



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9040 W. Campbell Ave., B, 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Dana L. Schwartz
Schedule : 07:40 AM to 03:45 PM
Grades : K-4
Web Address : www.pendergast.k12.az.us
Phone Number : (623) 772-2700
Fax Number : (623) 772-8464
E-mail : dschwartz@pesd92.org

Mission

Westwind Primary Performing Plus School dedicated to the notion that all children are capable of success, no exceptions. The staff at Westwind guarantees they will seek the talents, skills and intelligences in every child.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 N/A

School Improvement Status (b)

2005-06 Warning Year
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

- As a Reading First School our goal is to provide every student with high quality reading instruction and improve the reading ability of 100% of students.
Provide every student with high quality math instruction and improve math abilities of 100% of students.
Writing is taught and used in every subject, every day, all day. 100% of students will improve in writing proficiency.

Enrollment

October 1, 2005 School Year Student Enrollment : 951
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 No
Number of Students Attending Under Open Enrollment in 2005-06 : 7

Instructional Programs

- ü Reading First School
- ü Six Trait Writing
- ü McGraw Hill Math
- ü MAC-Ro/Math Achievement Club by Rodell
- ü Kids At Hope

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Westwind has a responsibility to nurture and develop the minds and characters of our students. We also take pride in keeping parents informed regarding school functions and student achievement. We also provide opportunities for parent involvement in all aspects of the school and ongoing parent education.

Parents

Parents should be involved in their children's education however possible. They should support the efforts of their child and the school knowing it is the goal of the school to partner for success. Parents should be sure students are at school on time each day, prepared for that day's educational activities. Contact the school regularly to enhance communication.

Transportation Policy

Westwind draws students from a one square mile area. Students should walk whenever possible as parking is not in abundance. In grades K-4 we provide busing for students in designated areas east of 87th Avenue. Westwind Primary's School Effectiveness Team is currently amending our traffic program to include a "Safe-Route-to-School" program ensuring heightened safety for transit.

School Honors

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

Award/Honor	Year
ü Superintendent's Award (Full Staff)	2003
ü Reading First Panel, meeting with President Bush	2004
ü Pride of Pendergast-Support Staff	2006
ü Arizona Diamond Back Helmet Design Student Winner	2005

