environment where they develop positive self-images and become critical thinkers and problem solvers.

**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 / Academic Goals**

- ü Teachers will continue to implement focused and effective instructional practices by designing and implementing a research-based Reading program.
- ü 70% of 3rd-6th grade students will meet or exceed state standards in math on the AIMS test.
- ü 80% of the 3rd-6th grade students will meet or exceed state standards in Writing on the AIMS test.
- ü 75% of 3rd-6th grade students will meet or exceed state standards in Reading on the AIMS test.

**Enrollment**

October 1, 2004 School Year Student Enrollment : 662  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 100

Instructional Programs

- ü Art/Music/Physical Education
- ü Technology/Teaching Learning Stations
- ü Extended Daily Reading Block
- ü Responsible Thinking Discipline Process
- ü Reading Intervention Programs
- ü Kindergarten Intervention Program (KIP)
- ü Multi-age Program(MAP) for Highly Gifted
- ü Full Day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Sahuaro School is committed to working hand in hand with Sahuaro parents to provide outstanding educational programs for all students.

Parents

Sahuaro parents are responsible for getting students to school on time and ready to learn. Parent involvement is vital for student success.

Transportation Policy

Sahuaro is a walking school. Only Special Needs Preschool students are bused. Bus riding is a privilege extended to students through Board policy. Students shall conform with all policies and regulations relating to conduct on school buses.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Responsible Thinking Process Certification	2005
ü Recipient of Arizona Diamondbacks Grant	2004
ü Recipient of Artist-in-Residence Grant	2005
ü Recipient of 21st Century Grant	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	93	2787	79306	98	100	99	448	434	445	8	13	10	25	23	18	51	49	51	16	15	20
All Students (Prior Year)	97	2649	75509	99	99	100	514	509	521	12	16	13	30	29	23	31	32	33	27	24	31
Female	48	1340	38691	98	100	99	441	432	446	7	14	10	29	24	18	49	48	52	15	14	20
Male	45	1447	40583	98	100	99	455	436	445	8	13	11	21	21	18	54	50	50	18	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	32	1152	32869	97	100	99	427	418	429	13	20	15	33	30	25	50	43	51	4	7	10
Asian/Pacific Islander	NC	109	1935	NC	100	99	NC	444	474	NC	4	3	NC	20	9	NC	57	48	NC	19	40
American Indian/Alaskan Native	NC	97	4264	NC	100	100	NC	428	419	NC	14	19	NC	25	30	NC	57	45	NC	4	6
White	48	1246	36197	98	99	99	461	450	463	7	7	5	23	16	11	42	54	53	28	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	86	2376	69060	99	99	98	451	444	454	5	10	7	23	21	17	55	53	54	16	16	22
Limited English Proficient Students	15	634	15509	94	100	100	439	402	406	4	23	20	22	32	30	70	41	45	4	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	42	1720	39415	82	95	96	426	426	431	10	18	15	31	28	25	59	46	50	0	8	10
Non-Economically Disadvantaged	51	1067	39966	100	100	100	469	447	459	5	6	6	20	14	12	44	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	94	2790	79395	99	0	99	455	435	446	2	13	9	28	29	25	64	52	55	5	7	11
All Students (Prior Year)	97	2648	75492	99	99	100	519	514	519	8	14	12	28	20	16	36	47	47	28	20	24
Female	48	1341	38743	98	0	100	454	438	451	0	11	7	29	29	24	68	52	57	2	8	12
Male	46	1449	40618	100	0	99	455	433	440	5	14	11	28	28	27	60	51	53	8	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	32	1152	32915	97	0	99	434	418	426	4	20	15	42	35	35	54	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	NC	97	4271	NC	0	100	NC	426	420	NC	11	15	NC	49	42	NC	38	41	NC	1	2
White	49	1249	36221	100	0	99	465	452	465	2	6	4	25	22	15	66	60	63	7	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	87	2379	69139	100	0	99	458	447	454	0	9	7	27	27	24	68	57	58	5	8	11
Limited English Proficient Students	15	634	15545	94	0	100	443	399	399	0	24	21	35	39	42	61	35	35	4	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	43	1722	39484	84	0	96	438	427	429	3	17	14	43	35	35	55	45	47	0	3	4
Non-Economically Disadvantaged	51	1068	39986	100	0	100	471	450	461	2	5	4	15	18	16	73	64	63	10	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	91	2775	78869	96	99	99	458	430	442	0	8	6	21	24	21	71	59	63	9	8	10
All Students (Prior Year)	96	2643	75053	98	99	99	605	581	597	9	10	7	8	13	12	72	69	72	11	8	9
Female	47	1335	38536	96	99	99	467	446	458	0	5	4	15	20	15	73	64	67	13	11	14
Male	44	1440	40302	96	99	99	449	415	428	0	11	8	26	28	26	68	56	60	5	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	31	1145	32606	94	100	98	433	413	426	0	12	8	48	29	27	48	53	60	4	5	5
Asian/Pacific Islander	NC	108	1925	NC	100	99	NC	438	471	NC	7	3	NC	22	11	NC	61	64	NC	10	22
American Indian/Alaskan Native	NC	97	4245	NC	100	100	NC	418	423	NC	13	9	NC	27	26	NC	54	61	NC	6	4
White	47	1244	36078	96	99	99	466	447	459	0	4	4	12	19	16	76	66	66	12	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	85	2367	68697	98	98	98	462	445	454	0	6	4	18	20	18	72	64	67	10	9	11
Limited English Proficient Students	15	627	15339	94	100	100	443	390	399	0	16	11	35	31	31	61	49	54	4	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	40	1710	39106	78	94	95	439	421	427	0	11	8	32	28	28	68	56	59	0	5	5
Non-Economically Disadvantaged	51	1065	39837	100	100	100	475	445	457	0	4	4	10	17	14	73	65	67	17	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	97	2694	78906	100	100	99	496	488	498	12	15	13	28	23	19	40	50	48	20	12	20
All Students (Prior Year)	81	2695	76019	99	99	100	497	489	499	9	16	14	42	44	39	17	14	14	32	27	33
Female	42	1270	38644	100	100	99	502	489	500	8	14	12	26	22	19	42	52	49	24	12	19
Male	55	1423	40236	100	100	99	491	488	497	15	17	15	30	24	19	38	47	46	17	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	31	1115	31938	100	100	99	465	473	481	23	22	19	42	30	25	31	43	46	4	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	55	1211	36483	100	100	99	514	502	517	6	10	7	20	16	13	43	55	51	31	19	30
Students with Disabilities	13	395	10664	100	100	100	443	434	430	55	41	42	18	32	27	27	24	26	0	3	5
Students without Disabilities	84	2299	68310	100	99	98	504	498	509	5	11	9	30	21	18	42	54	51	23	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	46	1651	38679	96	95	96	473	481	483	18	21	20	38	27	25	43	46	45	3	7	10
Non-Economically Disadvantaged	51	1043	40295	100	100	100	516	501	513	7	7	7	20	16	13	38	56	50	36	20	30

