



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

411 N. 9th St., Tombstone, AZ 85638

Tombstone Unified 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	Small School

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

### School Overview

Principal/Administrator : Mrs. Katherine D. Villa  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : Pre-K-8  
 2005 Enrollment : 187  
 Web Address : [www.tombstoneschools.org/walterjmeyer](http://www.tombstoneschools.org/walterjmeyer)  
 Phone Number : (520) 457-3371  
 Fax Number : (520) 457-3685  
 E-mail : [wjmtusd@hotmail.com](mailto:wjmtusd@hotmail.com)

### Mission

We are a staff dedicated to developing each student to his or her fullest potential and assisting each student to be a productive citizen. This is accomplished through professional development, best teaching practices, innovative programs, and high expectations for all students.

### 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 We will work to improve teaching practices so that all children will have academic success. This will be accomplished through professional development; both within and outside the district.
- ü Our new math programs will improve the mathematical thinking of all students. The programs are standards-based & have been researched and field tested. We will ensure teacher effectiveness & correct implementation through professional development.
- ü The Olweus Bullying Prevention Program will be used as a model to promote more respectful interactions among the members of our school community. Students will achieve more in an environment of mutual respect free of threats.
- ü A student's academic success is closely correlated to the number of days of school attendance, therefore, we will work to improve attendance. We will honor students with good attendance & work with families whose students need to improve attendance.

### Enrollment

October 1, 2004 School Year Student Enrollment : 169  
 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 Full-day Kindergarten
- Ü On-site Special Education
- Ü Special Needs Preschool
- Ü Bullying Prevention Program
- Ü School Safety Program

### Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 42 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

### Shared Responsibilities

#### School

Walter J. Meyer School provides information to parents through annual distribution of school handbooks regarding academics, health, safety, and school policies. Monthly newsletters, memos and fliers are sent home with students. Conferences are held twice a year to discuss each child's progress. Progress reports are sent home 4 1/2 weeks into each quarter and report cards are sent at the end of each quarter. We ensure that our students meet with success by providing a rigorous curriculum.

#### Parents

Parents are encouraged to take an active role in their child's education. Establishing regular communication with the classroom teacher increases student success. Parents should ensure that their student attends regularly, & completes all assignments to the best of his or her ability. It is critical for parents to assist their student when he or she is experiencing difficulty. Parents should review the contents of & help their student abide by the policies explained in the student handbook.

### Transportation Policy

ARS Title 17 and our own regulations govern busing procedures. Safety, courtesy, and timeliness are the essential elements of our school's transportation policy.

