

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

501 W Delos Street, Willcox, AZ 85643

Willcox 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)

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

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

### School Overview

Principal/Administrator : Mr. D. Eldon Merrell  
 Schedule : 07:30 AM to 08:00 PM  
 Grades : Pre-K-3  
 Web Address : willcox.k12.az.us  
 Phone Number : (520) 384-4216  
 Fax Number : (623) 384-5217  
 E-mail : eldon@willcox.k12.az.us

### Mission

We are a Reading School and therefore reading instruction drives our school's character and philosophy. Our school mission is to provide an adequate learning environment where all students can and will grow into proficient readers. Our reading instruction focuses on the five principles of reading: Phonemic Awareness, Phonics, Vocabulary, Fluency, and comprehension. In addition, we encourage the social, emotional, and physical growth of our students, which in turn enhances student learning.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Not Met

#### School Improvement Status (b)

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

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

### School / Academic Goals

- ü To improve student achievement in the core subjects of math, reading and writing, as measured by the state assessments.
- ü To achieve AYP (Adequate Yearly Progress) as determined by the Arizona Department of Education.
- ü To teach all students to read at or above grade level by the third grade.
- ü To improve student respect for self and others through the promotion and development of social, emotional, and physical well being.

### Enrollment

October 1, 2005 School Year Student Enrollment : 398  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 1

Instructional Programs

- ü Reading First School
- ü Sheltered English Instruction
- ü After School Tutoring
- ü Integrated Preschool
- ü Computer Assisted Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Willcox E.S. will provide a safe learning environment for all students. Students will be provided with an opportunity to be educated academically and socially. Teachers are responsible for keeping parents informed of the progress of their children. Reading is our focus, and therefore we committ to providing reading instruction to all students on every school day.

Parents

Parents can assist in the process of teaching their child to read by reading to and with them at home. This will help students develop a love for reading, which is critical to a child's reading success. Parents are expected to provide a home environment for their children which is conducive to learning. Parents are also responsible for seeing that their child attends school on a regular basis.

Transportation Policy

Within the 926 square miles of its boundaries, the Willcox Unified School District provides bus service to all students who live beyond the railroad tracks on the East, and beyond I10 on the West. Additionally, bus transportation is provided to special education students whose disabling conditions require transportation.

School Honors

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

Award/Honor	Year
ü All Teachers are Highly Qualified	2005
ü Awarded the Reading First Grant	2003
ü NAEYC Accreditation of Pre-School	2001
ü Nationally Certified Teacher	2000

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	89	89	80010	99	99	99	441	441	447	9	9	10	25	25	18	52	52	53	15	15	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	38	38935	100	100	99	437	437	447	13	13	9	21	21	19	53	53	55	13	13	17
Male	51	51	40974	98	98	98	444	444	448	6	6	11	27	27	18	51	51	52	16	16	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	56	56	34545	98	98	99	437	437	432	9	9	14	32	32	24	45	45	53	14	14	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	32	32	35142	100	100	99	452	452	465	6	6	5	13	13	11	66	66	56	16	16	28
Students with Disabilities	16	16	10161	100	100	93	418	418	419	19	19	28	38	38	28	44	44	36	NA	NA	8
Students without Disabilities	73	73	69849	99	99	100	447	447	451	7	7	7	22	22	17	53	53	56	18	18	19
Limited English Proficient Students	41	41	14013	98	98	97	430	430	413	10	10	24	39	39	34	39	39	39	12	12	3
Migrant Students	11	11	603	92	92	96	422	422	417	9	9	22	36	36	32	55	55	42	NA	NA	4
Economically Disadvantaged	65	65	39029	98	98	98	436	436	432	9	9	14	29	29	25	51	51	52	11	11	9
Non-Economically Disadvantaged	24	24	40981	100	100	100	457	457	462	8	8	6	13	13	13	54	54	54	25	25	27

