



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

12202 N. 21st 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Marjorie J. Jones, M.Ed.
 Schedule : 07:00 AM to 03:30 PM
 Grades : Pre-K-6
 2005 Enrollment : 1129
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 347-4200
 Fax Number : (602) 347-4220
 E-mail : mjones@sb.wesd.k12.az.us

Mission

Shaw Butte's mission is to maximize individual potential through quality educational programs, developing the desire for lifelong learning and fostering the development of community by cultivating responsible citizens.

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	Out of Improvement
2002-03	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 continue to focus on the five big ideas of reading via the CORE Reading Program and through the WESD reading curriculum.
- ü Staff will focus school wide on consistent, systematic, focused, and responsive monitoring of student progress.
- ü Teachers will continue through ongoing professional development to enhance strategies regarding student engagement throughout the learning for all students.

Enrollment

October 1, 2004 School Year Student Enrollment : 1146
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 14

Instructional Programs

- ü Comprehensive Curriculum
- ü Full-day Kindergarten
- ü Art/Music/Physical Education
- ü On-site Special Education Programs
- ü At Risk Programs
- ü Technology/Teaching Learning Stations
- ü ELL Inclusion
- ü Gifted Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 3 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our school strives to provide: a safe environment, consistent leadership, effective instructional practices, student achievement, a welcoming community, and personal and professional development.

Parents

Parents are responsible for seeing that their child attends school regularly and is on time. Our parents also support the school discipline policy, establish a time for homework, review homework regularly, and provide a quiet place for study. Parents encourage their child's efforts and are available for questions, stay aware of what their child is learning, provide for library use, and read to their child/let their child see the parent read.

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 Arizona School Improvement Plan selected as exemplar.	2003
ü Reading First Grant Recipient	2003
ü 'Snack Pack' Program recieved media coverage .	2004
ü Wallace Grant Recipient	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	145	2787	79306	99	100	99	413	434	445	25	13	10	32	23	18	39	49	51	4	15	20
All Students (Prior Year)	137	2649	75509	100	99	100	485	509	521	26	16	13	37	29	23	30	32	33	7	24	31
Female	73	1340	38691	100	100	99	411	432	446	30	14	10	30	24	18	35	48	52	5	14	20
Male	72	1447	40583	99	100	99	416	436	445	20	13	11	34	21	18	43	50	50	4	16	21
African American	10	183	4041	100	100	99	400	414	426	33	18	17	33	26	23	33	48	50	0	8	10
Hispanic	85	1152	32869	100	100	99	409	418	429	31	20	15	34	30	25	31	43	51	5	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	39	1246	36197	95	99	99	419	450	463	18	7	5	33	16	11	42	54	53	6	23	31
Students with Disabilities	15	411	10321	100	100	100	391	381	389	50	31	30	17	32	27	33	30	34	0	7	9
Students without Disabilities	130	2376	69060	99	99	98	416	444	454	22	10	7	34	21	17	40	53	54	5	16	22
Limited English Proficient Students	57	634	15509	100	100	100	401	402	406	35	23	20	37	32	30	29	41	45	0	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	145	1720	39415	99	95	96	413	426	431	25	18	15	32	28	25	39	46	50	4	8	10
Non-Economically Disadvantaged	--	1067	39966	--	100	100	--	447	459	--	6	6	--	14	12	--	54	52	--	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	147	2790	79395	100	0	99	418	435	446	25	13	9	32	29	25	41	52	55	2	7	11
All Students (Prior Year)	135	2648	75492	99	99	100	499	514	519	22	14	12	27	20	16	45	47	47	6	20	24
Female	73	1341	38743	100	0	100	416	438	451	25	11	7	35	29	24	40	52	57	0	8	12
Male	74	1449	40618	100	0	99	419	433	440	26	14	11	28	28	27	42	51	53	4	6	9
African American	10	183	4052	100	0	100	421	422	434	17	15	11	50	29	29	33	53	54	0	3	6
Hispanic	85	1152	32915	100	0	99	410	418	426	37	20	15	26	35	35	35	42	47	2	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	41	1249	36221	100	0	99	430	452	465	12	6	4	35	22	15	50	60	63	3	12	17
Students with Disabilities	16	411	10331	100	0	100	377	374	388	54	35	25	46	39	37	0	24	34	0	3	4
Students without Disabilities	131	2379	69139	100	0	99	423	447	454	22	9	7	30	27	24	47	57	58	2	8	11
Limited English Proficient Students	57	634	15545	100	0	100	400	399	399	42	24	21	27	39	42	31	35	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	147	1722	39484	100	0	96	418	427	429	25	17	14	32	35	35	41	45	47	2	3	4
Non-Economically Disadvantaged	--	1068	39986	--	0	100	--	450	461	--	5	4	--	18	16	--	64	63	--	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	147	2775	78869	100	99	99	409	430	442	14	8	6	33	24	21	49	59	63	4	8	10
All Students (Prior Year)	135	2643	75053	99	99	99	532	581	597	16	10	7	16	13	12	68	69	72	0	8	9
Female	73	1335	38536	100	99	99	420	446	458	9	5	4	32	20	15	54	64	67	5	11	14
Male	74	1440	40302	100	99	99	397	415	428	19	11	8	35	28	26	44	56	60	2	5	7
African American	10	181	4015	100	99	99	429	416	430	0	10	8	67	28	24	33	54	61	0	7	7
Hispanic	85	1145	32606	100	100	98	390	413	426	20	12	8	32	29	27	46	53	60	2	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	41	1244	36078	100	99	99	429	447	459	9	4	4	35	19	16	47	66	66	9	11	14
Students with Disabilities	16	408	10246	100	100	100	312	346	367	38	23	18	46	44	39	15	32	40	0	1	4
Students without Disabilities	131	2367	68697	100	98	98	421	445	454	11	6	4	32	20	18	53	64	67	4	9	11
Limited English Proficient Students	57	627	15339	100	100	100	379	390	399	23	16	11	35	31	31	40	49	54	2	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	147	1710	39106	100	94	95	409	421	427	14	11	8	33	28	28	49	56	59	4	5	5
Non-Economically Disadvantaged	--	1065	39837	--	100	100	--	445	457	--	4	4	--	17	14	--	65	67	--	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	173	2694	78906	100	100	99	479	488	498	21	15	13	27	23	19	44	50	48	9	12	20
All Students (Prior Year)	150	2695	76019	100	99	100	469	489	499	21	16	14	60	44	39	9	14	14	10	27	33
Female	83	1270	38644	100	100	99	483	489	500	18	14	12	21	22	19	55	52	49	6	12	19
Male	90	1423	40236	100	100	99	476	488	497	23	17	15	32	24	19	35	47	46	11	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	117	1115	31938	100	100	99	471	473	481	27	22	19	25	30	25	44	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	11	98	4593	100	98	100	491	478	467	0	15	26	43	33	29	43	46	39	14	6	6
White	37	1211	36483	97	100	99	497	502	517	7	10	7	29	16	13	50	55	51	14	19	30
Students with Disabilities	16	395	10664	100	100	100	444	434	430	54	41	42	31	32	27	8	24	26	8	3	5
Students without Disabilities	157	2299	68310	99	99	98	483	498	509	17	11	9	27	21	18	48	54	51	9	14	22
Limited English Proficient Students	47	382	12573	100	100	100	471	459	454	29	26	27	29	33	30	35	38	38	6	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	173	1651	38679	100	95	96	479	481	483	21	21	20	27	27	25	44	46	45	9	7	10
Non-Economically Disadvantaged	--	1043	40295	--	100	100	--	501	513	--	7	7	--	16	13	--	56	50	--	20	30