### School Honors

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

Award/Honor	Year
Ü 9 Masonic Lodge Essay Winners 8th Grade	2004
Ü Girls Volleyball Co-Champions	2004
Ü Helldorado Parade-Sweepstakes Winner	2004
Ü Boys Basketball Champions	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	20	68	79306	100	100	99	382	422	445	29	21	10	24	17	18	47	48	51	0	14	20
All Students (Prior Year)	17	52	75509	100	100	100	521	521	521	24	16	13	12	14	23	29	41	33	35	29	31
Female	NC	31	38691	NC	100	99	NC	437	446	NC	14	10	NC	17	18	NC	52	52	NC	17	20
Male	15	37	40583	100	100	99	370	407	445	33	28	11	33	17	18	33	45	50	0	10	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	10	17	32869	100	100	99	400	403	429	44	38	15	0	15	25	56	46	51	0	0	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	NC	46	36197	NC	96	99	NC	427	463	NC	15	5	NC	20	11	NC	48	53	NC	18	31
Students with Disabilities	NC	17	10321	NC	100	100	NC	383	389	NC	38	30	NC	19	27	NC	38	34	NC	6	9
Students without Disabilities	13	51	69060	93	96	98	410	437	454	30	14	7	10	17	17	60	52	54	0	17	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	16	47	39415	89	92	96	408	422	431	31	28	15	23	18	25	46	43	50	0	13	10
Non-Economically Disadvantaged	NC	21	39966	NC	100	100	NC	422	459	NC	6	6	NC	17	12	NC	61	52	NC	17	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	20	68	79395	100	0	99	408	444	446	18	10	9	18	19	25	59	62	55	6	9	11
All Students (Prior Year)	17	52	75492	100	100	100	504	512	519	18	12	12	18	20	16	47	47	47	18	22	24
Female	NC	31	38743	NC	0	100	NC	455	451	NC	7	7	NC	17	24	NC	69	57	NC	7	12
Male	15	37	40618	100	0	99	394	432	440	25	14	11	17	21	27	50	55	53	8	10	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	10	17	32915	100	0	99	427	424	426	22	23	15	22	31	35	44	38	47	11	8	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	NC	46	36221	NC	0	99	NC	445	465	NC	8	4	NC	18	15	NC	65	63	NC	10	17
Students with Disabilities	NC	17	10331	NC	0	100	NC	395	388	NC	25	25	NC	25	37	NC	44	34	NC	6	4
Students without Disabilities	13	51	69139	93	0	99	443	462	454	10	5	7	20	17	24	60	69	58	10	10	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	16	47	39484	89	0	96	437	444	429	15	13	14	23	25	35	54	58	47	8	5	4
Non-Economically Disadvantaged	NC	21	39986	NC	0	100	NC	442	461	NC	6	4	NC	6	16	NC	72	63	NC	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	20	68	78869	100	100	99	428	404	442	6	17	6	24	28	21	53	47	63	18	9	10
All Students (Prior Year)	17	51	75053	100	100	99	550	538	597	18	18	7	12	16	12	65	62	72	6	4	9
Female	NC	31	38536	NC	100	99	NC	422	458	NC	14	4	NC	28	15	NC	52	67	NC	7	14
Male	15	37	40302	100	100	99	412	387	428	0	21	8	33	28	26	58	41	60	8	10	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	10	17	32606	100	100	98	439	401	426	11	23	8	44	38	27	22	23	60	22	15	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	NC	46	36078	NC	96	99	NC	409	459	NC	13	4	NC	25	16	NC	55	66	NC	8	14
Students with Disabilities	NC	17	10246	NC	100	100	NC	361	367	NC	31	18	NC	25	39	NC	31	40	NC	13	4
Students without Disabilities	13	51	68697	93	96	98	455	421	454	0	12	4	30	29	18	50	52	67	20	7	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	16	47	39106	89	92	95	447	394	427	8	23	8	23	30	28	62	45	59	8	3	5
Non-Economically Disadvantaged	NC	21	39837	NC	100	100	NC	427	457	NC	6	4	NC	22	14	NC	50	67	NC	22	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	18	65	78906	95	100	99	494	469	498	13	24	13	27	22	19	47	46	48	13	8	20
All Students (Prior Year)	17	74	76019	100	97	100	491	488	499	18	15	14	35	44	39	29	17	14	18	24	33
Female	10	30	38644	91	97	99	518	494	500	0	12	12	14	20	19	71	60	49	14	8	19
Male	NC	35	40236	NC	100	99	NC	452	497	NC	32	15	NC	24	19	NC	35	46	NC	9	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	NC	12	31938	NC	100	99	NC	469	481	NC	18	19	NC	36	25	NC	45	46	NC	0	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	12	49	36483	86	100	99	509	468	517	11	25	7	11	20	13	56	43	51	22	11	30
Students with Disabilities	NC	13	10664	NC	100	100	NC	398	430	NC	62	42	NC	31	27	NC	8	26	NC	0	5
Students without Disabilities	15	52	68310	100	100	98	507	490	509	0	13	9	25	20	18	58	57	51	17	11	22
Limited English Proficient Students	--	NC	12573	--	NC	100	--	NC	454	--	NC	27	--	NC	30	--	NC	38	--	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	14	41	38679	93	95	96	489	474	483	9	22	20	27	27	25	55	41	45	9	11	10
Non-Economically Disadvantaged	NC	24	40295	NC	100	100	NC	462	513	NC	27	7	NC	14	13	NC	55	50	NC	5	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	18	65	78908	95	0	99	487	472	484	0	12	10	33	29	23	67	58	58	0	2	9
All Students (Prior Year)	17	74	76020	100	97	100	491	498	503	41	26	25	35	36	23	24	33	40	0	4	12
Female	10	30	38648	91	0	99	500	496	489	0	4	8	29	24	22	71	68	61	0	4	10
Male	NC	35	40233	NC	0	99	NC	455	479	NC	18	12	NC	32	25	NC	50	55	NC	0	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	NC	12	31940	NC	0	99	NC	470	465	NC	0	16	NC	45	32	NC	55	49	NC	0	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	12	49	36502	86	0	99	504	472	502	0	14	4	22	27	14	78	57	67	0	2	15
Students with Disabilities	NC	13	10665	NC	0	100	NC	399	423	NC	38	30	NC	38	36	NC	23	31	NC	0	2
Students without Disabilities	15	52	68312	100	0	98	498	493	493	0	4	7	25	26	21	75	67	62	0	2	10
Limited English Proficient Students	--	NC	12556	--	NC	100	--	NC	436	--	NC	24	--	NC	40	--	NC	35	--	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	14	41	38662	93	0	96	481	473	468	0	16	16	36	30	32	64	51	49	0	3	3
Non-Economically Disadvantaged	NC	24	40315	NC	0	100	NC	471	498	NC	5	5	NC	27	15	NC	68	66	NC	0	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	18	65	78750	95	100	99	491	479	500	7	7	6	33	37	29	60	54	63	0	2	2
All Students (Prior Year)	17	74	75673	100	97	100	550	536	530	6	14	12	24	24	25	71	60	58	0	3	4
Female	10	30	38586	91	97	99	511	514	515	0	0	4	29	24	22	71	76	71	0	0	3
Male	NC	35	40135	NC	100	99	NC	453	486	NC	12	8	NC	47	35	NC	38	56	NC	3	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	NC	12	31841	NC	100	99	NC	494	483	NC	0	8	NC	27	36	NC	73	55	NC	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	12	49	36440	86	100	99	489	469	516	11	9	3	33	43	22	56	45	71	0	2	4
Students with Disabilities	NC	13	10622	NC	100	100	NC	383	415	NC	31	21	NC	54	50	NC	15	28	NC	0	1
Students without Disabilities	15	52	68196	100	100	98	506	506	513	0	0	3	33	33	25	67	65	69	0	2	3
Limited English Proficient Students	--	NC	12504	--	NC	100	--	NC	451	--	NC	12	--	NC	44	--	NC	43	--	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	14	41	38558	93	95	96	485	474	485	9	11	8	36	41	37	55	49	54	0	0	1
Non-Economically Disadvantaged	NC	24	40260	NC	100	100	NC	486	514	NC	0	3	NC	32	21	NC	64	72	NC	5	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	22	72	78250	100	99	99	564	549	548	14	19	21	14	21	18	52	51	48	19	9	13
All Students (Prior Year)	19	72	75001	100	92	99	465	467	468	37	35	37	32	32	36	26	26	16	5	7	10
Female	NC	36	38071	NC	100	99	NC	552	549	NC	15	20	NC	21	19	NC	55	49	NC	9	12
Male	13	36	40126	100	97	99	564	547	547	23	24	23	15	21	17	38	47	46	23	9	14
African American	--	NC	4058	--	NC	99	--	NC	523	--	NC	32	--	NC	22	--	NC	41	--	NC	5
Hispanic	10	22	29129	100	96	99	536	534	527	20	27	32	10	23	23	70	50	40	0	0	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	10	46	38320	100	100	99	601	560	568	0	12	12	22	20	14	33	54	55	44	15	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	21	65	68996	100	98	99	565	556	561	15	13	16	10	20	18	55	57	52	20	10	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	10	41	33388	83	93	94	579	547	530	11	24	32	11	24	22	56	47	40	22	5	5
Non-Economically Disadvantaged	12	31	44937	100	100	100	553	552	561	17	14	13	17	17	15	50	55	54	17	14	18

