

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2929 E Fillmore St, Phoenix, AZ 85008

Wilson Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Ms. Cindy Campton
 Schedule : 07:30 AM to 04:00 PM
 Grades : 4-8
 Web Address : www.wsd.k12.az.us
 Phone Number : (602) 683-2400
 Fax Number : (602) 275-8677
 E-mail : cindy.campton@wsd.k12.az.us

Mission

Wilson strives to provide the highest quality education for all students in order to allow them to develop to their maximum potential. We can achieve our goals with our computer technology, partnerships and commitment to excellence in education.

School / Academic Goals

- ü To implement a schoolwide technology programs whereby each student utilizes internet and curriculum lessons at his/her station.
- ü Additional sections of AVID, Honors Reading, Honors Math, Honors Pre-Algebra and Honors Algebra in the Jr. High schedule. Upper Elementary Path (AVID) for all 4th and 5th grade students to better prepare them for Jr. High.
- ü Increase parent involvement by expanding the PTO to include programs to assist parents in such areas as homework help, grades and high school transition.
- ü Provide extra academic courses designed to help underachievers reach their potential. Programs including after-school tutoring programs, academic clubs and an additional academic class period. All students are required to take 2 math periods daily.

Enrollment

October 1, 2005 School Year Student Enrollment : 674
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 133

Instructional Programs

- ü Computers/Sound Systems/Smart Boards
- ü ELL Program
- ü 6th,7th, 8th Grade Algebra & Geometry
- ü On-site Special Education & Gifted
- ü Music, PE, Art and Health Specials
- ü Visual and Performing Art Electives
- ü Honors Reading and Math Classes
- ü Double reading and math classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Students are provided with a safe environment, high expectation levels, school supplies & GPA data towards our Project 2000 Scholarship Program. Wilson sets high standards and provides students with the necessary tools to meet these expectations. Communication is provided through report cards, Parent/Teacher Conferences, newsletter & special bulletin.

Parents

Parents have a responsibility to see that their student has regular attendance, proper hygiene, nourishment and a place at home to study. As our educational partner, parents are expected to support policies and staff efforts & participate in events.

Transportation Policy

For those students living farther than one-half mile from school and within school boundaries, bus transportation is provided.

School Honors

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

Award/Honor	Year
ü Two Rodel Teacher Finalists	2005
ü Walmart Teacher of the Year	2005
ü State Spelling Bee - 4th place finisher	2004
ü 94.5 Kool Kid Award	2004