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	207	1169	80010	100	99	99	424	437	447	13	14	10	34	21	18	51	54	53	3	11	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	116	586	38935	100	100	99	426	437	447	13	14	9	29	20	19	54	57	55	3	10	17
Male	91	583	40974	100	99	98	421	437	448	12	14	11	40	23	18	46	51	52	2	12	19
African American	12	105	4201	100	100	99	422	423	430	17	20	17	25	23	23	58	53	51	NA	4	9
Hispanic	173	735	34545	100	99	99	424	430	432	13	16	14	33	24	24	51	52	53	3	7	9
Asian/Pacific Islander	NC	24	2068	NC	100	99	NC	457	474	NC	4	4	NC	17	10	NC	50	50	NC	29	36
American Indian/Alaskan Native	NC	15	3979	NC	100	96	NC	440	424	NC	7	17	NC	13	30	NC	73	47	NC	7	6
White	19	290	35142	100	99	99	427	457	465	5	7	5	47	14	11	42	57	56	5	21	28
Students with Disabilities	25	141	10161	100	96	93	400	396	419	32	48	28	48	31	28	20	19	36	NA	2	8
Students without Disabilities	182	1028	69849	100	100	100	428	442	451	10	9	7	32	20	17	55	58	56	3	12	19
Limited English Proficient Students	65	210	14013	100	98	97	406	402	413	29	37	24	42	33	34	29	30	39	NA	0	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	144	652	39029	100	99	98	424	428	432	10	16	14	37	26	25	51	51	52	2	6	9
Non-Economically Disadvantaged	63	517	40981	100	100	100	426	448	462	17	11	6	27	16	13	51	56	54	5	16	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	207	1163	79438	100	99	98	430	442	451	15	12	9	31	27	24	53	54	56	1	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	116	584	38775	100	99	99	438	448	457	12	9	7	24	25	22	61	58	58	3	8	13
Male	91	579	40560	100	98	97	419	436	446	19	15	12	40	29	25	42	50	54	NA	6	9
African American	12	105	4178	100	100	98	432	435	439	17	13	13	25	32	29	58	51	52	NA	3	6
Hispanic	173	731	34297	100	99	98	429	434	434	15	14	14	33	31	31	50	50	50	2	5	5
Asian/Pacific Islander	NC	24	2063	NC	100	99	NC	460	475	NC	8	3	NC	13	15	NC	67	63	NC	13	20
American Indian/Alaskan Native	NC	15	3940	NC	100	95	NC	456	429	NC	7	14	NC	13	36	NC	80	47	NC	NA	3
White	19	288	34887	100	98	98	430	463	471	16	6	4	21	19	15	63	61	63	NA	14	18
Students with Disabilities	25	135	9588	100	92	88	393	389	416	48	49	30	28	30	32	24	21	34	NA	NA	5
Students without Disabilities	182	1028	69850	100	100	100	435	449	456	10	7	7	31	27	23	57	58	59	2	8	12
Limited English Proficient Students	65	207	13856	100	96	96	398	397	407	34	34	27	43	43	43	23	22	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	144	647	38685	100	98	97	428	434	435	15	14	14	32	30	32	52	52	50	1	4	5
Non-Economically Disadvantaged	63	516	40753	100	99	99	434	453	467	14	9	5	29	23	16	54	56	62	3	11	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	205	1169	79971	100	99	99	412	413	423	8	9	8	48	48	41	41	41	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	116	587	38974	100	100	99	429	427	437	4	6	5	42	40	33	50	51	57	3	3	4
Male	89	582	40895	98	98	98	389	399	410	13	12	10	56	55	47	30	32	41	NA	1	2
African American	12	105	4203	100	100	99	396	409	411	8	8	11	50	50	45	42	40	43	NA	2	2
Hispanic	171	733	34481	99	99	99	413	409	410	9	10	10	47	49	46	42	39	43	2	2	1
Asian/Pacific Islander	NC	24	2067	NC	100	99	NC	422	449	NC	8	4	NC	38	28	NC	54	60	NC	NA	8
American Indian/Alaskan Native	NC	15	3995	NC	100	96	NC	412	409	NC	13	10	NC	40	47	NC	47	42	NC	NA	1
White	19	292	35150	100	100	99	402	423	437	5	7	5	68	43	35	26	47	56	NA	3	5
Students with Disabilities	24	142	10258	96	97	94	329	338	377	42	37	23	42	49	51	17	14	25	NA	NA	1
Students without Disabilities	181	1027	69713	100	100	100	423	423	429	4	5	5	49	47	39	45	45	52	2	2	3
Limited English Proficient Students	65	210	13985	100	98	97	377	365	382	18	23	18	60	62	54	22	15	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	142	650	38994	99	98	98	410	406	409	8	10	10	47	51	47	44	38	41	NA	0	1
Non-Economically Disadvantaged	63	519	40977	100	100	100	415	422	437	8	8	5	51	43	34	35	45	56	6	4	5

