



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8033 N 27th Ave, Phoenix, AZ 85051

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	Underperforming

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

### School Overview

Principal/Administrator : Mr. David McNeil  
 Schedule : 07:15 AM to 03:15 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 1138  
 Web Address : www.wesd.k12.az.us  
 Phone Number : (602) 347-3400  
 Fax Number : (602) 347-3420  
 E-mail : dmclineil@wa.wesd.k12.az.us

### Mission

Washington School's mission is to provide children the opportunity to achieve academic and life skills which will lead to becoming successful members of society. This is achieved through the cooperation of staff, parents, students and community.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2004-05	N/A
2003-04	Out of Improvement
2002-03	Year 1

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

### School / Academic Goals

- ü Teachers will implement the revised science and math curricula, and will plan instruction using the newly adopted mathematics materials in order to improve student achievement.
- ü Teachers will implement and complete activities designed to enable parents, students, teachers and community the opportunity to participate in and/or be informed of the school improvement process.
- ü Teachers will analyze assessment data for data-driven decision-making to increase student achievement.

### Enrollment

October 1, 2004 School Year Student Enrollment : 1093  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 10

## Instructional Programs

- Ü Art/Music/Physical Education
- Ü Technology/Teaching Learning Stations
- Ü Drug/Tobacco/Alcohol Prevention Programs
- Ü On-site Special Education Program
- Ü 21st Century Afterschool Program
- Ü Zoo Phonics/Soar to Success
- Ü Literacy Lab
- Ü Full Day Kindergarten

## Calendar Information

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

## Shared Responsibilities

### School

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

### Parents

Parents are responsible for their children's school attendance. They should provide proper nourishment, clothing, and hygiene/medical/dental care for their children. We expect parents to be cooperative partners in their children's education.

## 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 Special Olympics Award	2001
Ü Arts and Humanities Grant	2001
Ü Reading Is Fundamental (Schoolwide)	2004
Ü Project GOAL - Grade One At The Library	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	140	2787	79306	99	100	99	418	434	445	22	13	10	29	23	18	44	49	51	5	15	20
All Students (Prior Year)	142	2649	75509	100	99	100	475	509	521	33	16	13	38	29	23	20	32	33	9	24	31
Female	68	1340	38691	100	100	99	413	432	446	17	14	10	38	24	18	43	48	52	2	14	20
Male	72	1447	40583	99	100	99	422	436	445	27	13	11	21	21	18	45	50	50	7	16	21
African American	11	183	4041	100	100	99	419	414	426	33	18	17	17	26	23	33	48	50	17	8	10
Hispanic	86	1152	32869	100	100	99	413	418	429	26	20	15	36	30	25	34	43	51	4	7	10
Asian/Pacific Islander	NC	109	1935	NC	100	99	NC	444	474	NC	4	3	NC	20	9	NC	57	48	NC	19	40
American Indian/Alaskan Native	NC	97	4264	NC	100	100	NC	428	419	NC	14	19	NC	25	30	NC	57	45	NC	4	6
White	31	1246	36197	97	99	99	431	450	463	8	7	5	17	16	11	71	54	53	4	23	31
Students with Disabilities	17	411	10321	100	100	100	392	381	389	53	31	30	20	32	27	27	30	34	0	7	9
Students without Disabilities	123	2376	69060	99	99	98	422	444	454	17	10	7	31	21	17	47	53	54	5	16	22
Limited English Proficient Students	57	634	15509	100	100	100	408	402	406	27	23	20	42	32	30	28	41	45	3	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	140	1720	39415	99	95	96	418	426	431	22	18	15	29	28	25	44	46	50	5	8	10
Non-Economically Disadvantaged	--	1067	39966	--	100	100	--	447	459	--	6	6	--	14	12	--	54	52	--	26	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	2790	79395	98	0	99	420	435	446	18	13	9	38	29	25	44	52	55	0	7	11
All Students (Prior Year)	143	2648	75492	100	99	100	493	514	519	24	14	12	34	20	16	34	47	47	7	20	24
Female	67	1341	38743	99	0	100	423	438	451	11	11	7	45	29	24	43	52	57	0	8	12
Male	71	1449	40618	97	0	99	417	433	440	25	14	11	30	28	27	45	51	53	0	6	9
African American	11	183	4052	100	0	100	424	422	434	17	15	11	50	29	29	33	53	54	0	3	6
Hispanic	84	1152	32915	98	0	99	414	418	426	20	20	15	41	35	35	39	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	31	1249	36221	97	0	99	439	452	465	8	6	4	29	22	15	63	60	63	0	12	17
Students with Disabilities	16	411	10331	94	0	100	404	374	388	33	35	25	33	39	37	33	24	34	0	3	4
Students without Disabilities	122	2379	69139	98	0	99	423	447	454	16	9	7	38	27	24	46	57	58	0	8	11
Limited English Proficient Students	56	634	15545	98	0	100	407	399	399	23	24	21	47	39	42	30	35	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	138	1722	39484	98	0	96	420	427	429	18	17	14	38	35	35	44	45	47	0	3	4
Non-Economically Disadvantaged	--	1068	39986	--	0	100	--	450	461	--	5	4	--	18	16	--	64	63	--	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	2775	78869	96	99	99	406	430	442	15	8	6	28	24	21	56	59	63	2	8	10
All Students (Prior Year)	141	2643	75053	99	99	99	554	581	597	9	10	7	21	13	12	66	69	72	3	8	9
Female	66	1335	38536	97	99	99	425	446	458	9	5	4	25	20	15	64	64	67	2	11	14
Male	70	1440	40302	96	99	99	387	415	428	20	11	8	30	28	26	48	56	60	2	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	84	1145	32606	98	100	98	403	413	426	14	12	8	29	29	27	56	53	60	1	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	31	1244	36078	97	99	99	432	447	459	8	4	4	25	19	16	63	66	66	4	11	14
Students with Disabilities	17	408	10246	100	100	100	359	346	367	27	23	18	40	44	39	33	32	40	0	1	4
Students without Disabilities	119	2367	68697	96	98	98	413	445	454	13	6	4	26	20	18	60	64	67	2	9	11
Limited English Proficient Students	54	627	15339	95	100	100	393	390	399	17	16	11	30	31	31	52	49	54	2	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	136	1710	39106	96	94	95	406	421	427	15	11	8	28	28	28	56	56	59	2	5	5
Non-Economically Disadvantaged	--	1065	39837	--	100	100	--	445	457	--	4	4	--	17	14	--	65	67	--	14	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2694	78906	99	100	99	467	488	498	30	15	13	28	23	19	41	50	48	2	12	20
All Students (Prior Year)	137	2695	76019	97	99	100	461	489	499	31	16	14	49	44	39	9	14	14	10	27	33
Female	57	1270	38644	100	100	99	470	489	500	24	14	12	33	22	19	42	52	49	0	12	19
Male	75	1423	40236	99	100	99	464	488	497	33	17	15	24	24	19	40	47	46	3	12	20
African American	15	181	4087	100	100	99	457	481	481	31	18	20	38	30	24	31	44	45	0	8	11
Hispanic	80	1115	31938	99	100	99	464	473	481	31	22	19	30	30	25	38	43	46	2	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	10	98	4593	100	98	100	475	478	467	10	15	26	50	33	29	40	46	39	0	6	6
White	26	1211	36483	96	100	99	473	502	517	35	10	7	9	16	13	52	55	51	4	19	30
Students with Disabilities	21	395	10664	100	100	100	431	434	430	68	41	42	16	32	27	16	24	26	0	3	5
Students without Disabilities	111	2299	68310	98	99	98	474	498	509	21	11	9	30	21	18	46	54	51	2	14	22
Limited English Proficient Students	27	382	12573	100	100	100	455	459	454	44	26	27	26	33	30	28	38	38	3	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	132	1651	38679	99	95	96	467	481	483	30	21	20	28	27	25	41	46	45	2	7	10
Non-Economically Disadvantaged	--	1043	40295	--	100	100	--	501	513	--	7	7	--	16	13	--	56	50	--	20	30

