



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

360 N Bisbee Ave, 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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
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. Doris Mae Jones
 Schedule : 07:00 AM to 05:00 PM
 Grades : 4-8
 2005 Enrollment : 542
 Web Address :
 Phone Number : (520) 384-4218
 Fax Number : (520) 384-6322
 E-mail : jonesd@willcox.k12.az.us

Mission

WMS will provide a safe positive learning environment for all children regardless of individual differences. We believe the pupil should be assisted in developing positive values and that the pupil is accountable for his/her own actions. It is the goal of the school to have all students meet or exceed Arizona State Standards.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not 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 All students meet or exceed Arizona State Standards as measured by Arizona's Instrument to Measure Standards (AIMS) and Terra Nova.
- ü Every student will receive positive postcards from teachers during the year. Teachers and administration will send out a minimum of four per month.
- ü Teachers will reflect the teaching of the state core standards as evident in lesson plans, and classroom observations.
- ü Teachers will demonstrate utilization of research based instruction and SDAIE strategies as evident in lesson plans and classroom instruction.

Enrollment

October 1, 2004 School Year Student Enrollment : 540
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 4

Instructional Programs

- ü SEI - Inclusion/SE - Inclusion
- ü Migrant Education
- ü Traditional Core Classes/Sub. Special
- ü Fine Arts,Choir, Band Strings, Drama
- ü Alternative Classroom

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 25 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

All students will be provided a safe learning environment and an opportunity to be educated academically and socially, so as to become productive citizens. Teachers will have high expectations for themselves and students. Teachers will implement research based instructional strategies based on school needs according to data driven decisions, and school demographics.

Parents

Parents of Willcox students are expected to provide a home environment for their children which is conducive to learning. This includes providing a quiet place in the home for studying, proper nourishment and a supportive network for the student. It is the responsibility of the parent to see that the student attends classes on a regular basis. All parents are expected to be active participants in their child's education. Parent involvement is encouraged.

Transportation Policy

Within the 926 square miles of its boundaries, the district provides bus service to all students who live more than one mile from school, 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 8th Grade Girls BasketballJaguar Classic 2nd place	2002
ü Yearbook National Cover Award 1st	2003
ü WMS Knowledge Bowl Went Undefeated, Conference Champion	2002
ü Year book National Cover Award Runner-Up	1999