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

4th 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	189	1182	80147	100	99	99	475	473	482	9	12	11	22	21	17	50	50	49	19	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	602	39281	100	100	99	476	477	483	9	9	9	26	21	17	44	52	50	21	19	24
Male	91	580	40780	100	99	98	474	470	482	9	14	12	19	21	17	57	49	48	15	16	24
African American	11	101	4249	100	99	99	481	456	464	9	18	17	18	24	22	55	50	48	18	8	13
Hispanic	157	734	33494	100	100	99	471	469	466	10	13	15	24	23	23	50	49	49	17	15	14
Asian/Pacific Islander	NC	23	2103	NC	100	99	NC	492	515	NC	NA	4	NC	26	8	NC	35	44	NC	39	45
American Indian/Alaskan Native	NC	18	4117	NC	100	96	NC	453	456	NC	11	19	NC	33	27	NC	50	46	NC	6	8
White	16	306	36122	100	99	99	497	490	501	6	7	5	13	13	10	44	54	50	38	25	35
Students with Disabilities	20	148	10295	100	99	92	439	433	443	25	36	33	45	29	26	30	30	33	NA	5	8
Students without Disabilities	169	1034	69852	100	100	100	479	479	488	7	8	7	20	19	16	53	53	51	21	19	26
Limited English Proficient Students	52	187	12722	100	98	97	445	436	441	19	26	27	37	42	33	42	30	37	2	2	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	133	666	38371	100	99	97	471	466	465	9	13	15	26	24	23	47	48	49	17	14	13
Non-Economically Disadvantaged	56	516	41776	100	100	100	483	483	498	9	9	6	13	16	11	57	53	49	21	22	33

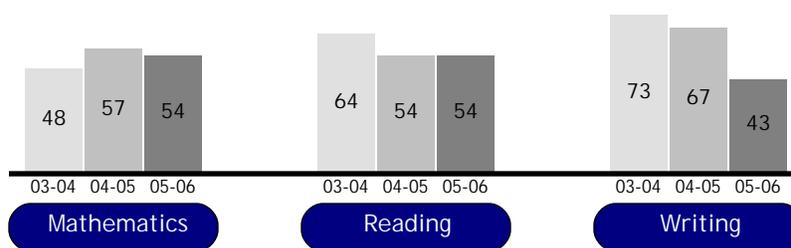
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	189	1176	79686	100	99	98	456	461	470	12	13	11	36	28	24	49	55	57	3	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	602	39163	100	100	99	463	469	475	10	8	9	39	27	22	46	59	60	5	5	10
Male	91	574	40438	100	98	97	449	451	465	14	17	13	33	30	25	52	50	54	1	3	7
African American	11	101	4228	100	99	98	469	447	458	NA	18	15	36	32	28	64	50	53	NA	NA	4
Hispanic	157	727	33299	100	99	98	453	455	452	13	14	17	38	31	32	46	52	47	3	2	3
Asian/Pacific Islander	NC	23	2097	NC	100	99	NC	475	490	NC	4	5	NC	17	13	NC	70	68	NC	9	14
American Indian/Alaskan Native	NC	18	4087	NC	100	96	NC	444	446	NC	17	16	NC	28	38	NC	56	44	NC	NA	2
White	16	307	35914	100	100	98	470	479	489	13	8	5	25	21	15	50	61	67	13	11	14
Students with Disabilities	20	141	9808	100	94	87	422	425	432	25	35	35	60	33	32	15	30	30	NA	1	3
Students without Disabilities	169	1035	69878	100	100	100	460	465	475	11	9	8	33	28	23	53	58	61	4	5	9
Limited English Proficient Students	52	183	12594	100	96	96	421	418	422	27	31	34	60	55	45	13	14	21	NA	1	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	133	662	38095	100	99	97	451	452	452	14	16	17	41	33	32	44	49	48	2	2	3
Non-Economically Disadvantaged	56	514	41591	100	99	99	469	473	486	9	8	6	23	22	16	61	62	65	7	7	13