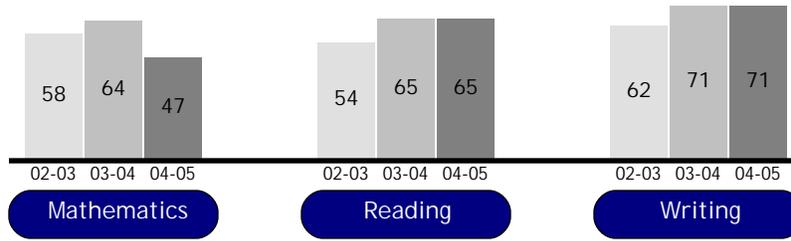
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	70	78302	100	0	99	537	520	512	0	5	11	19	26	25	67	64	57	14	6	7
All Students (Prior Year)	19	72	74918	100	92	99	487	496	497	26	26	32	16	17	19	47	49	35	11	8	15
Female	NC	34	38082	NC	0	99	NC	524	518	NC	3	8	NC	25	24	NC	69	61	NC	3	7
Male	13	36	40166	100	0	99	540	517	507	0	6	14	15	26	26	62	59	54	23	9	6
African American	--	NC	4064	--	NC	100	--	NC	498	--	NC	14	--	NC	29	--	NC	54	--	NC	3
Hispanic	10	22	29152	100	0	99	520	515	492	0	5	17	30	32	34	60	59	46	10	5	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	10	44	38347	100	0	99	563	526	531	0	5	5	0	20	17	78	68	68	22	8	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	21	63	69024	100	0	99	538	527	524	0	0	7	20	24	23	65	69	62	15	7	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	10	41	33398	83	0	94	551	515	495	0	8	18	11	26	35	67	61	46	22	5	2
Non-Economically Disadvantaged	12	29	44979	100	0	100	526	528	525	0	0	6	25	25	18	67	68	66	8	7	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	22	72	78094	100	99	99	579	569	545	0	0	3	0	7	18	100	93	77	0	0	2
All Students (Prior Year)	18	70	74503	95	90	99	442	472	491	22	14	9	33	29	32	44	53	51	0	4	8
Female	NC	36	38025	NC	100	99	NC	582	558	NC	0	2	NC	0	13	NC	100	82	NC	0	2
Male	13	36	40013	100	97	99	578	556	534	0	0	5	0	15	23	100	85	71	0	0	1
African American	--	NC	4037	--	NC	99	--	NC	532	--	NC	4	--	NC	22	--	NC	73	--	NC	1
Hispanic	10	22	29068	100	96	99	564	565	523	0	0	5	0	0	27	100	100	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	10	46	38265	100	100	99	599	574	564	0	0	2	0	10	11	100	90	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	21	65	68892	100	98	98	579	574	559	0	0	2	0	5	14	100	95	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	10	41	33296	83	93	94	589	568	527	0	0	5	0	8	27	100	92	67	0	0	0
Non-Economically Disadvantaged	12	31	44871	100	100	100	572	570	559	0	0	2	0	7	12	100	93	84	0	0	3

