



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4001 W Laurel Ln, 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
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. Nicholas Gupton
 Schedule : 07:30 AM to 03:30 PM
 Grades : Pre-K-6
 2005 Enrollment : 642
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 896-6600
 Fax Number : (602) 896-6620
 E-mail : ngupton@tu.wesd.k12.az.us

Mission

Tumbleweed's mission is to provide relevant, quality education to enable student success, use innovations to excite learning, create a caring and trusting school, help students develop their potential, and provide opportunities to help students meet the challenges of change.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Teachers will 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 implement the new full day Kindergarten.
- ü Teachers will analyze assessment data for data-driven decision-making to increase student achievement.

Enrollment

October 1, 2004 School Year Student Enrollment : 629
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 48

Instructional Programs

- Ü English Language Learners
- Ü Full-day Kindergarten
- Ü Learning Disabilities
- Ü Pre-school Special Education
- Ü K-3 Reading Specialist Program
- Ü Zoo Phonics
- Ü Band Program
- Ü Art and Music Programs

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 assure: Child's physical and emotional needs are met, praise and encouragement to their child, emphasizing the value of school, daily educational time with their child, timely school attendance, and parent/teacher communication.

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 SRP and APS/Phoenix Urban Forestry Grants	2001
Ü Wells Fargo Teacher Venture Grants (Several)	2002
Ü Phoenix Block Watch Grant	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	83	2787	79306	100	100	99	435	434	445	13	13	10	18	23	18	60	49	51	10	15	20
All Students (Prior Year)	86	2649	75509	100	99	100	501	509	521	22	16	13	29	29	23	32	32	33	16	24	31
Female	42	1340	38691	100	100	99	431	432	446	17	14	10	26	24	18	40	48	52	17	14	20
Male	41	1447	40583	100	100	99	439	436	445	8	13	11	11	21	18	78	50	50	3	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	25	1152	32869	100	100	99	416	418	429	26	20	15	22	30	25	52	43	51	0	7	10
Asian/Pacific Islander	NC	109	1935	NC	100	99	NC	444	474	NC	4	3	NC	20	9	NC	57	48	NC	19	40
American Indian/Alaskan Native	NC	97	4264	NC	100	100	NC	428	419	NC	14	19	NC	25	30	NC	57	45	NC	4	6
White	48	1246	36197	100	99	99	443	450	463	5	7	5	19	16	11	62	54	53	14	23	31
Students with Disabilities	NC	411	10321	NC	100	100	NC	381	389	NC	31	30	NC	32	27	NC	30	34	NC	7	9
Students without Disabilities	77	2376	69060	100	99	98	437	444	454	9	10	7	19	21	17	63	53	54	9	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	44	1720	39415	98	95	96	420	426	431	23	18	15	18	28	25	59	46	50	0	8	10
Non-Economically Disadvantaged	39	1067	39966	100	100	100	452	447	459	0	6	6	18	14	12	61	54	52	21	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	82	2790	79395	99	0	99	450	435	446	7	13	9	25	29	25	65	52	55	3	7	11
All Students (Prior Year)	86	2648	75492	100	99	100	509	514	519	13	14	12	31	20	16	37	47	47	19	20	24
Female	42	1341	38743	100	0	100	455	438	451	6	11	7	23	29	24	66	52	57	6	8	12
Male	40	1449	40618	98	0	99	446	433	440	8	14	11	28	28	27	64	51	53	0	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	25	1152	32915	100	0	99	424	418	426	22	20	15	35	35	35	43	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	47	1249	36221	98	0	99	462	452	465	0	6	4	22	22	15	73	60	63	5	12	17
Students with Disabilities	NC	411	10331	NC	0	100	NC	374	388	NC	35	25	NC	39	37	NC	24	34	NC	3	4
Students without Disabilities	76	2379	69139	99	0	99	453	447	454	3	9	7	27	27	24	69	57	58	1	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	44	1722	39484	98	0	96	437	427	429	13	17	14	28	35	35	59	45	47	0	3	4
Non-Economically Disadvantaged	38	1068	39986	100	0	100	466	450	461	0	5	4	22	18	16	72	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	83	2775	78869	100	99	99	467	430	442	3	8	6	14	24	21	71	59	63	13	8	10
All Students (Prior Year)	85	2643	75053	99	99	99	578	581	597	7	10	7	15	13	12	74	69	72	4	8	9
Female	42	1335	38536	100	99	99	464	446	458	6	5	4	9	20	15	74	64	67	11	11	14
Male	41	1440	40302	100	99	99	469	415	428	0	11	8	19	28	26	68	56	60	14	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	25	1145	32606	100	100	98	441	413	426	9	12	8	22	29	27	65	53	60	4	5	5
Asian/Pacific Islander	NC	108	1925	NC	100	99	NC	438	471	NC	7	3	NC	22	11	NC	61	64	NC	10	22
American Indian/Alaskan Native	NC	97	4245	NC	100	100	NC	418	423	NC	13	9	NC	27	26	NC	54	61	NC	6	4
White	48	1244	36078	100	99	99	475	447	459	0	4	4	10	19	16	79	66	66	12	11	14
Students with Disabilities	NC	408	10246	NC	100	100	NC	346	367	NC	23	18	NC	44	39	NC	32	40	NC	1	4
Students without Disabilities	77	2367	68697	100	98	98	470	445	454	1	6	4	12	20	18	75	64	67	12	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	44	1710	39106	98	94	95	460	421	427	3	11	8	18	28	28	74	56	59	5	5	5
Non-Economically Disadvantaged	39	1065	39837	100	100	100	474	445	457	3	4	4	9	17	14	67	65	67	21	14	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2694	78906	99	100	99	489	488	498	14	15	13	28	23	19	52	50	48	7	12	20
All Students (Prior Year)	93	2695	76019	100	99	100	476	489	499	24	16	14	50	44	39	6	14	14	20	27	33
Female	47	1270	38644	100	100	99	490	489	500	13	14	12	25	22	19	55	52	49	8	12	19
Male	50	1423	40236	98	100	99	488	488	497	15	17	15	30	24	19	49	47	46	6	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	100	100	99	475	473	481	15	22	19	45	30	25	39	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	--	98	4593	--	98	100	--	478	467	--	15	26	--	33	29	--	46	39	--	6	6
White	57	1211	36483	100	100	99	495	502	517	14	10	7	18	16	13	58	55	51	10	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	89	2299	68310	99	99	98	493	498	509	11	11	9	24	21	18	57	54	51	8	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	50	1651	38679	98	95	96	477	481	483	22	21	20	28	27	25	48	46	45	2	7	10
Non-Economically Disadvantaged	47	1043	40295	100	100	100	502	501	513	5	7	7	27	16	13	56	56	50	12	20	30