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	188	1186	80372	99	100	99	465	469	475	3	4	4	43	38	30	54	57	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	97	603	39452	99	100	99	472	485	488	1	1	3	38	26	22	61	70	72	NA	2	3
Male	91	583	40836	100	100	98	458	452	464	4	6	6	48	50	37	47	44	56	NA	0	1
African American	11	102	4264	100	100	99	470	461	465	NA	4	5	45	38	35	55	57	59	NA	1	1
Hispanic	156	736	33608	99	100	99	463	463	462	3	5	6	45	41	36	52	53	57	NA	1	1
Asian/Pacific Islander	NC	23	2098	NC	100	99	NC	490	500	NC	NA	2	NC	26	16	NC	70	75	NC	4	7
American Indian/Alaskan Native	NC	18	4128	NC	100	97	NC	454	464	NC	6	4	NC	44	39	NC	50	56	NC	NA	1
White	16	307	36213	100	100	99	481	484	489	NA	1	2	31	31	22	69	67	72	NA	2	3
Students with Disabilities	20	153	10526	100	100	94	417	421	427	10	16	15	75	59	53	15	25	31	NA	NA	1
Students without Disabilities	168	1033	69846	99	100	100	471	475	482	2	2	3	39	35	26	59	62	69	NA	1	2
Limited English Proficient Students	52	190	12747	100	99	97	432	424	432	8	13	12	67	63	52	25	24	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	133	669	38521	100	100	98	462	462	461	2	4	6	50	44	38	47	51	55	NA	0	1
Non-Economically Disadvantaged	55	517	41851	98	100	100	473	478	489	4	3	3	25	30	22	71	65	72	NA	2	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



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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	97	41	NA	58	99	36	42	47	100	34	39	46
	Language	100	33	37	50	99	32	40	47	100	34	41	48
	Mathematics	100	38	54	64	99	35	47	50	100	35	46	52
3	Reading	100	42	NA	55	97	36	41	44	100	28	39	46
	Language	100	51	58	61	97	35	42	44	100	34	41	46
	Mathematics	100	45	55	61	97	39	47	51	100	34	44	52
4	Reading	100	45	NA	56	98	40	46	48	100	43	46	52
	Language	100	46	47	52	98	40	46	49	100	46	48	52
	Mathematics	100	57	56	61	99	42	49	53	100	58	54	58

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

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

Council Duties

- Ü Student Achievement
- Ü Title I
- Ü Parent Involvement
- Ü Emergency Response and Student Safety
- Ü Homework Policy

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	50.00
Other Professional Staff	3.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	46
Teachers with Emergency Certification.	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 Networked Computer Lab
- Ü Multi-use Media Center
- Ü 2 portable Computer Labs
- Ü Smart Boards for each grade level

Extracurricular Activities

- Ü Student Ambassador Program
- Ü After-School Sports Program
- Ü Boys & Girls Reading Club
- Ü Homework Club
- Ü Yearbook Club
- Ü Art Club
- Ü Technology Club

Social Services

- Ü School Counselor
- Ü Social Worker on Consult
- Ü SRO
- Ü Adult English and Parenting Classes
- Ü On-site Dental Care

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Westwind is a Performing Plus School. We have devoted our efforts toward instructional reform in literacy and mathematics. We are in our 4th year as Reading First grant recipients which provides us resources to offer quality literacy instruction.

- ü Westwind Primary proudly embodies the Kids At Hope philosophy that "All children are capable of success, no exceptions!" Students, staff and parents work toward the collective commitment to find the treasure in each child.

- ü Westwind Primary met Arizona Reads/Reading First refunding criterion for this past school year. As a K-3 granted program, 3 of the 4 grade levels met their reading competency goals.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	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

Kids at Hope, Make Your Day Citizenship Program, Tobacco Awareness and Prevention Program, Second Step Violence Prevention Program, Safe Kids Program, SRO Program. City of Phoenix Safe-Route-To-School Program. School Effectiveness Team safety focus initiative.

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) :

2

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	Dana Schwartz	(623) 772-2700
Transportation Policy	Dean Humphrey	(623) 772-2275
Community Resources	Dorie DePetro	(623) 772-2359
School Nutrition Programs	James Capen	(623) 872-2270
Parent Organization	Bertha Salazar	(623) 772-2700
Student Health/Nurse	Deanna Denea	(623) 772-2700

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 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.

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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.