



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

401 S. McQueen Road, Chandler, AZ 85225

Chandler 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 Highly Performing  
2004-05 Performing Plus  
2003-04 Highly Performing

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

### School Overview

Principal/Administrator : Mr. Paul Bollard  
Schedule : 08:00 AM to 05:00 PM  
Grades : 7-8  
Web Address : [www.chandler.k12.az.us/willis](http://www.chandler.k12.az.us/willis)  
Phone Number : (480) 883-5700  
Fax Number : (480) 883-5720  
E-mail : [bollard.paul@chandler.K12.az.us](mailto:bollard.paul@chandler.K12.az.us)

### Mission

The mission of Chandler Unified School District and of Willis Junior High School is to provide students with the knowledge, skills and attitudes necessary to be lifelong learners and responsible citizens.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 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 WJHS will increase the total percent of students who meet or exceed state standards in reading, as measured by the spring 2005 AIMS test.
- ü WJHS will increase the total percent of students who meet or exceed state standards in math, as measured by the spring 2005 AIMS test.
- ü WJHS will increase the total percent of students who meet or exceed state standards in writing, as measured by the spring 2005 AIMS test.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1155  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 25

## Instructional Programs

- Ü Outstanding Technology Program
- Ü Honors Language Arts Curriculum
- Ü On-site Special Education
- Ü Gifted Programs
- Ü Advanced Mathematics Curriculum
- Ü Outstanding Fine Arts Programs
- Ü EL & Sheltered English Immersion Program
- Ü Diverse Elective Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 34 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

## Shared Responsibilities

### School

WJHS parents are kept informed through report cards, progress reports, parent/teacher conferences, school newsletters, phone calls, personal notes, web based grade books, Open House, Orientations, PTO, TV/radio/newspaper articles, and our school website.

### Parents

As partners in the education, parents are expected to assist students with their studies; encourage them; make sure students are at school; attend school events and provide proper clothing, nourishment and rest. Parents are also responsible for reporting absences and for providing health history/emergency contact information. Parents are equal partners in their child's education.

## Transportation Policy

Transportation is provided for students who live outside a one and one half-mile radius of the school. Transportation is also provided for those students whose IEP's indicate a need. Student/parent signatures are required on a CUSD Transportation Agreement outlining student responsibilities on the bus.

## School Honors

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

Award/Honor	Year
Ü Social Studies State Teacher of the Year, VFW	2004
Ü 2nd place in state French competition	2004
Ü State and Conference champions in girls track and field	2005
Ü District champion - VFW Patriots Pen essay contest	2004

7th 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	567	2447	78546	99	96	97	547	567	543	17	8	15	15	11	18	49	55	52	20	26	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	307	1218	38645	100	97	98	551	569	545	15	7	13	13	10	18	52	57	54	21	27	15
Male	260	1225	39792	99	95	97	543	565	542	19	9	17	18	13	17	45	54	50	18	25	15
African American	46	161	4205	100	94	97	526	541	524	22	13	22	24	19	22	46	57	49	9	11	7
Hispanic	256	672	31177	99	95	97	521	536	524	26	18	22	20	19	23	46	52	48	7	11	7
Asian/Pacific Islander	25	130	1940	100	98	99	604	607	580	4	2	5	4	3	9	40	41	53	52	55	33
American Indian/Alaskan Native	14	36	4689	100	95	95	534	544	515	29	17	28	7	11	25	64	64	43	NA	8	4
White	226	1443	36450	100	96	97	576	581	563	5	3	7	10	7	12	51	57	57	34	33	23
Students with Disabilities	91	240	8093	100	77	82	487	509	489	52	32	50	20	25	24	25	38	23	3	5	2
Students without Disabilities	476	2207	70453	99	99	100	558	573	549	10	5	11	14	10	17	53	57	56	23	28	16
Limited English Proficient Students	90	172	9323	100	93	94	491	497	491	49	43	47	24	26	28	26	30	24	1	1	1
Migrant Students	NC	11	674	NC	100	95	NC	536	515	NC	NA	28	NC	45	27	NC	36	40	NC	18	5
Economically Disadvantaged	239	567	34694	98	92	96	523	532	524	25	19	23	19	20	23	50	53	48	7	8	7
Non-Economically Disadvantaged	328	1880	43852	100	97	99	565	577	559	11	4	10	13	9	13	48	56	56	29	31	22