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	142	142	80147	100	100	99	460	460	482	14	14	11	28	28	17	45	45	49	13	13	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	73	39281	100	100	99	459	459	483	14	14	9	29	29	17	48	48	50	10	10	24
Male	69	69	40780	100	100	98	462	462	482	14	14	12	28	28	17	42	42	48	16	16	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	131	131	33494	100	100	99	461	461	466	13	13	15	30	30	23	44	44	49	13	13	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	NC	NC	36122	NC	NC	99	NC	NC	501	NC	NC	5	NC	NC	10	NC	NC	50	NC	NC	35
Students with Disabilities	11	11	10295	100	100	92	404	404	443	55	55	33	36	36	26	9	9	33	NA	NA	8
Students without Disabilities	131	131	69852	100	100	100	464	464	488	11	11	7	27	27	16	48	48	51	14	14	26
Limited English Proficient Students	58	58	12722	100	100	97	432	432	441	29	29	27	41	41	33	28	28	37	2	2	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	140	140	38371	100	100	97	460	460	465	14	14	15	27	27	23	46	46	49	13	13	13
Non-Economically Disadvantaged	NC	NC	41776	NC	NC	100	NC	NC	498	NC	NC	6	NC	NC	11	NC	NC	49	NC	NC	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	142	142	79686	100	100	98	445	445	470	22	22	11	30	30	24	46	46	57	2	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	73	39163	100	100	99	446	446	475	22	22	9	29	29	22	45	45	60	4	4	10
Male	69	69	40438	100	100	97	444	444	465	22	22	13	32	32	25	46	46	54	NA	NA	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	131	131	33299	100	100	98	445	445	452	21	21	17	32	32	32	45	45	47	2	2	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	NC	NC	35914	NC	NC	98	NC	NC	489	NC	NC	5	NC	NC	15	NC	NC	67	NC	NC	14
Students with Disabilities	11	11	9808	100	100	87	382	382	432	73	73	35	27	27	32	NA	NA	30	NA	NA	3
Students without Disabilities	131	131	69878	100	100	100	450	450	475	18	18	8	31	31	23	50	50	61	2	2	9
Limited English Proficient Students	58	58	12594	100	100	96	412	412	422	45	45	34	38	38	45	17	17	21	NA	NA	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	140	140	38095	100	100	97	445	445	452	21	21	17	30	30	32	46	46	48	2	2	3
Non-Economically Disadvantaged	NC	NC	41591	NC	NC	99	NC	NC	486	NC	NC	6	NC	NC	16	NC	NC	65	NC	NC	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	142	142	80372	100	100	99	456	456	475	9	9	4	33	33	30	58	58	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	73	39452	100	100	99	465	465	488	7	7	3	30	30	22	63	63	72	NA	NA	3
Male	69	69	40836	100	100	98	445	445	464	12	12	6	36	36	37	52	52	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	131	131	33608	100	100	99	456	456	462	9	9	6	33	33	36	58	58	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	NC	NC	36213	NC	NC	99	NC	NC	489	NC	NC	2	NC	NC	22	NC	NC	72	NC	NC	3
Students with Disabilities	11	11	10526	100	100	94	314	314	427	45	45	15	55	55	53	NA	NA	31	NA	NA	1
Students without Disabilities	131	131	69846	100	100	100	466	466	482	6	6	3	31	31	26	63	63	69	NA	NA	2
Limited English Proficient Students	58	58	12747	100	100	97	414	414	432	17	17	12	57	57	52	26	26	36	NA	NA	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	140	140	38521	100	100	98	457	457	461	9	9	6	33	33	38	59	59	55	NA	NA	1
Non-Economically Disadvantaged	NC	NC	41851	NC	NC	100	NC	NC	489	NC	NC	3	NC	NC	22	NC	NC	72	NC	NC	4

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	135	135	79306	100	100	99	490	490	504	14	14	13	26	26	20	53	53	49	7	7	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	67	38845	100	100	99	489	489	505	15	15	11	25	25	20	54	54	50	6	6	18
Male	68	68	40383	100	100	98	491	491	504	13	13	14	26	26	19	51	51	47	9	9	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	123	123	32673	100	100	99	489	489	487	14	14	18	28	28	25	51	51	46	7	7	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	NC	NC	36234	NC	NC	99	NC	NC	523	NC	NC	6	NC	NC	13	NC	NC	52	NC	NC	28
Students with Disabilities	11	11	10286	100	100	91	433	433	462	73	73	41	27	27	27	NA	NA	27	NA	NA	5
Students without Disabilities	124	124	69020	100	100	100	495	495	510	9	9	9	26	26	18	57	57	52	8	8	21
Limited English Proficient Students	57	57	10291	100	100	96	469	469	458	23	23	38	39	39	34	37	37	26	2	2	2
Migrant Students	15	15	630	100	100	95	488	488	478	13	13	24	27	27	27	47	47	43	13	13	6
Economically Disadvantaged	135	135	37437	100	100	97	490	490	486	14	14	19	26	26	26	53	53	46	7	7	9
Non-Economically Disadvantaged	--	--	41869	--	--	100	--	--	521	--	--	7	--	--	14	--	--	51	--	--	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	135	135	79000	100	100	98	472	472	489	15	15	10	37	37	24	46	46	58	2	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	67	38774	100	100	99	473	473	494	15	15	7	36	36	22	48	48	61	1	1	10
Male	68	68	40150	100	100	98	471	471	485	15	15	12	38	38	25	44	44	55	3	3	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	123	123	32508	100	100	98	469	469	472	15	15	15	38	38	33	45	45	49	2	2	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	NC	NC	36135	NC	NC	98	NC	NC	508	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	11	11	9991	100	100	88	422	422	449	73	73	33	27	27	36	NA	NA	29	NA	NA	2
Students without Disabilities	124	124	69009	100	100	100	476	476	495	10	10	6	38	38	22	50	50	62	2	2	10
Limited English Proficient Students	57	57	10199	100	100	95	441	441	439	28	28	35	58	58	47	14	14	18	NA	NA	0
Migrant Students	15	15	629	100	100	95	457	457	457	13	13	22	60	60	41	27	27	37	NA	NA	1
Economically Disadvantaged	135	135	37234	100	100	97	472	472	472	15	15	15	37	37	33	46	46	50	2	2	3
Non-Economically Disadvantaged	--	--	41766	--	--	99	--	--	505	--	--	5	--	--	16	--	--	65	--	--	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	135	135	79611	100	100	99	473	473	496	10	10	7	49	49	37	41	41	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	67	39016	100	100	99	484	484	511	4	4	4	51	51	29	45	45	66	NA	NA	1
Male	68	68	40519	100	100	98	462	462	482	16	16	10	47	47	44	37	37	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	123	123	32855	100	100	99	474	474	481	10	10	10	49	49	43	41	41	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	NC	NC	36380	NC	NC	99	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1
Students with Disabilities	11	11	10664	100	100	94	389	389	440	45	45	23	55	55	54	NA	NA	22	NA	NA	1
Students without Disabilities	124	124	68947	100	100	100	480	480	504	7	7	4	48	48	34	44	44	61	NA	NA	1
Limited English Proficient Students	57	57	10362	100	100	97	441	441	438	18	18	22	68	68	57	14	14	21	NA	NA	NA
Migrant Students	15	15	636	100	100	96	471	471	467	7	7	14	53	53	47	40	40	38	NA	NA	0
Economically Disadvantaged	135	135	37626	100	100	98	473	473	479	10	10	10	49	49	45	41	41	45	NA	NA	0
Non-Economically Disadvantaged	--	--	41985	--	--	100	--	--	511	--	--	4	--	--	30	--	--	65	--	--	1