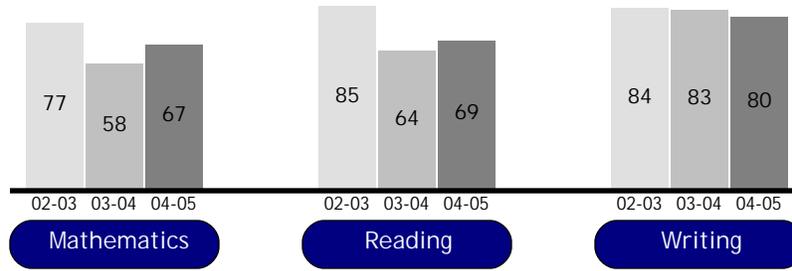
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2695	78908	100	0	99	501	480	484	8	11	10	16	24	23	52	58	58	24	6	9
All Students (Prior Year)	82	2695	76020	100	99	100	504	499	503	19	29	25	26	25	23	40	38	40	14	9	12
Female	42	1271	38648	100	0	99	516	485	489	3	9	8	13	22	22	55	61	61	29	8	10
Male	55	1423	40233	100	0	99	489	476	479	13	13	12	19	26	25	49	55	55	19	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	31	1114	31940	100	0	99	470	464	465	15	17	16	31	32	32	42	48	49	12	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	55	1211	36502	100	0	99	519	496	502	4	6	4	8	17	14	59	66	67	29	10	15
Students with Disabilities	13	395	10665	100	0	100	458	428	423	27	33	30	18	33	36	55	32	31	0	2	2
Students without Disabilities	84	2300	68312	100	0	98	508	489	493	5	8	7	16	23	21	51	63	62	27	7	10
Limited English Proficient Students	NC	382	12556	NC	0	100	NC	444	436	NC	23	24	NC	39	40	NC	37	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	46	1649	38662	96	0	96	477	471	468	15	15	16	23	31	32	55	51	49	8	3	3
Non-Economically Disadvantaged	51	1046	40315	100	0	100	523	496	498	2	5	5	11	14	15	49	69	66	38	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	97	2662	78750	100	99	99	521	498	500	5	6	6	24	30	29	64	61	63	8	3	2
All Students (Prior Year)	81	2691	75673	99	99	100	537	521	530	12	14	12	21	27	25	64	56	58	3	4	4
Female	42	1248	38586	100	98	99	530	513	515	5	3	4	16	25	22	68	68	71	11	4	3
Male	55	1413	40135	100	99	99	514	485	486	4	9	8	30	34	35	60	56	56	6	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	31	1102	31841	100	99	99	478	483	483	15	9	8	31	38	36	54	53	55	0	1	1
Asian/Pacific Islander	NC	87	1802	NC	97	98	NC	510	533	NC	5	2	NC	19	16	NC	73	75	NC	3	7
American Indian/Alaskan Native	NC	96	4586	NC	96	100	NC	498	481	NC	3	8	NC	38	37	NC	57	54	NC	3	1
White	55	1202	36440	100	100	99	543	511	516	0	4	3	18	24	22	69	68	71	14	4	4
Students with Disabilities	13	393	10622	100	100	100	454	425	415	27	19	21	36	52	50	36	28	28	0	1	1
Students without Disabilities	84	2269	68196	100	98	98	531	511	513	1	4	3	22	26	25	68	67	69	9	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	46	1631	38558	96	94	96	499	488	485	8	8	8	30	35	37	63	56	54	0	1	1
Non-Economically Disadvantaged	51	1031	40260	100	100	100	540	514	514	2	4	3	18	21	21	64	70	72	16	5	4