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	566	2467	79045	99	97	98	507	526	512	12	6	10	30	19	25	51	64	58	8	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	306	1222	38860	100	97	98	515	533	519	9	5	7	27	17	22	55	66	62	9	12	8
Male	260	1241	40075	99	96	97	499	520	505	15	8	12	33	22	28	46	61	54	6	9	6
African American	46	164	4250	100	95	98	490	508	500	20	10	12	35	26	31	43	59	54	2	4	3
Hispanic	256	681	31314	99	96	98	484	496	493	18	15	16	43	35	34	36	46	48	2	4	2
Asian/Pacific Islander	25	131	1949	100	99	99	541	550	536	4	2	4	8	8	15	68	72	66	20	18	15
American Indian/Alaskan Native	13	34	4719	93	89	96	523	519	489	8	6	15	15	24	39	77	68	45	NA	3	2
White	226	1453	36730	100	97	98	533	540	532	4	2	4	17	12	16	65	72	68	14	14	12
Students with Disabilities	90	258	8552	99	83	87	461	477	463	39	26	35	40	41	40	19	30	23	2	3	1
Students without Disabilities	476	2209	70493	99	99	100	516	531	517	7	4	7	28	17	24	57	68	62	9	12	8
Limited English Proficient Students	90	171	9355	100	93	95	456	455	456	30	39	37	60	48	48	10	13	15	NA	NA	0
Migrant Students	NC	11	682	NC	100	96	NC	475	480	NC	18	23	NC	55	37	NC	27	39	NC	NA	1
Economically Disadvantaged	239	580	34922	98	94	96	485	492	493	18	16	15	43	36	34	37	45	48	2	3	3
Non-Economically Disadvantaged	327	1887	44123	100	98	99	523	537	527	7	3	6	20	14	18	61	69	66	12	13	11

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	570	2503	79657	100	98	99	575	584	566	2	2	3	7	4	8	89	92	87	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	308	1244	39120	100	99	99	587	593	580	1	1	2	4	2	4	93	94	92	2	3	2
Male	262	1255	40423	100	97	98	562	575	553	4	3	5	10	5	12	85	90	83	0	2	1
African American	46	167	4290	100	97	99	571	578	560	2	4	4	9	5	9	89	88	86	NA	4	1
Hispanic	259	700	31642	100	99	99	556	560	552	4	5	5	12	8	11	83	85	84	2	1	0
Asian/Pacific Islander	25	132	1948	100	100	99	614	608	589	NA	1	1	NA	NA	3	92	93	91	8	6	4
American Indian/Alaskan Native	14	37	4760	100	97	97	583	574	547	7	5	5	NA	3	14	93	89	81	NA	3	0
White	226	1462	36929	100	98	99	593	595	579	NA	0	2	3	2	5	96	96	91	1	2	2
Students with Disabilities	90	278	9069	99	90	92	530	543	508	6	6	11	27	17	30	68	77	58	NA	0	1
Students without Disabilities	480	2225	70588	100	99	100	583	589	573	2	2	2	3	2	5	93	94	91	2	3	1
Limited English Proficient Students	91	180	9521	100	98	96	516	507	507	10	14	13	23	22	24	67	64	63	NA	NA	0
Migrant Students	NC	11	694	NC	100	98	NC	560	546	NC	9	5	NC	NA	12	NC	91	82	NC	NA	1
Economically Disadvantaged	243	598	35341	100	97	97	562	559	551	3	5	5	10	9	12	86	86	83	1	1	0
Non-Economically Disadvantaged	327	1905	44316	100	99	100	585	592	578	2	1	2	5	2	5	92	94	90	2	3	2