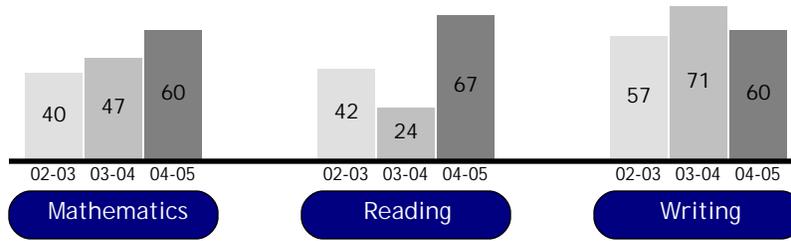
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

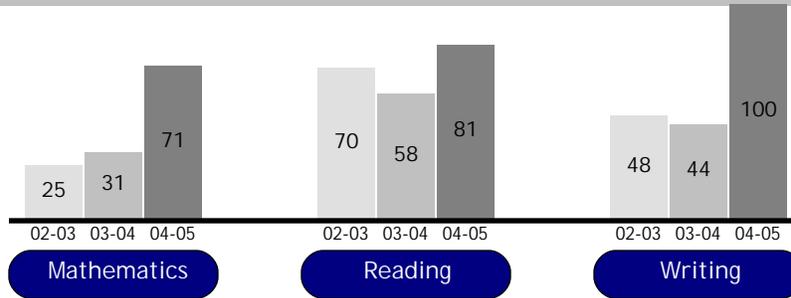
3rd Grade Proficiency



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.