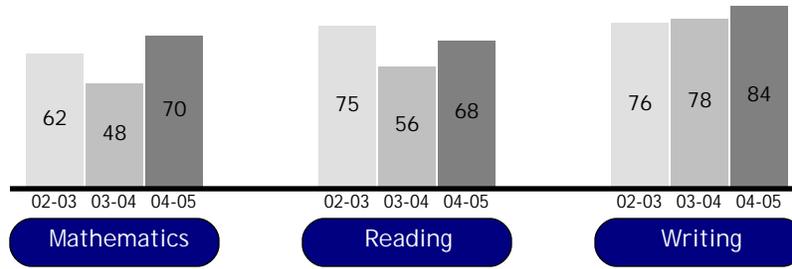
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2695	78908	99	0	99	478	480	484	9	11	10	32	24	23	53	58	58	6	6	9
All Students (Prior Year)	92	2695	76020	99	99	100	491	499	503	44	29	25	23	25	23	32	38	40	1	9	12
Female	47	1271	38648	100	0	99	483	485	489	8	9	8	30	22	22	58	61	61	5	8	10
Male	50	1423	40233	98	0	99	474	476	479	11	13	12	34	26	25	49	55	55	6	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	100	0	99	467	464	465	15	17	16	33	32	32	48	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	--	99	4569	--	0	100	--	466	457	--	18	18	--	30	39	--	53	41	--	0	2
White	57	1211	36502	100	0	99	484	496	502	6	6	4	32	17	14	54	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	89	2300	68312	99	0	98	481	489	493	8	8	7	32	23	21	54	63	62	6	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	50	1649	38662	98	0	96	464	471	468	17	15	16	30	31	32	52	51	49	0	3	3
Non-Economically Disadvantaged	47	1046	40315	100	0	100	493	496	498	0	5	5	34	14	15	54	69	66	12	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2662	78750	99	99	99	502	498	500	5	6	6	33	30	29	62	61	63	0	3	2
All Students (Prior Year)	92	2691	75673	99	99	100	490	521	530	15	14	12	37	27	25	47	56	58	1	4	4
Female	47	1248	38586	100	98	99	503	513	515	5	3	4	38	25	22	58	68	71	0	4	3
Male	50	1413	40135	98	99	99	501	485	486	4	9	8	30	34	35	66	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	100	99	99	493	483	483	6	9	8	39	38	36	55	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	--	96	4586	--	96	100	--	498	481	--	3	8	--	38	37	--	57	54	--	3	1
White	57	1202	36440	100	100	99	513	511	516	2	4	3	32	24	22	66	68	71	0	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	89	2269	68196	99	98	98	504	511	513	5	4	3	30	26	25	65	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	50	1631	38558	98	94	96	482	488	485	9	8	8	35	35	37	57	56	54	0	1	1
Non-Economically Disadvantaged	47	1031	40260	100	100	100	525	514	514	0	4	3	32	21	21	68	70	72	0	5	4