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

6th 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	122	122	79327	100	100	98	504	504	518	21	21	19	26	26	20	45	45	46	7	7	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	38961	100	100	98	497	497	520	21	21	16	33	33	20	40	40	48	6	6	16
Male	70	70	40295	100	100	97	510	510	516	21	21	21	21	21	19	49	49	44	9	9	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	117	117	32327	100	100	98	503	503	499	22	22	27	26	26	25	44	44	41	8	8	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	NC	NC	36373	NC	NC	98	NC	NC	538	NC	NC	10	NC	NC	14	NC	NC	52	NC	NC	25
Students with Disabilities	13	13	9321	100	100	87	446	446	467	77	77	54	8	8	22	15	15	21	NA	NA	3
Students without Disabilities	109	109	70006	100	100	100	511	511	524	15	15	14	28	28	19	49	49	49	8	8	18
Limited English Proficient Students	37	37	9431	100	100	95	470	470	466	43	43	53	38	38	27	14	14	18	5	5	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	120	120	37097	100	100	97	505	505	498	21	21	27	26	26	25	46	46	41	8	8	7
Non-Economically Disadvantaged	NC	NC	42230	NC	NC	99	NC	NC	535	NC	NC	11	NC	NC	15	NC	NC	50	NC	NC	24

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	122	122	79501	100	100	98	469	469	497	20	20	10	41	41	25	39	39	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	39062	100	100	99	467	467	502	23	23	8	42	42	23	33	33	64	2	2	5
Male	70	70	40368	100	100	98	471	471	491	17	17	13	40	40	27	43	43	57	NA	NA	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	117	117	32389	100	100	98	469	469	478	21	21	16	40	40	34	38	38	48	1	1	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	NC	NC	36446	NC	NC	99	NC	NC	516	NC	NC	4	NC	NC	15	NC	NC	73	NC	NC	7
Students with Disabilities	13	13	9411	100	100	88	432	432	453	54	54	36	38	38	36	8	8	26	NA	NA	1
Students without Disabilities	109	109	70090	100	100	100	474	474	502	16	16	7	41	41	24	42	42	65	1	1	5
Limited English Proficient Students	37	37	9401	100	100	94	436	436	443	51	51	40	41	41	46	8	8	14	NA	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	120	120	37183	100	100	97	470	470	479	19	19	16	41	41	34	39	39	49	1	1	1
Non-Economically Disadvantaged	NC	NC	42318	NC	NC	99	NC	NC	513	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	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	122	122	80000	100	100	99	524	524	564	7	7	3	25	25	11	61	61	75	7	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	39288	100	100	99	535	535	579	8	8	2	21	21	6	56	56	77	15	15	16
Male	70	70	40644	100	100	98	516	516	549	7	7	4	29	29	15	64	64	74	NA	NA	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	117	117	32672	100	100	99	522	522	548	8	8	4	26	26	14	60	60	76	6	6	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	NC	NC	36602	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16
Students with Disabilities	13	13	9919	100	100	93	447	447	505	31	31	9	38	38	35	31	31	54	NA	NA	2
Students without Disabilities	109	109	70081	100	100	100	533	533	571	5	5	2	24	24	7	64	64	79	7	7	12
Limited English Proficient Students	37	37	9571	100	100	96	469	469	502	16	16	10	49	49	29	35	35	60	NA	NA	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	120	120	37534	100	100	98	524	524	547	7	7	4	26	26	15	61	61	76	7	7	5
Non-Economically Disadvantaged	NC	NC	42466	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16