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	113	113	78906	99	99	99	481	481	498	17	17	13	26	26	19	50	50	48	7	7	20
All Students (Prior Year)	97	97	76019	100	100	100	502	502	499	7	7	14	45	45	39	13	13	14	35	35	33
Female	50	50	38644	98	98	99	489	489	500	9	9	12	18	18	19	64	64	49	9	9	19
Male	63	63	40236	100	100	99	474	474	497	23	23	15	32	32	19	40	40	46	5	5	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	71	71	31938	100	100	99	468	468	481	21	21	19	34	34	25	42	42	46	3	3	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	40	40	36483	98	98	99	500	500	517	11	11	7	14	14	13	65	65	51	11	11	30
Students with Disabilities	17	17	10664	100	100	100	399	399	430	67	67	42	20	20	27	13	13	26	0	0	5
Students without Disabilities	96	96	68310	98	98	98	495	495	509	8	8	9	27	27	18	57	57	51	8	8	22
Limited English Proficient Students	34	34	12573	100	100	100	463	463	454	20	20	27	40	40	30	36	36	38	4	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	81	81	38679	98	98	96	478	478	483	24	24	20	28	28	25	43	43	45	6	6	10
Non-Economically Disadvantaged	32	32	40295	100	100	100	488	488	513	0	0	7	21	21	13	69	69	50	10	10	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	113	113	78908	99	0	99	469	469	484	16	16	10	28	28	23	54	54	58	2	2	9
All Students (Prior Year)	96	96	76020	99	99	100	502	502	503	29	29	25	23	23	23	34	34	40	13	13	12
Female	50	50	38648	98	0	99	477	477	489	5	5	8	27	27	22	66	66	61	2	2	10
Male	63	63	40233	100	0	99	462	462	479	25	25	12	28	28	25	46	46	55	2	2	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	71	71	31940	100	0	99	452	452	465	21	21	16	34	34	32	45	45	49	0	0	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	40	40	36502	98	0	99	495	495	502	8	8	4	19	19	14	68	68	67	5	5	15
Students with Disabilities	17	17	10665	100	0	100	396	396	423	47	47	30	40	40	36	13	13	31	0	0	2
Students without Disabilities	96	96	68312	98	0	98	481	481	493	10	10	7	26	26	21	62	62	62	2	2	10
Limited English Proficient Students	34	34	12556	100	0	100	444	444	436	22	22	24	40	40	40	38	38	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	81	81	38662	98	0	96	463	463	468	21	21	16	32	32	32	47	47	49	0	0	3
Non-Economically Disadvantaged	32	32	40315	100	0	100	482	482	498	3	3	5	17	17	15	72	72	66	7	7	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	113	113	78750	99	99	99	471	471	500	11	11	6	40	40	29	49	49	63	1	1	2
All Students (Prior Year)	94	94	75673	97	97	100	531	531	530	9	9	12	27	27	25	62	62	58	2	2	4
Female	50	50	38586	98	98	99	490	490	515	5	5	4	27	27	22	66	66	71	2	2	3
Male	63	63	40135	100	100	99	457	457	486	16	16	8	49	49	35	35	35	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	71	71	31841	100	100	99	456	456	483	13	13	8	42	42	36	44	44	55	2	2	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	40	40	36440	98	98	99	502	502	516	5	5	3	35	35	22	59	59	71	0	0	4
Students with Disabilities	17	17	10622	100	100	100	377	377	415	33	33	21	53	53	50	7	7	28	7	7	1
Students without Disabilities	96	96	68196	98	98	98	488	488	513	7	7	3	37	37	25	56	56	69	0	0	3
Limited English Proficient Students	34	34	12504	100	100	100	450	450	451	13	13	12	44	44	44	40	40	43	2	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	81	81	38558	98	98	96	469	469	485	13	13	8	44	44	37	43	43	54	0	0	1
Non-Economically Disadvantaged	32	32	40260	100	100	100	476	476	514	7	7	3	28	28	21	62	62	72	3	3	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	109	109	78250	97	97	99	542	542	548	27	27	21	24	24	18	39	39	48	10	10	13
All Students (Prior Year)	121	121	75001	100	100	99	481	481	468	20	20	37	45	45	36	22	22	16	12	12	10
Female	42	42	38071	95	95	99	549	549	549	28	28	20	18	18	19	46	46	49	8	8	12
Male	67	67	40126	99	99	99	538	538	547	26	26	23	28	28	17	34	34	46	11	11	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	52	52	29129	95	95	99	537	537	527	30	30	32	23	23	23	36	36	40	11	11	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	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	54	54	38320	98	98	99	550	550	568	22	22	12	24	24	14	44	44	55	10	10	19
Students with Disabilities	20	20	9329	100	100	100	481	481	454	78	78	64	17	17	18	6	6	16	0	0	2
Students without Disabilities	89	89	68996	96	96	99	556	556	561	16	16	16	26	26	18	46	46	52	12	12	14
Limited English Proficient Students	21	21	10133	100	100	100	522	522	488	32	32	45	36	36	25	29	29	28	4	4	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	74	74	33388	96	96	94	533	533	530	34	34	32	21	21	22	36	36	40	9	9	5
Non-Economically Disadvantaged	35	35	44937	100	100	100	565	565	561	10	10	13	30	30	15	47	47	54	13	13	18

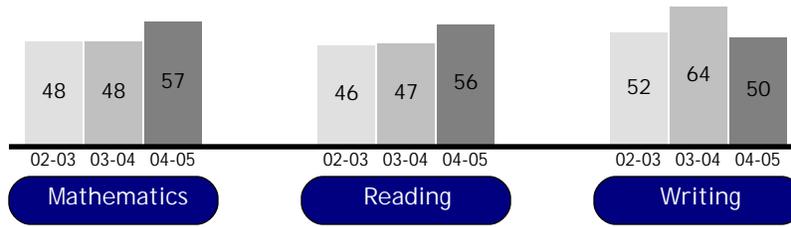
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	110	78302	98	0	99	508	508	512	14	14	11	28	28	25	55	55	57	3	3	7
All Students (Prior Year)	121	121	74918	100	100	99	507	507	497	24	24	32	20	20	19	43	43	35	14	14	15
Female	42	42	38082	95	0	99	519	519	518	10	10	8	23	23	24	59	59	61	8	8	7
Male	68	68	40166	100	0	99	501	501	507	16	16	14	31	31	26	52	52	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	52	52	29152	95	0	99	490	490	492	19	19	17	32	32	34	47	47	46	2	2	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	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	55	55	38347	100	0	99	525	525	531	8	8	5	24	24	17	64	64	68	4	4	10
Students with Disabilities	20	20	9353	100	0	100	469	469	429	39	39	40	33	33	38	28	28	22	0	0	1
Students without Disabilities	90	90	69024	97	0	99	516	516	524	9	9	7	27	27	23	61	61	62	4	4	7
Limited English Proficient Students	21	21	10140	100	0	100	479	479	451	25	25	28	36	36	43	39	39	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	74	74	33398	96	0	94	496	496	495	20	20	18	30	30	35	49	49	46	1	1	2
Non-Economically Disadvantaged	36	36	44979	100	0	100	535	535	525	0	0	6	23	23	18	70	70	66	7	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	110	110	78094	98	98	99	535	535	545	4	4	3	26	26	18	69	69	77	1	1	2
All Students (Prior Year)	121	121	74503	100	100	99	491	491	491	3	3	9	39	39	32	54	54	51	4	4	8
Female	43	43	38025	98	98	99	552	552	558	5	5	2	13	13	13	80	80	82	3	3	2
Male	67	67	40013	99	99	99	524	524	534	3	3	5	35	35	23	62	62	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	52	52	29068	95	95	99	523	523	523	2	2	5	34	34	27	64	64	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	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	55	55	38265	100	100	99	549	549	564	4	4	2	20	20	11	74	74	84	2	2	3
Students with Disabilities	19	19	9275	100	100	100	468	468	444	18	18	14	47	47	46	35	35	39	0	0	1
Students without Disabilities	91	91	68892	98	98	98	549	549	559	1	1	2	22	22	14	76	76	82	1	1	2
Limited English Proficient Students	20	20	10084	95	95	100	503	503	474	4	4	10	52	52	39	44	44	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	74	74	33296	96	96	94	520	520	527	6	6	5	31	31	27	63	63	67	0	0	0
Non-Economically Disadvantaged	36	36	44871	100	100	100	572	572	559	0	0	2	13	13	12	83	83	84	3	3	3