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	519	2290	78400	99	96	97	559	575	554	21	11	21	18	14	19	44	56	47	17	19	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	252	1120	38686	98	96	98	559	575	554	17	9	20	21	14	20	47	59	49	15	18	12
Male	266	1169	39636	99	95	96	559	575	554	24	13	23	16	14	18	41	53	46	18	20	13
African American	44	159	4193	100	95	97	537	555	533	34	15	32	16	19	23	45	62	40	5	4	5
Hispanic	257	690	30732	98	95	97	538	547	534	31	23	31	25	21	24	34	45	40	10	10	5
Asian/Pacific Islander	18	116	1827	95	97	99	608	615	594	NA	4	8	17	7	12	56	47	49	28	41	31
American Indian/Alaskan Native	NC	29	4536	NC	97	95	NC	549	528	NC	24	35	NC	14	25	NC	52	37	NC	10	4
White	195	1296	37038	99	96	97	588	589	575	7	4	11	10	10	14	55	62	56	28	24	19
Students with Disabilities	62	193	7840	98	73	81	498	517	498	60	35	60	16	31	18	23	32	20	2	3	2
Students without Disabilities	457	2097	70560	99	98	99	567	579	560	16	9	17	19	13	19	47	58	50	19	21	14
Limited English Proficient Students	76	148	8956	99	94	95	497	506	502	58	50	56	29	27	25	13	23	18	NA	NA	1
Migrant Students	NC	13	676	NC	93	95	NC	527	523	NC	38	38	NC	31	25	NC	31	36	NC	NA	1
Economically Disadvantaged	234	538	33014	97	93	95	538	544	534	29	23	31	22	22	24	42	47	40	7	7	5
Non-Economically Disadvantaged	285	1752	45386	100	97	99	576	584	569	14	7	15	16	12	15	46	58	52	25	23	18

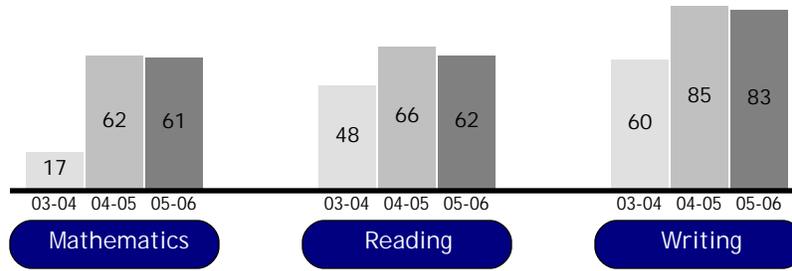
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	520	2334	79179	99	97	98	517	533	519	13	7	11	25	21	27	57	65	58	5	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	253	1137	38974	99	98	99	524	540	524	8	4	8	22	18	25	64	70	61	6	9	5
Male	266	1195	40124	99	97	97	510	526	513	18	10	13	27	24	28	50	61	54	4	5	4
African American	44	162	4243	100	97	98	505	521	506	9	7	14	43	31	32	45	59	51	2	3	3
Hispanic	257	706	30987	98	98	98	495	504	498	22	17	17	33	32	36	43	49	45	2	2	1
Asian/Pacific Islander	18	117	1832	95	98	99	546	557	543	NA	1	4	17	9	17	78	78	69	6	12	10
American Indian/Alaskan Native	NC	28	4573	NC	93	96	NC	519	494	NC	NA	16	NC	46	41	NC	46	42	NC	7	1
White	196	1321	37467	100	97	98	545	547	539	5	2	5	10	14	17	76	74	70	9	10	8
Students with Disabilities	63	236	8567	100	89	88	465	480	467	37	24	39	41	44	38	22	31	22	NA	1	1
Students without Disabilities	457	2098	70612	99	98	99	523	538	524	10	5	7	23	18	25	62	69	62	5	8	5
Limited English Proficient Students	76	150	9013	99	96	95	453	457	461	50	47	40	45	43	48	5	11	12	NA	NA	0
Migrant Students	NC	14	680	NC	100	96	NC	479	487	NC	14	20	NC	57	43	NC	29	36	NC	NA	1
Economically Disadvantaged	234	552	33345	97	95	96	495	500	499	21	16	17	31	34	36	47	49	46	2	1	1
Non-Economically Disadvantaged	286	1782	45834	100	98	99	534	543	533	8	4	7	20	17	19	65	70	67	7	9	7