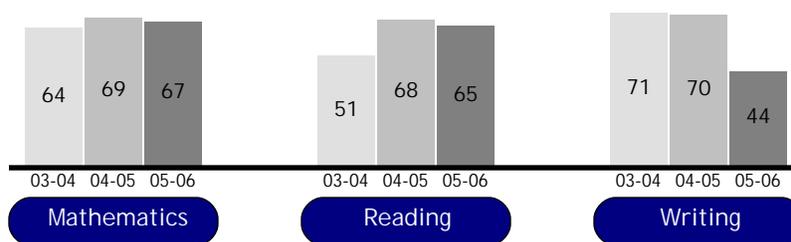
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	88	79438	98	98	98	447	447	451	7	7	9	28	28	24	59	59	56	6	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	38	38775	100	100	99	444	444	457	11	11	7	26	26	22	55	55	58	8	8	13
Male	50	50	40560	96	96	97	450	450	446	4	4	12	30	30	25	62	62	54	4	4	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	56	56	34297	98	98	98	438	438	434	9	9	14	38	38	31	48	48	50	5	5	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	31	31	34887	97	97	98	466	466	471	3	3	4	10	10	15	81	81	63	6	6	18
Students with Disabilities	15	15	9588	94	94	88	423	423	416	20	20	30	47	47	32	27	27	34	7	7	5
Students without Disabilities	73	73	69850	99	99	100	452	452	456	4	4	7	25	25	23	66	66	59	5	5	12
Limited English Proficient Students	41	41	13856	98	98	96	430	430	407	10	10	27	41	41	43	46	46	29	2	2	1
Migrant Students	11	11	600	92	92	96	418	418	418	9	9	22	55	55	38	36	36	39	NA	NA	2
Economically Disadvantaged	64	64	38685	97	97	97	440	440	435	8	8	14	34	34	32	55	55	50	3	3	5
Non-Economically Disadvantaged	24	24	40753	100	100	99	466	466	467	4	4	5	13	13	16	71	71	62	13	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	90	79971	100	100	99	418	418	423	9	9	8	47	47	41	40	40	49	4	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	38	38974	100	100	99	422	422	437	5	5	5	47	47	33	37	37	57	11	11	4
Male	52	52	40895	100	100	98	416	416	410	12	12	10	46	46	47	42	42	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	57	57	34481	100	100	99	421	421	410	7	7	10	46	46	46	44	44	43	4	4	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	32	32	35150	100	100	99	413	413	437	13	13	5	47	47	35	34	34	56	6	6	5
Students with Disabilities	16	16	10258	100	100	94	378	378	377	25	25	23	50	50	51	25	25	25	NA	NA	1
Students without Disabilities	74	74	69713	100	100	100	427	427	429	5	5	5	46	46	39	43	43	52	5	5	3
Limited English Proficient Students	42	42	13985	100	100	97	415	415	382	10	10	18	48	48	54	38	38	27	5	5	0
Migrant Students	12	12	608	100	100	97	392	392	389	17	17	16	67	67	50	8	8	33	8	8	0
Economically Disadvantaged	66	66	38994	100	100	98	408	408	409	11	11	10	52	52	47	35	35	41	3	3	1
Non-Economically Disadvantaged	24	24	40977	100	100	100	447	447	437	4	4	5	33	33	34	54	54	56	8	8	5

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

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

3rd Grade Proficiency



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

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

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

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	68	NA	58	100	45	45	47	98	43	43	46
	Language	97	58	58	50	100	42	42	47	98	50	50	48
	Mathematics	97	74	74	64	100	53	53	50	98	59	59	52
3	Reading	98	50	NA	55	100	46	46	44	99	48	48	46
	Language	98	51	51	61	100	45	45	44	100	43	43	46
	Mathematics	99	49	49	61	100	45	45	51	100	50	50	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Willcox Elementary School

## School Site Council

### Council Composition

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

### Council Duties

- Ü Community Involvement
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Volunteer Program
- Ü Celebrations

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.50
Other Professional Staff	4.00	Teacher Aide	19.00

## Years of Teaching Experience for School Year 2005-06

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

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
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 Cafeteria
- Ü School Library
- Ü Computer Lab

### Extracurricular Activities

- Ü Art and Music Programs
- Ü Reading Club
- Ü Family Science Night
- Ü Family Math Night

### Social Services

- Ü Breakfast/Lunch Programs
- Ü Dental Services
- Ü College Classes
- Ü Community Classes
- Ü Counseling: Student/Parent

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Language arts and math curriculum aligned with the Arizona Academic Standards. Curriculum Maps are in place to ensure the instruction of each of these standards.
  
- ü We are in our third year of the Reading First Grant that was awarded by the Arizona State Department of Education to our school. This grant will provide approximately \$645,000 to support reading instruction at our school over three years.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	85	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school and campus rules are strictly enforced by the entire staff. When an incident occurs that jeopardizes the safety of our students, we act immediately to resolve the issue. In the case of an emergency, each classroom has a set of guidelines that are followed to ensure student and staff safety throughout the situation.

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) :

7

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	D. Eldon Merrell	(623) 384-4216
Transportation Policy	Tom Currin	(520) 384-2035
Community Resources	D. Eldon Merrell	(602) 384-4216
School Nutrition Programs	John Walker	(520) 384-4145
Parent Organization		
Student Health/Nurse	Susan Poire	(602) 384-4216

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 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.