

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9040A West Campbell Ave, Phoenix, AZ 85037

Pendergast 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)

2004-05	Performing Plus
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. Claudio Coria  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 5-8  
 2005 Enrollment : 714  
 Web Address : [www.pendergast.k12.az.us/Schools/Westwind.htm](http://www.pendergast.k12.az.us/Schools/Westwind.htm)  
 Phone Number : (623) 772-2460  
 Fax Number : (623) 872-0327  
 E-mail : [ccoria@pendergast.k12.az.us](mailto:ccoria@pendergast.k12.az.us)

### Mission

Westwind Intermediate School is a point of pride in our community. We are dedicated to providing meaningful and engaging learning experiences for each of our students. In addition, our students and staff will learn and teach in a safe and orderly classroom and school environment. Further, we welcome parents and community members as partners in our efforts to ensure that every child in our school is a successful learner and reaches their full potential.

### 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 To raise student achievement for all students in the areas of reading, writing, and math as measured by district and state assessments.
- ü To increase the percentage of students who move from the Falls Far Below and the Approaches levels into the Meets or Exceeds areas of the AIMS assessment.
- ü To increase the percentage of English Language Learner students who develop English proficiency as measured by our new S.E.L.P. assessment.
- ü To increase parental involvement by building and maintaining quality relationships between parents and our school.

### Enrollment

October 1, 2004 School Year Student Enrollment : 677  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 6

Instructional Programs

- Ü Balanced Literacy / Houghton Mifflin
- Ü Gifted Education
- Ü On-site Special Education
- Ü Structured English Immersion
- Ü 6 Trait Writing
- Ü McGraw Hill, Glencoe Math
- Ü Academic Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/1/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Westwind Intermediate regards parents as essential members of our learning community. We value the insights and feedback that they provide to our teachers and school. In addition, we are dedicated to maintaining open lines of communication on an on-going basis through phone calls, school newsletters and meaningful interactions between staff and parents.

Parents

We believe that parents are the first and best teachers. As a result, we ask that they assist their child(ren) by ensuring that students come to school ready to learn. In addition, we expect that parents act in a proactive manner and communicate with our teachers and school administrators on a regular basis. Further, we ask that parents become involved in the activities and learning experiences of our school.

Transportation Policy

Transportation of students is a privilege granted by the district. Bus transportation is provided for students who are residents within the school attendance area and live more than one mile from school.

School Honors

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

Award/Honor	Year
Ü NASA Explorer School	2005
Ü Superintendent's Award	2002
Ü Geography Bee and Spelling Bee Champions	2000