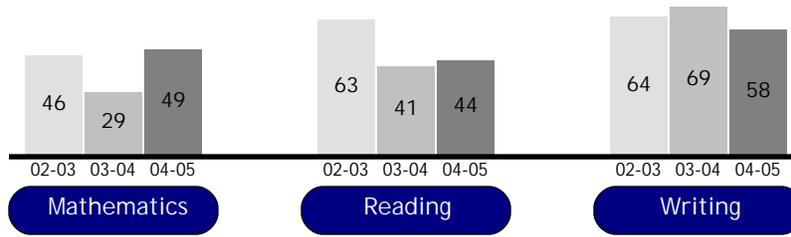
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	133	2695	78908	100	0	99	465	480	484	19	11	10	31	24	23	49	58	58	2	6	9
All Students (Prior Year)	137	2695	76020	97	99	100	489	499	503	43	29	25	27	25	23	28	38	40	2	9	12
Female	57	1271	38648	100	0	99	470	485	489	16	9	8	31	22	22	51	61	61	2	8	10
Male	76	1423	40233	100	0	99	462	476	479	21	13	12	30	26	25	48	55	55	2	5	8
African American	15	181	4092	100	0	99	473	479	473	15	11	12	38	26	28	38	57	54	8	6	5
Hispanic	80	1114	31940	99	0	99	460	464	465	23	17	16	31	32	32	44	48	49	2	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	10	99	4569	100	0	100	462	466	457	30	18	18	10	30	39	60	53	41	0	0	2
White	27	1211	36502	100	0	99	473	496	502	4	6	4	35	17	14	61	66	67	0	10	15
Students with Disabilities	22	395	10665	100	0	100	431	428	423	47	33	30	32	33	36	21	32	31	0	2	2
Students without Disabilities	111	2300	68312	98	0	98	473	489	493	12	8	7	30	23	21	55	63	62	2	7	10
Limited English Proficient Students	27	382	12556	100	0	100	449	444	436	28	23	24	41	39	40	28	37	35	3	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	133	1649	38662	100	0	96	465	471	468	19	15	16	31	31	32	49	51	49	2	3	3
Non-Economically Disadvantaged	--	1046	40315	--	0	100	--	496	498	--	5	5	--	14	15	--	69	66	--	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2662	78750	99	99	99	487	498	500	8	6	6	36	30	29	54	61	63	2	3	2
All Students (Prior Year)	136	2691	75673	96	99	100	498	521	530	26	14	12	26	27	25	46	56	58	2	4	4
Female	57	1248	38586	100	98	99	505	513	515	7	3	4	27	25	22	64	68	71	2	4	3
Male	75	1413	40135	99	99	99	475	485	486	10	9	8	42	34	35	47	56	56	2	1	1
African American	15	175	4081	100	97	99	453	492	488	23	12	8	31	21	32	46	65	59	0	1	2
Hispanic	79	1102	31841	98	99	99	492	483	483	8	9	8	33	38	36	55	53	55	3	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	10	96	4586	100	96	100	495	498	481	0	3	8	40	38	37	60	57	54	0	3	1
White	27	1202	36440	100	100	99	489	511	516	4	4	3	43	24	22	52	68	71	0	4	4
Students with Disabilities	22	393	10622	100	100	100	423	425	415	21	19	21	68	52	50	11	28	28	0	1	1
Students without Disabilities	110	2269	68196	97	98	98	501	511	513	6	4	3	28	26	25	64	67	69	2	3	3
Limited English Proficient Students	26	376	12504	96	100	100	474	461	451	11	12	12	45	43	44	45	45	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	132	1631	38558	99	94	96	487	488	485	8	8	8	36	35	37	54	56	54	2	1	1
Non-Economically Disadvantaged	--	1031	40260	--	100	100	--	514	514	--	4	3	--	21	21	--	70	72	--	5	4