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

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	138	138	78546	100	100	97	537	537	543	19	19	15	20	20	18	51	51	52	11	11	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	75	38645	100	100	98	541	541	545	20	20	13	17	17	18	48	48	54	15	15	15
Male	62	62	39792	100	100	97	534	534	542	18	18	17	21	21	17	55	55	50	6	6	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	128	128	31177	100	100	97	538	538	524	20	20	22	17	17	23	51	51	48	12	12	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	NC	NC	36450	NC	NC	97	NC	NC	563	NC	NC	7	NC	NC	12	NC	NC	57	NC	NC	23
Students with Disabilities	NC	NC	8093	NC	NC	82	NC	NC	489	NC	NC	50	NC	NC	24	NC	NC	23	NC	NC	2
Students without Disabilities	129	129	70453	100	100	100	543	543	549	14	14	11	21	21	17	53	53	56	12	12	16
Limited English Proficient Students	62	62	9323	100	100	94	510	510	491	34	34	47	27	27	28	37	37	24	2	2	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	136	136	34694	100	100	96	538	538	524	19	19	23	18	18	23	51	51	48	11	11	7
Non-Economically Disadvantaged	NC	NC	43852	NC	NC	99	NC	NC	559	NC	NC	10	NC	NC	13	NC	NC	56	NC	NC	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	138	138	79045	100	100	98	488	488	512	17	17	10	38	38	25	42	42	58	2	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	75	38860	100	100	98	495	495	519	16	16	7	35	35	22	45	45	62	4	4	8
Male	62	62	40075	100	100	97	481	481	505	19	19	12	44	44	28	37	37	54	NA	NA	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	128	128	31314	100	100	98	488	488	493	19	19	16	38	38	34	41	41	48	2	2	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	NC	NC	36730	NC	NC	98	NC	NC	532	NC	NC	4	NC	NC	16	NC	NC	68	NC	NC	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	129	129	70493	100	100	100	492	492	517	13	13	7	40	40	24	45	45	62	2	2	8
Limited English Proficient Students	62	62	9355	100	100	95	461	461	456	32	32	37	48	48	48	19	19	15	NA	NA	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	136	136	34922	100	100	96	488	488	493	18	18	15	38	38	34	42	42	48	2	2	3
Non-Economically Disadvantaged	NC	NC	44123	NC	NC	99	NC	NC	527	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	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	138	138	79657	100	100	99	548	548	566	5	5	3	12	12	8	81	81	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	75	39120	100	100	99	561	561	580	1	1	2	11	11	4	85	85	92	3	3	2
Male	62	62	40423	100	100	98	531	531	553	10	10	5	15	15	12	76	76	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	128	128	31642	100	100	99	548	548	552	5	5	5	13	13	11	80	80	84	2	2	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	NC	NC	36929	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	5	NC	NC	91	NC	NC	2
Students with Disabilities	NC	NC	9069	NC	NC	92	NC	NC	508	NC	NC	11	NC	NC	30	NC	NC	58	NC	NC	1
Students without Disabilities	129	129	70588	100	100	100	555	555	573	4	4	2	9	9	5	85	85	91	2	2	1
Limited English Proficient Students	62	62	9521	100	100	96	515	515	507	10	10	13	21	21	24	69	69	63	NA	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	136	136	35341	100	100	97	548	548	551	5	5	5	13	13	12	81	81	83	1	1	0
Non-Economically Disadvantaged	NC	NC	44316	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	5	NC	NC	90	NC	NC	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	137	137	78400	100	100	97	543	543	554	26	26	21	17	17	19	49	49	47	8	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	71	38686	100	100	98	548	548	554	25	25	20	15	15	20	49	49	49	10	10	12
Male	66	66	39636	100	100	96	539	539	554	27	27	23	18	18	18	48	48	46	6	6	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	129	129	30732	100	100	97	543	543	534	27	27	31	15	15	24	50	50	40	8	8	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	NC	NC	37038	NC	NC	97	NC	NC	575	NC	NC	11	NC	NC	14	NC	NC	56	NC	NC	19
Students with Disabilities	18	18	7840	100	100	81	490	490	498	78	78	60	11	11	18	11	11	20	NA	NA	2
Students without Disabilities	119	119	70560	99	99	99	551	551	560	18	18	17	18	18	19	55	55	50	9	9	14
Limited English Proficient Students	62	62	8956	100	100	95	520	520	502	47	47	56	13	13	25	39	39	18	2	2	1
Migrant Students	NC	NC	676	NC	NC	95	NC	NC	523	NC	NC	38	NC	NC	25	NC	NC	36	NC	NC	1
Economically Disadvantaged	134	134	33014	99	99	95	544	544	534	26	26	31	17	17	24	49	49	40	8	8	5
Non-Economically Disadvantaged	NC	NC	45386	NC	NC	99	NC	NC	569	NC	NC	15	NC	NC	15	NC	NC	52	NC	NC	18

