

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4626 W Mountain View Rd, Glendale, AZ 85302

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 : Mrs. Betty Paterson  
 Schedule : 07:30 AM to 03:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 558  
 Web Address : www.wesd.k12.az.us  
 Phone Number : (602) 347-3300  
 Fax Number : (602) 347-3320  
 E-mail : bpaters@sn.wesd.k12.az.us

### Mission

We promote individual success, creativity and respect for others. We believe all children are special; should be treated with respect; deserve to learn in an environment free of disruption; and will grow through their failures on the path to success.

### 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 analyze assessment data for data-driven decision-making to increase student achievement.
- ü Teachers will continue training and implementing research-based instructional reading practices and delivery systems.
- ü Teachers will implement the new full day kindergarten.

### Enrollment

October 1, 2004 School Year Student Enrollment : 537  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 30

Instructional Programs

- Art/Musical/Physical Education
- Technology/Teaching Learning Stations
- Programs for English Language Learners
- Gifted Program
- Full Day Kindergarten
- Pre-school Special Education

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

Sunset provides an environment where all children can learn and decisions are made in their best interest through: A safe environment, consistent leadership, effective instructional practices, student achievement, & personal/professional development.

Parents

The partnership established involves parents striving to have their children at school on time, have them adequately clothed and fed, to ensure that homework is completed, and to support the curriculum that is being taught.

Transportation Policy

Our boundaries are from 43rd Avenue to 51st Avenue and from Peoria to Olive Avenue. Transportation is not provided.

School Honors

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

Award/Honor	Year
• Student of the Month for Exchange Club of Phoenix, AZ	2003
• Art Contest Winner	2001

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	90	2787	79306	99	100	99	438	434	445	12	13	10	22	23	18	53	49	51	12	15	20
All Students (Prior Year)	88	2649	75509	100	99	100	529	509	521	4	16	13	23	29	23	36	32	33	37	24	31
Female	50	1340	38691	100	100	99	438	432	446	15	14	10	21	24	18	49	48	52	15	14	20
Male	40	1447	40583	98	100	99	439	436	445	9	13	11	24	21	18	59	50	50	9	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	34	1152	32869	97	100	99	423	418	429	19	20	15	38	30	25	35	43	51	8	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	46	1246	36197	100	99	99	450	450	463	5	7	5	13	16	11	67	54	53	15	23	31
Students with Disabilities	13	411	10321	93	100	100	403	381	389	33	31	30	42	32	27	25	30	34	0	7	9
Students without Disabilities	77	2376	69060	100	99	98	445	444	454	8	10	7	18	21	17	59	53	54	15	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	45	1720	39415	92	95	96	429	426	431	19	18	15	30	28	25	43	46	50	8	8	10
Non-Economically Disadvantaged	45	1067	39966	100	100	100	449	447	459	6	6	6	14	14	12	64	54	52	17	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	90	2790	79395	99	0	99	445	435	446	14	13	9	23	29	25	55	52	55	8	7	11
All Students (Prior Year)	88	2648	75492	100	99	100	534	514	519	0	14	12	10	20	16	51	47	47	38	20	24
Female	50	1341	38743	100	0	100	446	438	451	10	11	7	23	29	24	59	52	57	8	8	12
Male	40	1449	40618	98	0	99	443	433	440	18	14	11	24	28	27	50	51	53	9	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	34	1152	32915	97	0	99	433	418	426	19	20	15	31	35	35	42	42	47	8	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	46	1249	36221	100	0	99	459	452	465	8	6	4	13	22	15	69	60	63	10	12	17
Students with Disabilities	13	411	10331	93	0	100	381	374	388	58	35	25	33	39	37	8	24	34	0	3	4
Students without Disabilities	77	2379	69139	100	0	99	457	447	454	5	9	7	21	27	24	64	57	58	10	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	45	1722	39484	92	0	96	431	427	429	19	17	14	38	35	35	32	45	47	11	3	4
Non-Economically Disadvantaged	45	1068	39986	100	0	100	458	450	461	8	5	4	8	18	16	78	64	63	6	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	89	2775	78869	98	99	99	456	430	442	7	8	6	12	24	21	64	59	63	16	8	10
All Students (Prior Year)	88	2643	75053	100	99	99	579	581	597	10	10	7	6	13	12	78	69	72	6	8	9
Female	50	1335	38536	100	99	99	475	446	458	0	5	4	10	20	15	67	64	67	23	11	14
Male	39	1440	40302	95	99	99	435	415	428	15	11	8	15	28	26	62	56	60	9	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	34	1145	32606	97	100	98	447	413	426	8	12	8	19	29	27	58	53	60	15	5	5
Asian/Pacific Islander	NC	108	1925	NC	100	99	NC	438	471	NC	7	3	NC	22	11	NC	61	64	NC	10	22
American Indian/Alaskan Native	NC	97	4245	NC	100	100	NC	418	423	NC	13	9	NC	27	26	NC	54	61	NC	6	4
White	45	1244	36078	98	99	99	474	447	459	3	4	4	5	19	16	74	66	66	18	11	14
Students with Disabilities	13	408	10246	93	100	100	384	346	367	17	23	18	42	44	39	42	32	40	0	1	4
Students without Disabilities	76	2367	68697	99	98	98	470	445	454	5	6	4	7	20	18	69	64	67	20	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	45	1710	39106	92	94	95	438	421	427	8	11	8	22	28	28	57	56	59	14	5	5
Non-Economically Disadvantaged	44	1065	39837	100	100	100	475	445	457	6	4	4	3	17	14	72	65	67	19	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	88	2694	78906	99	100	99	484	488	498	16	15	13	26	23	19	51	50	48	7	12	20
All Students (Prior Year)	90	2695	76019	100	99	100	509	489	499	4	16	14	40	44	39	16	14	14	40	27	33
Female	37	1270	38644	100	100	99	496	489	500	10	14	12	23	22	19	53	52	49	13	12	19
Male	51	1423	40236	98	100	99	476	488	497	21	17	15	28	24	19	49	47	46	2	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	36	1115	31938	97	100	99	476	473	481	20	22	19	27	30	25	53	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	44	1211	36483	100	100	99	494	502	517	11	10	7	25	16	13	50	55	51	14	19	30
Students with Disabilities	NC	395	10664	NC	100	100	NC	434	430	NC	41	42	NC	32	27	NC	24	26	NC	3	5
Students without Disabilities	79	2299	68310	100	99	98	487	498	509	15	11	9	25	21	18	52	54	51	8	14	22
Limited English Proficient Students	10	382	12573	100	100	100	474	459	454	14	26	27	29	33	30	57	38	38	0	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	47	1651	38679	92	95	96	473	481	483	20	21	20	34	27	25	43	46	45	2	7	10
Non-Economically Disadvantaged	41	1043	40295	100	100	100	501	501	513	10	7	7	14	16	13	62	56	50	14	20	30