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	154	1130	78906	100	100	99	500	495	498	7	15	13	26	21	19	48	48	48	19	15	20
All Students (Prior Year)	188	1134	76019	100	99	100	484	493	499	20	15	14	43	41	39	14	14	14	23	30	33
Female	77	541	38644	100	99	99	507	495	500	6	14	12	23	23	19	48	49	49	23	14	19
Male	77	589	40236	100	100	99	492	495	497	8	17	15	30	19	19	48	48	46	14	17	20
African American	NC	118	4087	NC	97	99	NC	478	481	NC	27	20	NC	26	24	NC	37	45	NC	10	11
Hispanic	123	636	31938	100	100	99	499	489	481	7	15	19	28	24	25	49	49	46	17	12	10
Asian/Pacific Islander	NC	15	1805	NC	83	98	NC	512	536	NC	8	5	NC	15	8	NC	62	45	NC	15	42
American Indian/Alaskan Native	NC	12	4593	NC	92	100	NC	491	467	NC	40	26	NC	0	29	NC	40	39	NC	20	6
White	21	349	36483	91	99	99	521	510	517	0	11	7	11	15	13	53	51	51	37	23	30
Students with Disabilities	20	131	10664	100	100	100	459	439	430	38	56	42	25	22	27	38	22	26	0	0	5
Students without Disabilities	134	999	68310	100	99	98	505	502	509	3	10	9	26	21	18	50	52	51	21	17	22
Limited English Proficient Students	28	210	12573	100	100	100	485	476	454	9	21	27	38	30	30	48	42	38	5	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	110	570	38679	92	93	96	497	484	483	7	18	20	28	25	25	48	44	45	17	12	10
Non-Economically Disadvantaged	44	560	40295	100	100	100	511	507	513	7	12	7	19	16	13	48	53	50	26	19	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	154	1127	78908	100	0	99	477	479	484	11	12	10	31	26	23	54	57	58	4	5	9
All Students (Prior Year)	188	1135	76020	100	99	100	495	498	503	40	30	25	20	24	23	35	39	40	4	7	12
Female	77	540	38648	100	0	99	485	483	489	4	10	8	30	25	22	62	58	61	3	7	10
Male	77	587	40233	100	0	99	470	477	479	19	13	12	31	27	25	45	56	55	5	4	8
African American	NC	118	4092	NC	0	99	NC	469	473	NC	19	12	NC	29	28	NC	48	54	NC	4	5
Hispanic	123	633	31940	100	0	99	475	472	465	11	13	16	30	30	32	54	54	49	4	3	3
Asian/Pacific Islander	NC	15	1805	NC	0	98	NC	484	507	NC	8	4	NC	23	13	NC	62	65	NC	8	18
American Indian/Alaskan Native	NC	12	4569	NC	0	100	NC	475	457	NC	10	18	NC	30	39	NC	50	41	NC	10	2
White	21	349	36502	91	0	99	505	496	502	5	8	4	21	18	14	68	65	67	5	9	15
Students with Disabilities	20	130	10665	100	0	100	440	434	423	56	44	30	19	32	36	19	23	31	6	1	2
Students without Disabilities	134	997	68312	100	0	98	483	485	493	5	7	7	32	25	21	59	62	62	3	6	10
Limited English Proficient Students	28	210	12556	100	0	100	463	456	436	17	19	24	38	40	40	43	40	35	2	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	110	569	38662	92	0	96	474	468	468	12	15	16	32	31	32	53	51	49	3	3	3
Non-Economically Disadvantaged	44	558	40315	100	0	100	493	493	498	7	7	5	26	20	15	59	65	66	7	8	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	154	1131	78750	100	100	99	494	493	500	2	5	6	40	36	29	58	58	63	0	1	2
All Students (Prior Year)	188	1132	75673	100	99	100	532	525	530	11	11	12	25	28	25	62	58	58	2	3	4
Female	77	540	38586	100	99	99	511	509	515	0	3	4	26	29	22	74	67	71	0	1	3
Male	77	591	40135	100	100	99	476	478	486	5	7	8	55	42	35	41	50	56	0	1	1
African American	NC	119	4081	NC	98	99	NC	487	488	NC	10	8	NC	33	32	NC	56	59	NC	1	2
Hispanic	124	637	31841	100	100	99	495	489	483	2	5	8	40	39	36	58	55	55	0	1	1
Asian/Pacific Islander	NC	15	1802	NC	83	98	NC	505	533	NC	0	2	NC	38	16	NC	54	75	NC	8	7
American Indian/Alaskan Native	NC	12	4586	NC	92	100	NC	446	481	NC	30	8	NC	20	37	NC	50	54	NC	0	1
White	20	348	36440	87	99	99	501	502	516	0	4	3	39	31	22	61	64	71	0	1	4
Students with Disabilities	20	131	10622	100	100	100	411	402	415	19	32	21	75	54	50	6	14	28	0	0	1
Students without Disabilities	134	1000	68196	100	100	98	505	505	513	0	2	3	35	33	25	65	64	69	0	1	3
Limited English Proficient Students	28	209	12504	100	100	100	487	472	451	2	7	12	45	48	44	53	45	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	109	569	38558	92	93	96	496	485	485	2	6	8	39	40	37	59	53	54	0	0	1
Non-Economically Disadvantaged	45	562	40260	100	100	100	485	503	514	4	4	3	43	30	21	54	63	72	0	2	4

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

8th 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	152	1175	78250	99	99	99	534	545	548	25	20	21	20	21	18	51	49	48	3	10	13
All Students (Prior Year)	166	1123	75001	100	99	99	459	462	468	39	39	37	47	39	36	13	15	16	2	7	10
Female	73	555	38071	100	99	99	534	549	549	28	17	20	19	23	19	52	50	49	2	10	12
Male	79	619	40126	98	99	99	535	541	547	23	22	23	21	20	17	51	48	46	4	10	14
African American	12	131	4058	100	97	99	471	524	523	22	22	32	33	25	22	44	48	41	0	5	5
Hispanic	119	641	29129	99	100	99	539	535	527	26	23	32	19	25	23	53	46	40	3	5	6
Asian/Pacific Islander	NC	26	1747	NC	100	100	NC	598	589	NC	14	9	NC	5	9	NC	50	50	NC	32	32
American Indian/Alaskan Native	NC	19	4996	NC	95	100	NC	544	518	NC	29	36	NC	18	25	NC	41	36	NC	12	4
White	17	358	38320	94	98	99	539	565	568	21	12	12	29	15	14	43	54	55	7	20	19
Students with Disabilities	14	104	9329	100	100	100	454	424	454	58	68	64	17	18	18	25	14	16	0	1	2
Students without Disabilities	138	1071	68996	98	98	99	542	555	561	22	15	16	20	22	18	54	52	52	3	11	14
Limited English Proficient Students	29	167	10133	100	100	100	516	497	488	38	37	45	20	25	25	40	35	28	2	3	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	97	517	33388	98	89	94	532	534	530	29	27	32	23	24	22	47	44	40	1	5	5
Non-Economically Disadvantaged	55	658	44937	100	100	100	539	554	561	18	13	13	14	19	15	61	53	54	7	15	18