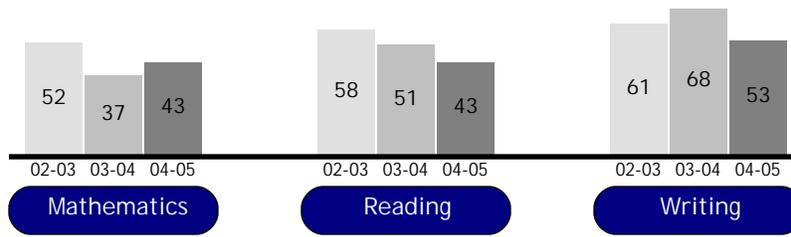
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	173	2695	78908	100	0	99	470	480	484	13	11	10	38	24	23	45	58	58	4	6	9
All Students (Prior Year)	150	2695	76020	100	99	100	492	499	503	38	29	25	22	25	23	36	38	40	4	9	12
Female	83	1271	38648	100	0	99	476	485	489	12	9	8	32	22	22	53	61	61	3	8	10
Male	90	1423	40233	100	0	99	465	476	479	15	13	12	43	26	25	39	55	55	4	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	117	1114	31940	100	0	99	462	464	465	18	17	16	40	32	32	41	48	49	1	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	11	99	4569	100	0	100	467	466	457	14	18	18	29	30	39	57	53	41	0	0	2
White	37	1211	36502	97	0	99	490	496	502	0	6	4	32	17	14	61	66	67	7	10	15
Students with Disabilities	16	395	10665	100	0	100	446	428	423	31	33	30	54	33	36	8	32	31	8	2	2
Students without Disabilities	157	2300	68312	99	0	98	472	489	493	12	8	7	36	23	21	49	63	62	3	7	10
Limited English Proficient Students	47	382	12556	100	0	100	456	444	436	21	23	24	46	39	40	32	37	35	1	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	173	1649	38662	100	0	96	470	471	468	13	15	16	38	31	32	45	51	49	4	3	3
Non-Economically Disadvantaged	--	1046	40315	--	0	100	--	496	498	--	5	5	--	14	15	--	69	66	--	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	173	2662	78750	100	99	99	498	498	500	5	6	6	35	30	29	57	61	63	3	3	2
All Students (Prior Year)	150	2691	75673	100	99	100	517	521	530	11	14	12	33	27	25	53	56	58	3	4	4
Female	83	1248	38586	100	98	99	518	513	515	3	3	4	24	25	22	67	68	71	6	4	3
Male	90	1413	40135	100	99	99	481	485	486	7	9	8	44	34	35	49	56	56	0	1	1
African American	NC	175	4081	NC	97	99	NC	492	488	NC	12	8	NC	21	32	NC	65	59	NC	1	2
Hispanic	117	1102	31841	100	99	99	491	483	483	5	9	8	42	38	36	51	53	55	2	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	11	96	4586	100	96	100	518	498	481	0	3	8	14	38	37	86	57	54	0	3	1
White	37	1202	36440	97	100	99	503	511	516	7	4	3	21	24	22	68	68	71	4	4	4
Students with Disabilities	16	393	10622	100	100	100	462	425	415	0	19	21	69	52	50	31	28	28	0	1	1
Students without Disabilities	157	2269	68196	99	98	98	502	511	513	5	4	3	31	26	25	60	67	69	3	3	3
Limited English Proficient Students	47	376	12504	100	100	100	485	461	451	5	12	12	45	43	44	49	45	43	1	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	173	1631	38558	100	94	96	498	488	485	5	8	8	35	35	37	57	56	54	3	1	1
Non-Economically Disadvantaged	--	1031	40260	--	100	100	--	514	514	--	4	3	--	21	21	--	70	72	--	5	4

