

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4711 N. 23rd Ave., Phoenix, AZ 85015

Alhambra Elementary 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)

2005-06	Highly Performing
2004-05	Performing Plus
2003-04	Underperforming

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

### School Overview

Principal/Administrator : Ms. Lori Weiss  
 Schedule : 07:15 AM to 04:00 PM  
 Grades : K-3  
 Web Address : www.alhambra.k12.az.us  
 Phone Number : (602) 242-2442  
 Fax Number : (602) 242-2514  
 E-mail : lweiss@alhambra.k12.az.us

### Mission

Our mission at Westwood is to empower all students with the tools to learn how to learn. Through high expectations, meaningful instruction, and a foundation in communication and cooperation skills, we are committed to the success of all our students.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

### School / Academic Goals

- ü To increase student achievement in kindergarten through third grade in reading/language achievement through the Success for All Reading Program.
- ü Empower personnel through staff development to enhance and expand programs and instruction for all students in order to help students reach their full potential.
- ü To maintain mathematics achievement as measured by state and District assessments.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1090  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 19

Instructional Programs

- Ü Full-day Kindergarten
- Ü Structured English Immersion Classroom
- Ü Special Education Services
- Ü Success For All Reading Program
- Ü Harcourt Math Program
- Ü Language Arts Emphasis

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The Westwood staff focuses on providing a safe, supportive learning environment with a teaching staff that focuses on implementing research-based academic programs. Partnership with our parents, effective communication, and opportunities for parent involvement are a strong focus at Westwood.

Parents

Parent responsibilities include ensuring that their children attend school regularly and on time, keeping them in good health, providing a home environment that encourages learning, communicating with teachers, encouraging reading at home, and supporting the school in developing positive student behaviors.

Transportation Policy

Transportation is authorized for special needs students whose IEP requires transportation, students living within one mile of the school where hazardous routes exist, and students who live more than one mile from school.

School Honors

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

Award/Honor	Year
Ü A+ School of Excellence	2006
Ü Rodel Exemplary Teacher	2005
Ü Teacher Excellence in Education Award	2006
Ü Employee of the Year Award	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	235	1792	80010	99	100	99	445	439	447	11	13	10	22	21	18	51	53	53	16	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	110	887	38935	100	99	99	443	439	447	12	12	9	18	21	19	55	54	55	15	13	17
Male	125	901	40974	98	100	98	446	440	448	10	13	11	26	21	18	47	52	52	17	14	19
African American	12	117	4201	100	100	99	459	440	430	17	15	17	NA	18	23	50	50	51	33	16	9
Hispanic	183	1406	34545	98	100	99	441	436	432	11	13	14	25	22	24	50	54	53	14	11	9
Asian/Pacific Islander	NC	46	2068	NC	98	99	NC	451	474	NC	9	4	NC	26	10	NC	35	50	NC	30	36
American Indian/Alaskan Native	17	53	3979	100	95	96	431	435	424	12	8	17	18	26	30	71	60	47	NA	6	6
White	15	167	35142	100	98	99	498	463	465	NA	9	5	7	13	11	53	46	56	40	32	28
Students with Disabilities	30	212	10161	91	100	93	396	406	419	37	31	28	30	34	28	33	33	36	NA	3	8
Students without Disabilities	205	1580	69849	100	100	100	450	443	451	7	10	7	21	19	17	54	56	56	18	15	19
Limited English Proficient Students	149	878	14013	97	99	97	433	422	413	12	18	24	30	28	34	48	49	39	10	4	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	215	1552	39029	96	98	98	446	437	432	10	13	14	22	22	25	51	54	52	17	11	9
Non-Economically Disadvantaged	20	240	40981	100	100	100	425	456	462	25	13	6	20	14	13	50	47	54	5	27	27