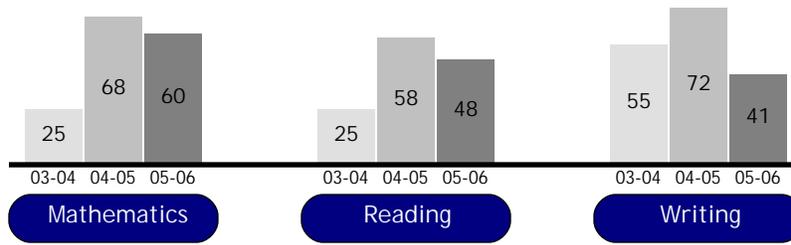
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	136	79179	100	100	98	496	496	519	20	20	11	34	34	27	45	45	58	1	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	70	38974	99	99	99	501	501	524	19	19	8	29	29	25	53	53	61	NA	NA	5
Male	66	66	40124	100	100	97	491	491	513	21	21	13	39	39	28	36	36	54	3	3	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	128	128	30987	100	100	98	495	495	498	20	20	17	35	35	36	43	43	45	2	2	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	NC	NC	37467	NC	NC	98	NC	NC	539	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	8
Students with Disabilities	18	18	8567	100	100	88	448	448	467	72	72	39	17	17	38	11	11	22	NA	NA	1
Students without Disabilities	118	118	70612	98	98	99	503	503	524	12	12	7	36	36	25	50	50	62	2	2	5
Limited English Proficient Students	61	61	9013	100	100	95	466	466	461	39	39	40	43	43	48	18	18	12	NA	NA	0
Migrant Students	NC	NC	680	NC	NC	96	NC	NC	487	NC	NC	20	NC	NC	43	NC	NC	36	NC	NC	1
Economically Disadvantaged	133	133	33345	99	99	96	496	496	499	20	20	17	34	34	36	45	45	46	2	2	1
Non-Economically Disadvantaged	NC	NC	45834	NC	NC	99	NC	NC	533	NC	NC	7	NC	NC	19	NC	NC	67	NC	NC	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	137	137	79734	100	100	99	521	521	554	7	7	3	39	39	19	55	55	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	71	39243	100	100	99	533	533	568	3	3	2	34	34	12	63	63	85	NA	NA	1
Male	66	66	40413	100	100	98	508	508	541	11	11	4	44	44	26	45	45	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	129	129	31254	100	100	99	520	520	539	7	7	5	40	40	25	53	53	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	NC	NC	37668	NC	NC	99	NC	NC	569	NC	NC	1	NC	NC	13	NC	NC	85	NC	NC	1
Students with Disabilities	18	18	8943	100	100	92	469	469	495	22	22	11	67	67	51	11	11	38	NA	NA	1
Students without Disabilities	119	119	70791	99	99	100	528	528	561	4	4	2	34	34	15	61	61	83	NA	NA	0
Limited English Proficient Students	62	62	9138	100	100	97	479	479	492	13	13	13	63	63	46	24	24	40	NA	NA	NA
Migrant Students	NC	NC	687	NC	NC	97	NC	NC	528	NC	NC	6	NC	NC	28	NC	NC	65	NC	NC	NA
Economically Disadvantaged	134	134	33718	99	99	97	521	521	538	7	7	5	38	38	26	55	55	69	NA	NA	0
Non-Economically Disadvantaged	NC	NC	46016	NC	NC	100	NC	NC	567	NC	NC	2	NC	NC	14	NC	NC	84	NC	NC	1

