

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

14218 N 47th Ave, Glendale, AZ 85306

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.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

### School Overview

Principal/Administrator : Mr. Mike Christensen  
 Schedule : 07:15 AM to 03:30 PM  
 Grades : K-6  
 2005 Enrollment : 727  
 Web Address : www.wesd.k12.az.us  
 Phone Number : (602) 896-6400  
 Fax Number : (602) 896-6420  
 E-mail : mc@su.wesd.k12.az.us

### Mission

The mission of Sunburst School, in partnership with its community, is to provide an atmosphere that will instill pride and responsibility; where students have opportunities to reach their individual potential in academic, emotional, and social growth, which will result in students becoming contributing members of society.

### School / Academic Goals

- ü Write/monitor SMART goals that focus instruction on the specific needs of students based on assessment data.
- 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 their individual growth plans.

### Enrollment

October 1, 2004 School Year Student Enrollment : 753  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 22

Instructional Programs

- Ü Art/Music/Physical Education
- Ü Technology/Teaching Learning Stations
- Ü Full Day Kindergarten
- Ü After School Community Education
- Ü K-3 Reading/Math Intervention
- Ü After School Program
- Ü Gifted Classes
- Ü On-site Special Education classes

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

To read, comprehend, and support the school in carrying out policies and procedures as indicated in the Sunburst Parent/Student Handbook. To read the weekly newsletters. To ensure that the children attend school and arrive on time.

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 Lamp of Learning Award	2003
Ü Employee of the Month	2002
Ü 4th Place Chess Team Award	2003
Ü Grand Canyon Art Contest	2003

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	121	2787	79306	99	100	99	454	434	445	6	13	10	26	23	18	44	49	51	25	15	20
All Students (Prior Year)	115	2649	75509	100	99	100	510	509	521	14	16	13	26	29	23	39	32	33	22	24	31
Female	61	1340	38691	100	100	99	449	432	446	9	14	10	27	24	18	41	48	52	23	14	20
Male	60	1447	40583	98	100	99	459	436	445	2	13	11	25	21	18	46	50	50	27	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	14	1152	32869	100	100	99	433	418	429	8	20	15	38	30	25	38	43	51	15	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	93	1246	36197	99	99	99	461	450	463	5	7	5	22	16	11	45	54	53	28	23	31
Students with Disabilities	35	411	10321	100	100	100	420	381	389	12	31	30	48	32	27	33	30	34	6	7	9
Students without Disabilities	86	2376	69060	98	99	98	469	444	454	3	10	7	16	21	17	48	53	54	33	16	22
Limited English Proficient Students	NC	634	15509	NC	100	100	NC	402	406	NC	23	20	NC	32	30	NC	41	45	NC	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	46	1720	39415	96	95	96	438	426	431	7	18	15	40	28	25	44	46	50	9	8	10
Non-Economically Disadvantaged	75	1067	39966	100	100	100	465	447	459	5	6	6	17	14	12	43	54	52	35	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	121	2790	79395	99	0	99	452	435	446	8	13	9	24	29	25	56	52	55	11	7	11
All Students (Prior Year)	113	2648	75492	98	99	100	526	514	519	9	14	12	14	20	16	45	47	47	33	20	24
Female	61	1341	38743	100	0	100	451	438	451	13	11	7	23	29	24	50	52	57	14	8	12
Male	60	1449	40618	98	0	99	453	433	440	4	14	11	25	28	27	63	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	14	1152	32915	100	0	99	426	418	426	15	20	15	31	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	93	1249	36221	99	0	99	458	452	465	7	6	4	22	22	15	56	60	63	14	12	17
Students with Disabilities	36	411	10331	100	0	100	412	374	388	21	35	25	50	39	37	26	24	34	3	3	4
Students without Disabilities	85	2379	69139	97	0	99	471	447	454	3	9	7	12	27	24	70	57	58	15	8	11
Limited English Proficient Students	NC	634	15545	NC	0	100	NC	399	399	NC	24	21	NC	39	42	NC	35	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	46	1722	39484	96	0	96	437	427	429	9	17	14	35	35	35	49	45	47	7	3	4
Non-Economically Disadvantaged	75	1068	39986	100	0	100	462	450	461	8	5	4	17	18	16	62	64	63	14	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	122	2775	78869	100	99	99	439	430	442	3	8	6	34	24	21	55	59	63	8	8	10
All Students (Prior Year)	115	2643	75053	100	99	99	589	581	597	8	10	7	14	13	12	69	69	72	8	8	9
Female	61	1335	38536	100	99	99	453	446	458	2	5	4	29	20	15	57	64	67	13	11	14
Male	61	1440	40302	100	99	99	424	415	428	4	11	8	40	28	26	53	56	60	4	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	14	1145	32606	100	100	98	425	413	426	0	12	8	46	29	27	54	53	60	0	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	94	1244	36078	100	99	99	443	447	459	3	4	4	29	19	16	57	66	66	10	11	14
Students with Disabilities	36	408	10246	100	100	100	388	346	367	6	23	18	68	44	39	24	32	40	3	1	4
Students without Disabilities	86	2367	68697	98	98	98	462	445	454	1	6	4	19	20	18	69	64	67	11	9	11
Limited English Proficient Students	NC	627	15339	NC	100	100	NC	390	399	NC	16	11	NC	31	31	NC	49	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	46	1710	39106	96	94	95	427	421	427	2	11	8	42	28	28	53	56	59	2	5	5
Non-Economically Disadvantaged	76	1065	39837	100	100	100	446	445	457	3	4	4	29	17	14	56	65	67	12	14	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	2694	78906	100	100	99	498	488	498	11	15	13	23	23	19	53	50	48	13	12	20
All Students (Prior Year)	100	2695	76019	100	99	100	517	489	499	5	16	14	29	44	39	19	14	14	47	27	33
Female	43	1270	38644	100	100	99	491	489	500	11	14	12	33	22	19	42	52	49	14	12	19
Male	51	1423	40236	100	100	99	503	488	497	11	17	15	15	24	19	62	47	46	13	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	18	1115	31938	100	100	99	474	473	481	25	22	19	25	30	25	50	43	46	0	5	10
Asian/Pacific Islander	NC	89	1805	NC	99	98	NC	503	536	NC	11	5	NC	13	8	NC	63	45	NC	13	42
American Indian/Alaskan Native	NC	98	4593	NC	98	100	NC	478	467	NC	15	26	NC	33	29	NC	46	39	NC	6	6
White	66	1211	36483	100	100	99	507	502	517	5	10	7	22	16	13	53	55	51	19	19	30
Students with Disabilities	19	395	10664	100	100	100	456	434	430	50	41	42	22	32	27	28	24	26	0	3	5
Students without Disabilities	75	2299	68310	99	99	98	509	498	509	0	11	9	23	21	18	60	54	51	17	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	33	1651	38679	89	95	96	485	481	483	14	21	20	31	27	25	45	46	45	10	7	10
Non-Economically Disadvantaged	61	1043	40295	100	100	100	504	501	513	9	7	7	19	16	13	57	56	50	15	20	30