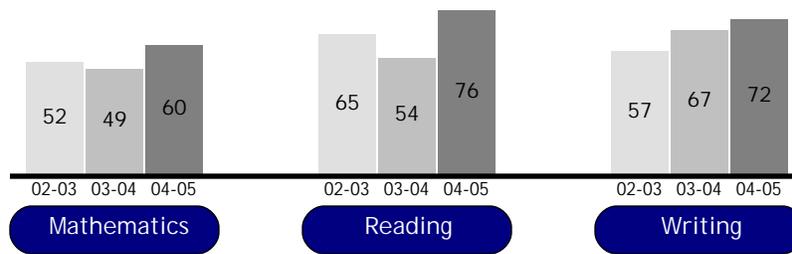
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	59	44	50	81	69	NA	58	100	50	40	47
	Language	100	44	34	43	100	52	44	50	100	54	40	47
	Mathematics	99	54	46	57	99	71	57	64	99	52	41	50
3	Reading	99	58	42	47	98	53	NA	55	99	47	40	44
	Language	99	57	48	54	100	59	56	61	99	47	40	44
	Mathematics	100	60	45	54	100	56	53	61	98	49	44	51
4	Reading	100	50	47	52	100	69	NA	56	100	46	42	48
	Language	99	44	42	48	100	61	48	52	100	47	44	49
	Mathematics	100	45	48	57	100	58	54	61	100	48	45	53
5	Reading	99	61	45	50	96	63	NA	55	100	56	47	50
	Language	99	48	41	46	99	57	45	49	100	57	48	50
	Mathematics	100	61	52	57	99	58	57	63	100	50	44	49
6	Reading	91	60	50	53	98	66	NA	56	99	52	48	51
	Language	95	45	41	45	98	52	44	48	99	48	45	47
	Mathematics	97	55	54	62	99	65	60	66	99	43	46	52

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

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	42.95
Other Professional Staff	.90	Teacher Aide	12.37

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	1	0	0
4 to 6 years	4	1	0	0
7 to 9 years	2	2	0	0
10 or more years	9	15	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	92
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE Facilities
- ü Computer/Technology Lab
- ü STARS Mini-Theatre
- ü Shaded playgrounds

Extracurricular Activities

- ü Before and After School Classes
- ü Boys and Girls Basketball
- ü Clubs
- ü Fine Arts Program
- ü Student Council
- ü Huge Cross Country Team
- ü Summer School Program
- ü Field Trips

Social Services

- ü Community Preschool
- ü Community Education Classes
- ü Extended Day Care
- ü Head Start Preschool
- ü School Counselor on campus
- ü Diamondbacks grant for free eye glasses
- ü Operation School Bell
- ü Salvation Army Angel Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Sahuaro School continues to refine and improve it's research-based reading program.
  
- ü Second Grade TerraNova scores were among the highest in the Washington School District.
  
- ü Sahuaro has developed and implemented an array of intervention services for struggling readers at all grade levels.
  
- ü Sahuaro School has developed and implemented an ongoing assessment system that monitors the achievement of struggling readers every 3 weeks.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	12	12	12	17
Transfers In Rate <sup>6</sup>	27	28	28	37
Stability Rate <sup>7</sup>	87	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	2	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

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

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

1

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	Dave Anderson	(602) 896-6200
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Trisha Beletz	(602) 896-6200
Student Health/Nurse	Ginny Hampton	(602) 896-6210

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

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

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

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

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

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

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

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

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

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.