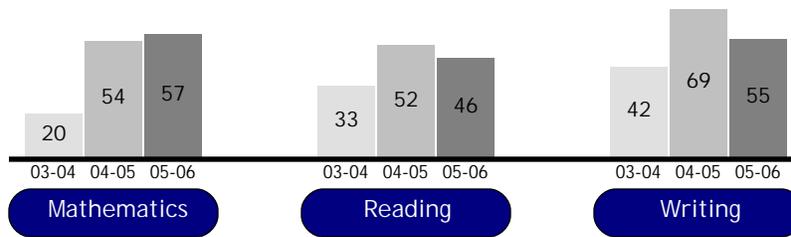
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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.

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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	96	35	NA	56	100	32	32	48	100	35	35	52
	Language	97	40	40	52	100	35	35	49	100	43	43	52
	Mathematics	97	44	44	61	100	35	35	53	100	44	44	58
5	Reading	98	34	NA	55	99	44	44	50	99	39	39	56
	Language	98	37	37	49	99	43	43	50	99	37	37	54
	Mathematics	98	51	51	63	99	41	41	49	99	37	37	52
6	Reading	99	33	NA	56	100	38	38	51	100	39	39	56
	Language	100	32	32	48	100	35	35	47	100	34	34	50
	Mathematics	100	49	49	66	100	47	47	52	100	41	41	58
7	Reading	99	41	NA	54	100	35	35	50	100	41	41	54
	Language	100	46	46	58	100	38	38	52	100	44	44	58
	Mathematics	100	50	50	62	100	35	35	50	100	46	46	54
8	Reading	99	40	NA	55	100	44	44	51	100	41	41	58
	Language	99	41	41	52	100	45	45	50	100	50	50	56
	Mathematics	99	56	56	61	100	46	46	53	100	46	46	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Development
- Ü Fee Class Waiver Selection
- Ü Textbook Selection
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Student Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	3.50	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	2	2	0	0
7 to 9 years	6	2	0	0
10 or more years	11	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	24%

Resources Available at School Site

Special Facilities

- Ü Technology Integrated Classrooms
- Ü Keyboard Lab/Music Room
- Ü Full Service LRC
- Ü Technology Science Lab

Extracurricular Activities

- Ü Student Council/Yearbook
- Ü Boys/Girls Basketball
- Ü Co-ed Cheerleading
- Ü Algebra Club and Tutoring Programs
- Ü Homework Club/Chess Club
- Ü Volleyball/Softball
- Ü Excel
- Ü Co-ed Track and Field

Social Services

- Ü Breakfast/Lunch Programs
- Ü Counseling Programs
- Ü Community Center
- Ü Adult Computer Education
- Ü School Resource Officer
- Ü Afterschool Programs

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Using the 2006 AIMS test data for comparison to the other 13 PUHS feeder schools, Wilson 7th graders were first and 8th graders were second in math achievement.

- ü Using the 2006 AIMS test data for comparison to the other 13 PUHS feeder schools, Wilson fifth and eighth grade students are second in reading achievement.

- ü Student achievement in mathematics has improved since requiring students to take double math classes. Honors math and algebra have been added to the Jr. High Curriculum. A high percentage of Wilson 8th graders test into honors algebra at PUHS.

- ü Wilson Elementary students have been accepted into Brophy High School, Xavier High School and the IP program at North High School.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

Wilson enforces a consistent discipline plan requiring compliance with schoolwide rules. Students are required to wear uniforms and a school resource officer is on campus. Wilson regularly performs crisis drills to be prepared for any emergency.

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) :

1

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	Laurie Sproul	(602) 683-2400
Transportation Policy	Denise Finell	(602) 681-2200
Community Resources	Olga Fragoso	(602) 681-2200
School Nutrition Programs	Yvette Lowe	(602) 683-2400
Parent Organization	Usebia Joyce	(602) 681-2200
Student Health/Nurse	Shirley Hawkins	(602) 683-2400

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

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

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

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