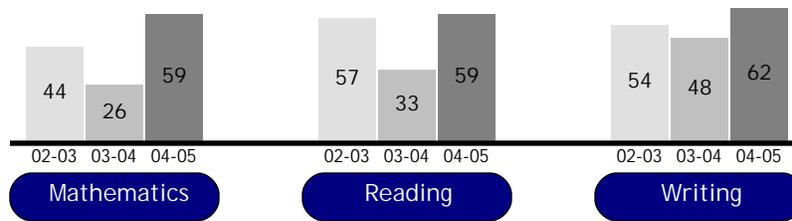
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	45	44	50	93	65	NA	58	99	44	40	47
	Language	100	37	34	43	93	49	44	50	99	44	40	47
	Mathematics	100	54	46	57	94	56	57	64	99	36	41	50
3	Reading	95	44	42	47	94	42	NA	55	99	50	40	44
	Language	100	42	48	54	96	45	56	61	99	50	40	44
	Mathematics	99	35	45	54	96	42	53	61	100	50	44	51
4	Reading	99	44	47	52	96	46	NA	56	99	48	42	48
	Language	100	41	42	48	100	41	48	52	99	49	44	49
	Mathematics	99	40	48	57	99	47	54	61	98	50	45	53
5	Reading	99	47	45	50	96	36	NA	55	99	45	47	50
	Language	99	40	41	46	97	32	45	49	99	48	48	50
	Mathematics	100	53	52	57	95	45	57	63	99	43	44	49
6	Reading	100	54	50	53	100	59	NA	56	99	50	48	51
	Language	100	45	41	45	100	53	44	48	99	46	45	47
	Mathematics	100	53	54	62	100	66	60	66	99	42	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

- 1 School Administrator(s)
- 2 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 communications
- ü To facilitate budget implementation
- ü To engage in shared decision-making
- ü To facilitate in the staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	2.50	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	1	0
4 to 6 years	4	2	0	0
7 to 9 years	1	0	0	0
10 or more years	14	10	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	84
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 Computer/Technology Lab
- ü Art/Music/PE/Science Facilities
- ü Media Center
- ü Performance Stage

Extracurricular Activities

- ü CHAMPS Student Leadership Team
- ü Basketball Girls and Boys
- ü Cross Country
- ü Girls Volleyball
- ü Student Council
- ü Band
- ü Track
- ü Homework Club

Social Services

- ü After School Recreational Programs
- ü Community Education Programs
- ü City Recreational Activities
- ü Counselor
- ü Parenting Classes
- ü ELL Services

School Achievements/Accomplishments 2004-05

- ü Teachers implemented the critical attributes of effective instructional planning in their lesson plans and designs.

- ü Teachers demonstrated an understanding of the renewed science curriculum.

- ü Teachers implemented power standards to increase student achievement.

- ü Teachers implemented the Zoophonics program in grades K-1.

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	12	12	12	17
Transfers In Rate ⁶	27	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	3	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	Nick Gupton	(602) 896-6600
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Marci Dunn	(602) 896-6600
Student Health/Nurse	Renee Oldani	(602) 896-6610

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.