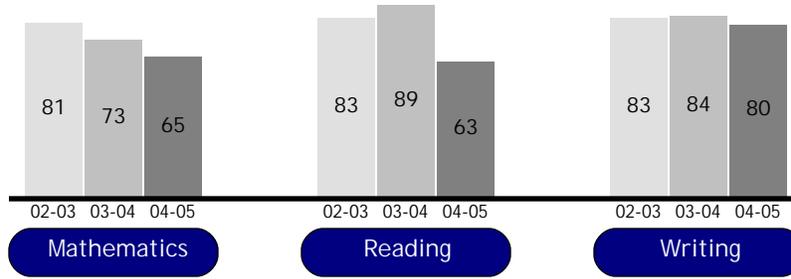
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2695	78908	99	0	99	482	480	484	11	11	10	30	24	23	52	58	58	7	6	9
All Students (Prior Year)	89	2695	76020	99	99	100	514	499	503	9	29	25	29	25	23	48	38	40	14	9	12
Female	37	1271	38648	100	0	99	499	485	489	10	9	8	17	22	22	57	61	61	17	8	10
Male	51	1423	40233	98	0	99	471	476	479	12	13	12	40	26	25	49	55	55	0	5	8
African American	NC	181	4092	NC	0	99	NC	479	473	NC	11	12	NC	26	28	NC	57	54	NC	6	5
Hispanic	36	1114	31940	97	0	99	472	464	465	10	17	16	33	32	32	53	48	49	3	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	44	1211	36502	100	0	99	492	496	502	8	6	4	31	17	14	53	66	67	8	10	15
Students with Disabilities	NC	395	10665	NC	0	100	NC	428	423	NC	33	30	NC	33	36	NC	32	31	NC	2	2
Students without Disabilities	79	2300	68312	100	0	98	486	489	493	9	8	7	29	23	21	54	63	62	8	7	10
Limited English Proficient Students	10	382	12556	100	0	100	457	444	436	21	23	24	29	39	40	50	37	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	47	1649	38662	92	0	96	470	471	468	14	15	16	34	31	32	48	51	49	5	3	3
Non-Economically Disadvantaged	41	1046	40315	100	0	100	501	496	498	7	5	5	24	14	15	59	69	66	10	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	88	2662	78750	99	99	99	510	498	500	5	6	6	27	30	29	64	61	63	3	3	2
All Students (Prior Year)	90	2691	75673	100	99	100	544	521	530	8	14	12	21	27	25	67	56	58	5	4	4
Female	37	1248	38586	100	98	99	542	513	515	0	3	4	17	25	22	77	68	71	7	4	3
Male	51	1413	40135	98	99	99	488	485	486	9	9	8	35	34	35	56	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	36	1102	31841	97	99	99	496	483	483	10	9	8	30	38	36	60	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	44	1202	36440	100	100	99	526	511	516	0	4	3	28	24	22	67	68	71	6	4	4
Students with Disabilities	NC	393	10622	NC	100	100	NC	425	415	NC	19	21	NC	52	50	NC	28	28	NC	1	1
Students without Disabilities	79	2269	68196	100	98	98	518	511	513	5	4	3	22	26	25	71	67	69	3	3	3
Limited English Proficient Students	10	376	12504	100	100	100	481	461	451	14	12	12	21	43	44	64	45	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	47	1631	38558	92	94	96	495	488	485	7	8	8	34	35	37	59	56	54	0	1	1
Non-Economically Disadvantaged	41	1031	40260	100	100	100	533	514	514	3	4	3	17	21	21	72	70	72	7	5	4