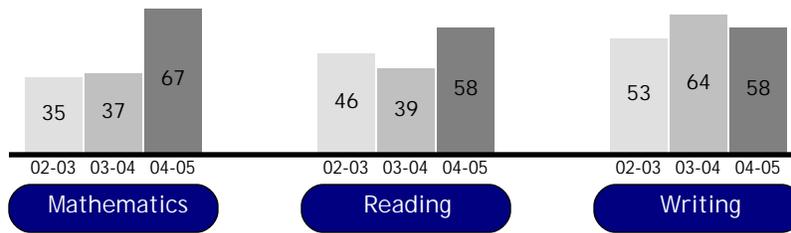
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	152	1180	78302	99	0	99	495	509	512	16	9	11	30	25	25	53	60	57	1	5	7
All Students (Prior Year)	166	1119	74918	100	98	99	486	493	497	38	33	32	27	22	19	31	36	35	4	10	15
Female	73	556	38082	100	0	99	498	517	518	14	6	8	31	23	24	55	65	61	0	6	7
Male	79	623	40166	98	0	99	492	502	507	17	12	14	29	28	26	51	55	54	3	5	6
African American	12	132	4064	100	0	100	456	494	498	0	11	14	22	23	29	67	64	54	11	2	3
Hispanic	119	644	29152	99	0	99	497	500	492	16	11	17	31	31	34	53	55	46	1	3	2
Asian/Pacific Islander	NC	26	1746	NC	0	100	NC	544	542	NC	5	5	NC	9	13	NC	68	66	NC	18	16
American Indian/Alaskan Native	NC	19	4993	NC	0	100	NC	493	484	NC	24	19	NC	24	38	NC	53	42	NC	0	1
White	17	359	38347	94	0	99	491	527	531	21	6	5	36	18	17	43	66	68	0	10	10
Students with Disabilities	14	107	9353	100	0	100	421	402	429	42	39	40	33	43	38	17	16	22	8	2	1
Students without Disabilities	138	1073	69024	98	0	99	502	518	524	13	7	7	30	24	23	57	64	62	1	6	7
Limited English Proficient Students	29	168	10140	100	0	100	470	458	451	27	22	28	35	39	43	37	38	29	2	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	97	518	33398	98	0	94	490	497	495	18	13	18	37	34	35	46	51	46	0	2	2
Non-Economically Disadvantaged	55	662	44979	100	0	100	504	519	525	11	6	6	16	18	18	68	68	66	5	8	10

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	152	1183	78094	99	100	99	533	547	545	3	2	3	25	18	18	71	79	77	1	1	2
All Students (Prior Year)	166	1113	74503	100	98	99	495	494	491	6	6	9	30	32	32	62	56	51	3	5	8
Female	73	556	38025	100	100	99	536	560	558	5	1	2	20	12	13	73	84	82	2	2	2
Male	79	626	40013	98	100	99	531	536	534	1	2	5	29	22	23	69	75	71	1	1	1
African American	12	131	4037	100	97	99	496	535	532	0	2	4	11	18	22	78	79	73	11	1	1
Hispanic	119	644	29068	99	100	99	535	541	523	4	2	5	24	20	27	72	77	67	0	0	1
Asian/Pacific Islander	NC	26	1743	NC	100	100	NC	562	577	NC	5	2	NC	9	9	NC	82	82	NC	5	8
American Indian/Alaskan Native	NC	20	4981	NC	100	100	NC	540	526	NC	6	4	NC	18	25	NC	71	70	NC	6	0
White	17	362	38265	94	99	99	531	562	564	0	1	2	36	13	11	64	83	84	0	2	3
Students with Disabilities	14	108	9275	100	100	100	426	426	444	8	12	14	58	49	46	25	37	39	8	1	1
Students without Disabilities	138	1075	68892	98	98	98	544	558	559	2	1	2	21	15	14	75	83	82	1	1	2
Limited English Proficient Students	29	167	10084	100	100	100	504	491	474	7	5	10	35	35	39	57	59	50	2	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	97	522	33296	98	90	94	529	539	527	4	2	5	29	23	27	66	74	67	1	1	0
Non-Economically Disadvantaged	55	661	44871	100	100	100	541	554	559	0	2	2	16	13	12	82	84	84	2	1	3