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	524	2366	79734	100	99	99	561	577	554	2	1	3	15	10	19	83	89	78	0	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	254	1152	39243	99	99	99	571	589	568	1	0	2	8	5	12	91	93	85	NA	1	1
Male	269	1213	40413	100	99	98	551	566	541	3	2	4	21	14	26	76	84	70	0	1	0
African American	44	166	4285	100	99	99	563	574	548	NA	1	3	16	14	22	84	84	74	NA	1	0
Hispanic	260	718	31254	100	99	99	544	555	539	4	3	5	20	18	25	76	79	70	NA	1	0
Asian/Pacific Islander	18	117	1837	95	98	99	592	600	579	NA	NA	1	6	3	9	94	96	87	NA	1	2
American Indian/Alaskan Native	NC	30	4613	NC	100	97	NC	574	535	NC	NA	4	NC	13	29	NC	87	67	NC	NA	0
White	197	1335	37668	100	98	99	579	588	569	NA	0	1	8	5	13	91	93	85	1	1	1
Students with Disabilities	63	244	8943	100	92	92	512	523	495	2	3	11	54	40	51	44	56	38	NA	1	1
Students without Disabilities	461	2122	70791	100	100	100	567	583	561	2	1	2	9	6	15	89	92	83	0	1	0
Limited English Proficient Students	76	155	9138	99	99	97	487	496	492	13	12	13	43	41	46	43	47	40	NA	NA	NA
Migrant Students	NC	14	687	NC	100	97	NC	544	528	NC	NA	6	NC	29	28	NC	71	65	NC	NA	NA
Economically Disadvantaged	237	566	33718	98	97	97	542	548	538	4	3	5	21	21	26	75	76	69	NA	0	0
Non-Economically Disadvantaged	287	1800	46016	100	99	100	576	586	567	0	1	2	9	6	14	90	93	84	0	1	1

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)

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	98	56	NA	54	99	50	57	50	99	48	63	54
	Language	99	60	67	58	99	52	59	52	99	56	67	58
	Mathematics	99	62	65	62	99	48	55	50	99	54	67	54
8	Reading	100	52	NA	55	99	53	57	51	99	58	67	58
	Language	100	51	60	52	99	50	56	50	99	54	63	56
	Mathematics	100	52	62	61	99	55	59	53	98	58	67	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Development
- Ü Prop 301 - Pay for Performance
- Ü School Safety
- Ü Parent / Community/ School Collaboration
- Ü Student/Staff/Volunteer Recognition
- Ü After School Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	60.00
Other Professional Staff	7.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	5	0	0
4 to 6 years	6	14	0	0
7 to 9 years	2	8	0	0
10 or more years	3	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	264
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	5%

Resources Available at School Site

Special Facilities

- Ü Computers in Every Classroom
- Ü Computerized 'Smart Boards'
- Ü Networked Computer Labs

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Annexer's Club
- Ü Student Council
- Ü City of Chandler Intramural Program
- Ü Kiwanis - Builders Club
- Ü Interscholastic Sports
- Ü International Club
- Ü Spiritline

Social Services

- Ü Chicanos por la Causa Partnership
- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Student Council earned a ranking of Honor Council, based on their achievements. It is awarded through the Arizona Association of Junior High School Student Councils.
  
- ü WJHS Orchestra students earned an excellent rating at the Fall ABODA Festival, and a Superior rating at the Spring ABODA Festival and Grand Canyon Junior High Orchestra Festival during the 2004-2005 school year.
  
- ü WJHS Choir students received a Superior ranking at the Choda Festival and AMEA Spring Choral Festival. One WJHS choral student was selected to sing in the National Junior High Honor Choir at the National ACDA Conference.
  
- ü WJHS Band students earned superior rankings at the NAU Jazz festival and superior with distinction rankings at the ABODA concerts. The band also received an Excellence ranking at the Pageant of Bands Festival during the 2004-2005 school year.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	91	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

WJHS, in conjunction with the City of Chandler, provides a School Resource Officer through the Chandler Police Department. WJHS also employs a full-time Security Guard. Our school has established a set of rules that are firm, but fair and students are expected to adhere to those rules. WJHS Administration has in place a detailed crisis plan which is updated annually. Monthly fire drills/semester lock-downs and evacuations are conducted to ensure calm, orderly responses in emergency situations.

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) :

19

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	Paul Bollard	(480) 883-5700
Transportation Policy	Joe Greene	(480) 883-5700
Community Resources	Mike Cady	(480) 883-5700
School Nutrition Programs	Cathy Brown	(480) 812-7000
Parent Organization	Paul Bollard	(480) 883-5700
Student Health/Nurse	Jessica Morales	(480) 883-5700

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 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).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 200 Copies = \$58.00

\*\* 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.