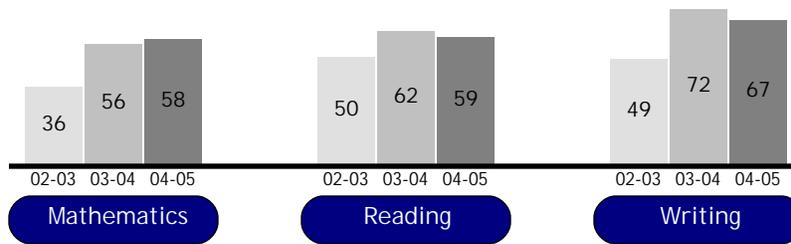
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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	96	51	44	50	97	57	NA	58	99	51	40	47
	Language	99	38	34	43	99	51	44	50	99	53	40	47
	Mathematics	99	54	46	57	97	57	57	64	99	55	41	50
3	Reading	100	44	42	47	88	59	NA	55	99	43	40	44
	Language	98	52	48	54	100	59	56	61	99	42	40	44
	Mathematics	100	51	45	54	96	61	53	61	99	44	44	51
4	Reading	97	52	47	52	96	45	NA	56	100	43	42	48
	Language	100	48	42	48	99	43	48	52	100	47	44	49
	Mathematics	99	57	48	57	100	44	54	61	100	43	45	53
5	Reading	99	49	45	50	100	56	NA	55	99	46	47	50
	Language	100	43	41	46	100	51	45	49	99	46	48	50
	Mathematics	100	59	52	57	100	63	57	63	99	42	44	49
6	Reading	95	60	50	53	100	51	NA	56	100	55	48	51
	Language	95	52	41	45	100	42	44	48	100	52	45	47
	Mathematics	96	66	54	62	100	56	60	66	100	53	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
1 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
0 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	34.00
Other Professional Staff	2.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	4	2	0	0
7 to 9 years	0	2	0	0
10 or more years	6	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	52
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/PE/Library Facilities
- ü Library Media Center
- ü Computer Lab

Extracurricular Activities

- ü Boys Basketball
- ü Cross Country
- ü Student Council
- ü Sunset Safety Kids Puppet Team
- ü Girls Basketball

Social Services

- ü Parenting Classes/Education
- ü Extended Day Care
- ü Girl Scouts
- ü Preschool Program

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü Implemented a literacy lab that allows teachers, teaching assistants and students in grades K-3 to work in small groups and refine students skills in the area of reading and phonics.
  
- ü Implemented curriculum mapping to an advanced level and also looked for gaps and repetitions across grade levels.

## 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>	13	12	12	17
Transfers In Rate <sup>6</sup>	32	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	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) :

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	Betty Paterson	(602) 347-3300
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Stormy Meyers	(602) 347-3300
Student Health/Nurse	Larry Dierks	(602) 347-3310

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.