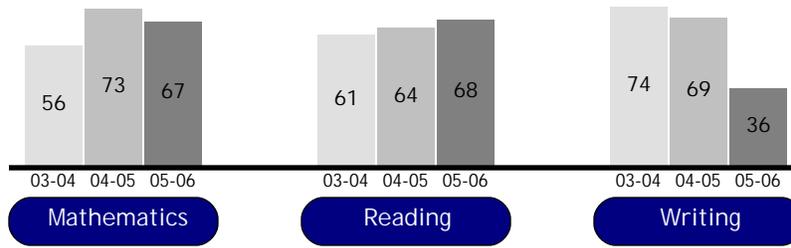
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	235	1792	79438	99	100	98	449	439	451	8	13	9	25	30	24	60	50	56	8	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	110	887	38775	100	99	99	452	443	457	6	10	7	22	29	22	64	53	58	8	8	13
Male	125	901	40560	98	100	97	446	436	446	9	16	12	28	31	25	56	47	54	7	7	9
African American	12	117	4178	100	100	98	484	448	439	17	10	13	NA	26	29	58	52	52	25	11	6
Hispanic	183	1405	34297	98	100	98	445	435	434	8	14	14	27	31	31	60	49	50	6	6	5
Asian/Pacific Islander	NC	46	2063	NC	98	99	NC	446	475	NC	13	3	NC	28	15	NC	48	63	NC	11	20
American Indian/Alaskan Native	17	54	3940	100	96	95	442	438	429	12	7	14	24	39	36	59	50	47	6	4	3
White	15	167	34887	100	98	98	476	465	471	NA	8	4	13	17	15	73	54	63	13	20	18
Students with Disabilities	30	211	9588	91	99	88	396	391	416	40	47	30	20	29	32	40	22	34	NA	2	5
Students without Disabilities	205	1581	69850	100	100	100	455	445	456	3	9	7	26	30	23	62	53	59	9	8	12
Limited English Proficient Students	149	877	13856	97	99	96	436	416	407	8	20	27	34	42	43	55	36	29	3	2	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	215	1552	38685	96	98	97	450	436	435	7	13	14	25	32	32	60	50	50	8	6	5
Non-Economically Disadvantaged	20	240	40753	100	100	99	433	455	467	20	14	5	25	19	16	55	50	62	NA	17	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	234	1792	79971	98	100	99	408	415	423	7	9	8	57	45	41	35	43	49	1	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	109	885	38974	99	99	99	419	427	437	6	6	5	47	39	33	46	52	57	2	3	4
Male	125	903	40895	98	100	98	398	404	410	8	11	10	66	52	47	26	35	41	NA	2	2
African American	11	118	4203	100	100	99	433	419	411	9	10	11	18	36	45	73	53	43	NA	1	2
Hispanic	184	1405	34481	98	100	99	405	413	410	8	9	10	59	47	46	32	42	43	1	2	1
Asian/Pacific Islander	NC	46	2067	NC	98	99	NC	423	449	NC	11	4	NC	39	28	NC	41	60	NC	9	8
American Indian/Alaskan Native	16	53	3995	94	95	96	405	412	409	NA	4	10	75	60	47	25	36	42	NA	NA	1
White	15	167	35150	100	98	99	422	430	437	NA	8	5	47	34	35	47	51	56	7	7	5
Students with Disabilities	29	213	10258	88	100	94	368	359	377	21	25	23	45	53	51	28	20	25	7	2	1
Students without Disabilities	205	1579	69713	100	100	100	412	422	429	5	7	5	59	44	39	36	46	52	NA	3	3
Limited English Proficient Students	149	876	13985	97	99	97	400	393	382	9	13	18	62	55	54	30	31	27	NA	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	215	1550	38994	96	97	98	409	413	409	6	9	10	58	47	47	35	42	41	0	2	1
Non-Economically Disadvantaged	19	242	40977	100	100	100	401	428	437	16	10	5	47	33	34	32	52	56	5	5	5

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



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	59	NA	58	97	40	38	47	98	34	35	46
	Language	100	64	58	50	97	52	49	47	98	52	50	48
	Mathematics	98	76	74	64	98	52	48	50	98	48	44	52
3	Reading	92	46	NA	55	100	36	36	44	97	43	35	46
	Language	95	60	66	61	100	39	39	44	96	41	39	46
	Mathematics	96	58	66	61	98	46	46	51	97	46	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

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

Council Duties

- Ü School Safety Issues
- Ü Instructional Programs/Strategies
- Ü Student Discipline
- Ü School/Community Relations
- Ü Curriculum Development
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	60.00
Other Professional Staff	2.00	Teacher Aide	30.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	5	0	0
4 to 6 years	6	4	0	0
7 to 9 years	5	4	0	0
10 or more years	8	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	101
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Parent Volunteer/Resource Room
- Ü Library

Extracurricular Activities

- Ü Rise and Read Club
- Ü Take-home Computer Program
- Ü Extended Day Skills Classes
- Ü After School Library/Enrichment
- Ü Grade 3 Piano Class
- Ü Valley Big Brothers/Sisters Mentoring

Social Services

- Ü Health Services/ Site-Based Clinic
- Ü Afterschool Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Individual/Group Counseling
- Ü Community Clothing Closet

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 2006 A+ School of Excellence
  
- ü 2006 A+ Exemplary Program Award for Rise & Read
  
- ü Recipients of the 2003 Reading First Grant to assist in implementation of the Success For All Reading Program and increase student achievement in reading.
  
- ü Recipient of the 2003 First Place Golden Bell Award for Westwood's 'Hot List' Intervention Program.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	92	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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

A Safety Committee meets monthly to ensure safety components are in place and to address any safety concerns. The campus is secured and all visitors must enter through the office and obtain an identification pass.

Total number of incidents that occurred on the school grounds for school year 2005-06 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	Lori Weiss	(602) 242-2442
Transportation Policy	Lori Weiss	(602) 242-2442
Community Resources	Lori Weiss	(602) 242-2442
School Nutrition Programs	Janet Ceballos	(602) 242-2442
Parent Organization	Nosima Alma	(602) 242-2442
Student Health/Nurse	Debbie Goodland	(602) 242-2442

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.

Footnotes

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 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.

6 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.