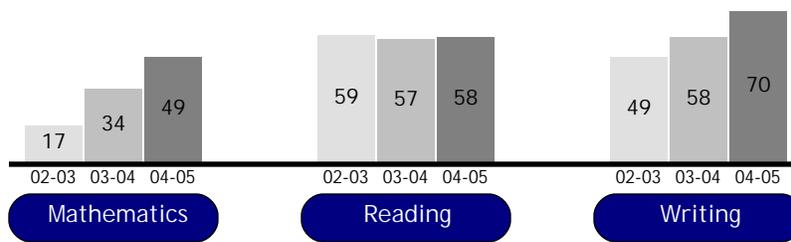
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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
4	Reading	97	45	45	52	97	47	NA	56	98	33	33	48
	Language	100	47	46	48	98	46	46	52	98	33	33	49
	Mathematics	100	61	59	57	100	44	44	61	98	34	34	53
5	Reading	100	45	45	50	98	55	NA	55	98	41	41	50
	Language	100	44	44	46	98	49	49	49	98	38	38	50
	Mathematics	100	58	58	57	97	64	64	63	98	42	42	49
6	Reading	99	45	45	53	91	53	NA	56	99	45	45	51
	Language	100	44	44	45	96	45	45	48	99	44	44	47
	Mathematics	100	60	59	62	95	69	69	66	99	52	52	52
7	Reading	97	52	51	51	96	52	NA	54	97	46	46	50
	Language	100	66	64	54	97	61	61	58	97	48	48	52
	Mathematics	99	69	67	58	97	62	62	62	97	47	47	50
8	Reading	94	53	53	53	97	62	NA	55	98	49	49	51
	Language	94	57	56	49	99	61	61	52	98	48	48	50
	Mathematics	97	62	62	58	97	64	64	61	97	48	48	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/

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

Council Duties

- Ü Curriculum Development
- Ü Textbook Selection
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Student Discipline Policies
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.50
Other Professional Staff	13.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	1	6	0	0
7 to 9 years	5	3	0	0
10 or more years	8	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	162
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Athletics
- Ü Knowledge Bowl
- Ü Drama Club
- Ü FFA
- Ü Strings
- Ü Band

Social Services

- Ü Counseling Services
- Ü WASA/Substance Abuse/Youth Court
- Ü Recreational Activities
- Ü Migrant Services
- Ü Multiple Agency Taskforce

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü School successfully made AYP for the 2004-2005 school year.

ü Teachers successfully made 1400 positive parent contacts with the postcard contact system.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	92	96	95	81
Retention Rate ⁹	4	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	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

The school currently is working with the School Resource Officer, WASA Program Intervention Program, probation officer, to insure student and staff safety. In addition anger management, anti-bullying prevention and an alternative program is currently being established as an intervention to help prevent aggressive behavior before it begins.

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) :

59

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	Doris Jones	(520) 384-8741
Transportation Policy	Tom Currin	(520) 384-8854
Community Resources	Ray Patrone	(520) 384-8739
School Nutrition Programs	Jon Walker	(520) 384-8665
Parent Organization	Connie Bonner	(520) 384-6481
Student Health/Nurse	Susan Poire	(520) 384-8735

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."

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.

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.