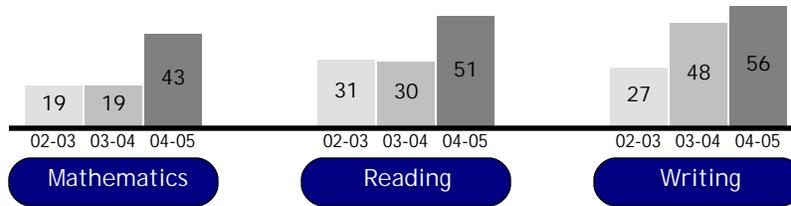
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	80	29	44	50	94	44	NA	58	99	30	40	47
	Language	94	17	34	43	94	38	44	50	97	33	40	47
	Mathematics	96	26	46	57	98	42	57	64	100	31	41	50
3	Reading	77	26	42	47	95	29	NA	55	98	28	40	44
	Language	95	28	48	54	97	36	56	61	98	32	40	44
	Mathematics	99	28	45	54	97	36	53	61	99	35	44	51
4	Reading	92	30	47	52	96	36	NA	56	100	31	42	48
	Language	100	28	42	48	99	40	48	52	100	32	44	49
	Mathematics	99	34	48	57	99	44	54	61	100	34	45	53
5	Reading	92	27	45	50	97	34	NA	55	100	38	47	50
	Language	98	25	41	46	96	33	45	49	100	36	48	50
	Mathematics	98	30	52	57	96	43	57	63	99	30	44	49
6	Reading	99	27	50	53	94	31	NA	56	100	30	48	51
	Language	99	21	41	45	96	22	44	48	100	27	45	47
	Mathematics	99	33	54	62	99	37	60	66	100	29	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
5 Teacher(s)	ü To develop increased communications
5 Parent(s)	ü To facilitate budget implementation
2 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	2.00	Teacher	62.50
Other Professional Staff	5.00	Teacher Aide	23.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	0	0	0
4 to 6 years	9	5	1	0
7 to 9 years	8	2	0	0
10 or more years	13	11	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	99
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
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 Literacy Lab
- ü Computer/Technology Lab

Extracurricular Activities

- ü Student Council
- ü Basketball Boys/Girls
- ü Peer Mediation
- ü Cross Country Team
- ü Computer Club
- ü Homework Club

Social Services

- ü Business Partners
- ü Parenting Classes
- ü After School Academic Program
- ü Counseling Services
- ü Parks and Recreation Program
- ü Adult Education

School Achievements/Accomplishments 2004-05

- ü Implemented the new student discipline procedures that are fair and relevant to established standards for student behavior.
  
- ü Implemented activities designed to teach instructional strategies which assisted teachers in meeting our students' diverse academic needs.

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>	24	12	12	17
Transfers In Rate <sup>6</sup>	51	28	28	37
Stability Rate <sup>7</sup>	75	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	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) :

5

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	David McNeil	(602) 347-3400
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	David Caldwell	(602) 896-6803
Parent Organization	Jeff Spellman	(602) 347-3400
Student Health/Nurse	Andrea Musack	(602) 347-3410

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.