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	93	46	51	50	88	46	NA	58	100	48	52	47
	Language	100	40	36	43	100	26	43	50	100	36	49	47
	Mathematics	100	63	59	57	100	44	57	64	100	40	47	50
3	Reading	100	50	51	47	100	47	NA	55	95	46	51	44
	Language	100	47	47	54	100	45	57	61	95	47	47	44
	Mathematics	100	63	62	54	100	57	64	61	95	40	45	51
4	Reading	100	57	62	52	100	59	NA	56	100	48	44	48
	Language	100	61	51	48	100	61	60	52	100	48	46	49
	Mathematics	100	69	73	57	93	74	67	61	100	51	46	53
5	Reading	100	48	52	50	100	47	NA	55	95	53	50	50
	Language	96	51	48	46	100	41	46	49	95	53	45	50
	Mathematics	100	59	56	57	100	55	59	63	95	50	43	49
6	Reading	100	67	66	53	100	61	NA	56	100	42	50	51
	Language	100	64	55	45	100	55	54	48	100	33	42	47
	Mathematics	100	76	69	62	100	63	72	66	100	36	43	52
7	Reading	93	56	56	51	96	58	NA	54	100	51	59	50
	Language	93	52	54	54	91	64	62	58	100	57	59	52
	Mathematics	100	41	59	58	96	55	56	62	100	49	52	50
8	Reading	84	64	60	53	100	61	NA	55	100	67	56	51
	Language	84	62	58	49	100	48	55	52	100	63	55	50
	Mathematics	88	78	69	58	100	62	63	61	100	55	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

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

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü School/Community Partnership
- Ü Improvement Student/Staff Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	1.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	12
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	30%
Percent of core classes not taught by Hightly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Preschool Special Needs Program
- Ü Gymnasium

Extracurricular Activities

- Ü Girls' Volleyball
- Ü Boys' Basketball
- Ü Girls' Basketball
- Ü Boys' Baseball

Social Services

- Ü Breakfast/Lunch Programs
- Ü Bullying Prevention Program
- Ü Crisis Intervention
- Ü After School Tutoring (Oct. -May)
- Ü Counseling Services
- Ü Safety Officer

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Each kindergarten through 3rd grade student is tested 3 times each school year using DIBELS. The data will be used to improve reading instruction for each student.
- ü All elementary students at WJM are screened with STAR Math and Reading. Our primary students are screened with the STAR Early Literacy program. Our 1st-8th grade classes utilize Accelerated Reading and our 5th-8th are using Accelerated Math.
- ü We piloted 5 exemplary math programs. In the spring we used the data from our evaluation documents to select the programs we felt best suited the needs of our students. We adopted Trailblazers (K-5) and Math Scope (6-8).

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	12	12	12	17
Transfers In Rate <sup>6</sup>	27	28	28	37
Stability Rate <sup>7</sup>	87	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	2	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

Our current incident count is low. We continually work with students helping them to learn ways to solve their own problems appropriately. We encourage parents to inform us of any incidents or possible incidents. We inform all teachers involved with those students about those incidents and ask for increased vigilance on the part of the staff. We are implementing a bullying prevention program this school year and will be doing a great deal of learning and growing as a school community.

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
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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	Katherine Villa	(520) 457-3371
Transportation Policy	Cheryl Leonard	(520) 457-2217
Community Resources	Katherine Villa	(520) 457-3371
School Nutrition Programs	Stephanie Holzman	(480) 457-2217
Parent Organization		
Student Health/Nurse		(520) -

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.