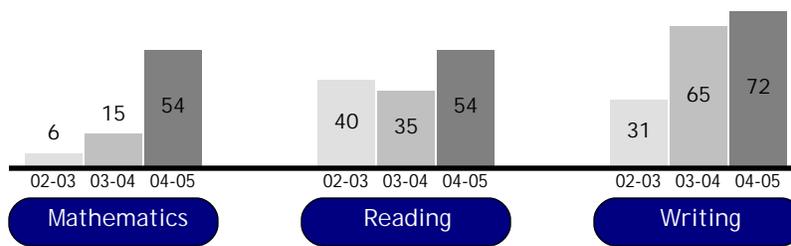
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

5th Grade Proficiency



8th 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 2004-05

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
5	Reading	100	33	42	50	100	37	NA	55	100	42	45	50
	Language	100	37	41	46	100	37	44	49	100	45	47	50
	Mathematics	100	43	49	57	100	47	57	63	100	47	45	49
6	Reading	100	37	47	53	100	44	NA	56	98	36	48	51
	Language	100	33	39	45	100	38	42	48	98	35	44	47
	Mathematics	100	43	55	62	100	59	60	66	98	38	49	52
7	Reading	99	33	47	51	100	46	NA	54	97	44	47	50
	Language	99	45	55	54	100	51	53	58	97	45	50	52
	Mathematics	99	51	53	58	100	49	53	62	98	52	48	50
8	Reading	100	38	49	53	100	47	NA	55	98	39	50	51
	Language	99	33	47	49	100	46	51	52	98	41	49	50
	Mathematics	100	48	51	58	100	52	56	61	98	45	50	53

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)
- 4 Teacher(s)
- 8 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Programs
- Ü Curriculum Development
- Ü School Improvement
- Ü School Safety Issues
- Ü Parent Involvement
- Ü School Uniforms

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	37.00
Other Professional Staff	2.50	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	3	0	0
4 to 6 years	8	2	0	0
7 to 9 years	9	5	0	0
10 or more years	10	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
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	3%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü C.A.T.S. Center
- Ü Mobile Computers Centers

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Flag Football
- Ü Basketball (Girls & Boys)
- Ü Intramural Sports
- Ü Chior
- Ü Adult ESL Classes
- Ü Headstart

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü School Resource Officer
- Ü Cummings Community Center
- Ü Phoenix Activity City
- Ü Adult ESL Classes
- Ü Head Start

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Our school has made Adequate Yearly Progress for the past three years. Further, last year (2003/2004) our school's achievement label was 'Performing.'
  
- ü We have an active Parent Teacher Association at our school. This partnership allows us to harness the strengths of our diverse parent community to better support our staff and students.
  
- ü In 2003, our school was awarded the Superintendent's Award recognizing effective staff collaboration.
  
- ü We are now a NASA Explorer School. This means that we have secured additional resources through a grant to support students and teachers in the areas of math, science, technology, and engineering.

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>	25	12	12	17
Transfers In Rate <sup>6</sup>	6758	28	28	37
Stability Rate <sup>7</sup>	75	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>	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

Westwind Intermediate School utilizes 'Make Your Day' as our school-wide citizenship program. In addition, we employ a strict policy to address and eliminate bullying / harassing behavior. Further, we have a dedicated full-time School Resource Officer and counselor who focus on the prevention of adverse student behaviors. In addition, our students participate in D.A.R.E., G.R.E.A.T., and violence prevention training.

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) :

6

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	Claudio Coria	(623) 772-2460
Transportation Policy	Dean Humphrey	(623) 772-2275
Community Resources	Alona Kopp	(623) 772-2460
School Nutrition Programs	David Karochi	(623) 772-2270
Parent Organization	Evelyn Ortega / Leticia Bushong	(623) 772-2460
Student Health/Nurse	Deanna Denea	(623) 772-2460

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."

ACHIEVEMENT PROFILES

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.