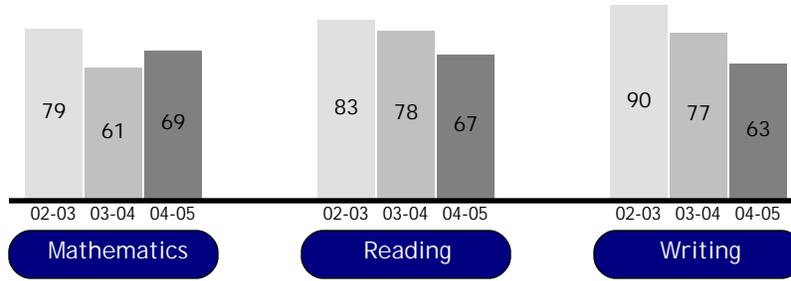
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	2695	78908	100	0	99	497	480	484	4	11	10	13	24	23	72	58	58	11	6	9
All Students (Prior Year)	100	2695	76020	100	99	100	510	499	503	10	29	25	29	25	23	51	38	40	9	9	12
Female	43	1271	38648	100	0	99	501	485	489	0	9	8	14	22	22	75	61	61	11	8	10
Male	51	1423	40233	100	0	99	494	476	479	6	13	12	13	26	25	70	55	55	11	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	18	1114	31940	100	0	99	487	464	465	6	17	16	19	32	32	63	48	49	13	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	66	1211	36502	100	0	99	503	496	502	0	6	4	12	17	14	76	66	67	12	10	15
Students with Disabilities	19	395	10665	100	0	100	460	428	423	17	33	30	39	33	36	44	32	31	0	2	2
Students without Disabilities	75	2300	68312	99	0	98	507	489	493	0	8	7	6	23	21	80	63	62	14	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	33	1649	38662	89	0	96	485	471	468	10	15	16	17	31	32	62	51	49	10	3	3
Non-Economically Disadvantaged	61	1046	40315	100	0	100	503	496	498	0	5	5	11	14	15	78	69	66	11	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	94	2662	78750	100	99	99	503	498	500	4	6	6	33	30	29	64	61	63	0	3	2
All Students (Prior Year)	99	2691	75673	100	99	100	566	521	530	10	14	12	21	27	25	55	56	58	14	4	4
Female	43	1248	38586	100	98	99	521	513	515	3	3	4	22	25	22	75	68	71	0	4	3
Male	51	1413	40135	100	99	99	489	485	486	4	9	8	40	34	35	55	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	18	1102	31841	100	99	99	492	483	483	0	9	8	44	38	36	56	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	66	1202	36440	100	100	99	505	511	516	3	4	3	31	24	22	66	68	71	0	4	4
Students with Disabilities	19	393	10622	100	100	100	446	425	415	17	19	21	67	52	50	17	28	28	0	1	1
Students without Disabilities	75	2269	68196	99	98	98	519	511	513	0	4	3	23	26	25	77	67	69	0	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	33	1631	38558	89	94	96	492	488	485	7	8	8	34	35	37	59	56	54	0	1	1
Non-Economically Disadvantaged	61	1031	40260	100	100	100	509	514	514	2	4	3	31	21	21	67	70	72	0	5	4