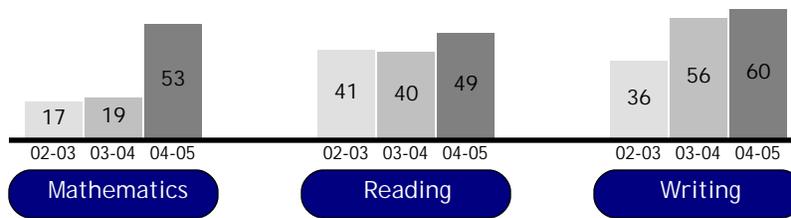
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	87	31	44	50	86	42	NA	58	99	26	40	47
	Language	91	24	34	43	97	32	44	50	99	23	40	47
	Mathematics	94	32	46	57	100	36	57	64	99	24	41	50
3	Reading	95	20	42	47	98	34	NA	55	100	28	40	44
	Language	98	27	48	54	100	40	56	61	100	29	40	44
	Mathematics	99	22	45	54	100	37	53	61	99	29	44	51
4	Reading	95	33	47	52	95	36	NA	56	100	31	42	48
	Language	100	33	42	48	100	36	48	52	100	30	44	49
	Mathematics	99	34	48	57	100	37	54	61	100	34	45	53
5	Reading	95	27	45	50	88	41	NA	55	100	37	47	50
	Language	99	26	41	46	96	35	45	49	100	39	48	50
	Mathematics	99	32	52	57	95	39	57	63	100	36	44	49
6	Reading	99	37	50	53	97	39	NA	56	100	41	48	51
	Language	99	30	41	45	97	33	44	48	100	37	45	47
	Mathematics	99	35	54	62	98	46	60	66	100	37	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

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	63.50
Other Professional Staff	4.50	Teacher Aide	10.44

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	7	0	0
4 to 6 years	5	4	0	0
7 to 9 years	4	3	0	0
10 or more years	10	6	0	3

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	149
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Art/Music/Orchestra/Band
- ü Computer/Technology
- ü Media Center
- ü Reading First Professional Learning Lab

Extracurricular Activities

- ü Student Council
- ü Concerts
- ü Interscholastic Sports
- ü After School Academic Programs(21st Cen)
- ü Kinder Campers
- ü Safe Schools Healthy Students Events
- ü Book Fairs
- ü Literacy Events

Social Services

- ü John C. Lincoln Hospital Partnership
- ü Social Worker
- ü Clothing/Food Banks
- ü School Resource Officer
- ü Day Care
- ü Parenting Classes
- ü Adult Education
- ü Crisis Intervention

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Extended the 180 min. Literacy Block, with 90 min. Core Reading, and DIBELS assessment to K-6. All grades showed growth in Reading as measured by the DIBELS. Kindergarten students were ranked 15th in the State by Reading First re: reading achievement.
- ü Provided extensive training on scientific research-based instructional strategies that address the diverse needs of students such as Core Reading, the Four Blocks of Literacy, Zoo Phonics, ELL intervention programs, and Sitton Spelling.
- ü Initiated Professional Development opportunities regarding data driven instruction and the implementation of strategic interventions to increase student achievement. The Leadership Team provided teacher support/coaching towards classroom application.
- ü Professional Learning Communities (PLC's) were formed at and across grade levels to encourage teacher leadership. PLC's met regularly to collaborate on: curricular based lesson design, achievement data and effective instructional strategies.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	21	12	12	17
Transfers In Rate ⁶	65	28	28	37
Stability Rate ⁷	78	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	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	Marjorie Jones	(602) 347-4200
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	David Caldwell	(602) 347-6803
Parent Organization	School Office	(602) 347-4200
Student Health/Nurse	Barb Gomes	(602) 347-4210

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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