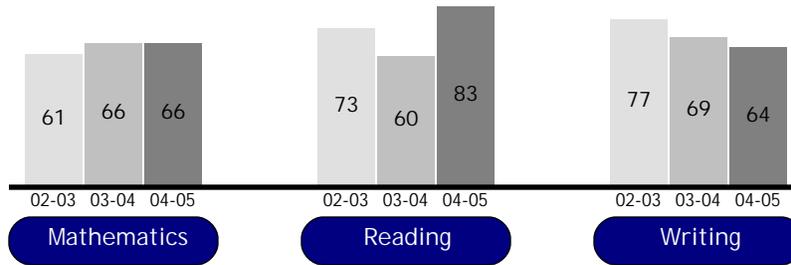
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	59	44	50	86	56	NA	58	100	45	40	47
	Language	100	49	34	43	94	51	44	50	100	39	40	47
	Mathematics	99	65	46	57	97	67	57	64	100	50	41	50
3	Reading	100	52	42	47	95	53	NA	55	99	49	40	44
	Language	100	56	48	54	96	56	56	61	99	46	40	44
	Mathematics	100	59	45	54	97	50	53	61	99	49	44	51
4	Reading	98	64	47	52	100	60	NA	56	100	51	42	48
	Language	100	55	42	48	100	55	48	52	100	53	44	49
	Mathematics	98	64	48	57	100	64	54	61	100	48	45	53
5	Reading	100	64	45	50	99	64	NA	55	100	58	47	50
	Language	99	59	41	46	99	62	45	49	100	60	48	50
	Mathematics	99	67	52	57	98	71	57	63	100	50	44	49
6	Reading	98	57	50	53	98	61	NA	56	99	57	48	51
	Language	96	48	41	45	98	57	44	48	99	55	45	47
	Mathematics	94	66	54	62	98	70	60	66	99	56	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

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 communications
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	1.00	Teacher	40.45
Other Professional Staff	2.50	Teacher Aide	8.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	5	0	0	0
7 to 9 years	4	0	0	0
10 or more years	14	13	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	90
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	1%

Resources Available at School Site

Special Facilities

- Ü Art/Music/PE/Library Facilities
- Ü Computer/Technology Lab
- Ü K-3 Math and Reading Intervention Lab
- Ü Literacy Library for K-3 students

Extracurricular Activities

- Ü After School Classes
- Ü CHAMPS
- Ü Chess Club
- Ü Boys/Girls Basketball
- Ü Cross Country

Social Services

- Ü Day Care
- Ü Health Care

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Trained staff members on Flexible Grouping practices for Sunburst School that focused on differentiated instruction, cooperative learning and reciprocal teaching.
  
- ü Implemented a primary and intermediate Family Math and Family Literacy night.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	18	12	12	17
Transfers In Rate <sup>6</sup>	26	28	28	37
Stability Rate <sup>7</sup>	81	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	1	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	Mike Christensen	(602) 896-6400
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Brent Ratterree	(602) 896-6400
Student Health/Nurse	Lorraine Kritkausky	(602) 896-6410

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).

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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.