



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1100 W. Mahoney, Winslow, AZ 86047

Winslow 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 Plus
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. Daniel Troy McReynolds
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-6
 2005 Enrollment : 364
 Web Address :
 Phone Number : (928) 288-8500
 Fax Number : (928) 288-8592
 E-mail : tmcreynolds@winslowd.k12.az.us

Mission

Education is a partnership among students, parents, staff and community. We will work together to facilitate learning and instruction for all students in the areas of academics, social interaction and emotional health.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü To acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively.
- ü To develop necessary skills to be successful with higher education and to be employable in the job market.

Enrollment

October 1, 2004 School Year Student Enrollment : 377
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 70

Instructional Programs

- Ü Title I, II, IV, VI, VII
- Ü ELL
- Ü Gifted
- Ü JOM

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Provide a Student Handbook that describes the school's responsibilities, calendar and discipline guide. Communicate in a timely manner any issues of concern. Provide a safe, nurturing and wholesome school environment. Maintain high expectations.

Parents

The Governing Board recognizes the ultimate responsibility for the well-being of each child rests with the parents. All parents are expected to make sure their children attend school regularly and they cooperate with the policies of the district.

Transportation Policy

Students are bused to Jefferson School from a distance of one mile or more. School boundaries for attendance are the Unorganized Territory north of Winslow, north of Fleming to the 1000 block and north of Cherry Street.

School Honors

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

Award/Honor	Year
Ü Art Contest Winners	1999
Ü Student Work Published	1999
Ü Spelling Bee Champions	2001
Ü Monthly Student Honors	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	185	79306	95	97	99	448	440	445	8	9	10	6	18	18	77	63	51	9	11	20
All Students (Prior Year)	38	152	7509	100	100	100	520	509	521	11	15	13	23	25	23	29	36	33	37	24	31
Female	33	99	38691	94	100	99	447	444	446	7	8	10	7	20	18	79	60	52	7	12	20
Male	27	86	40583	96	93	99	448	436	445	8	10	11	4	16	18	76	66	50	12	9	21
African American	NC	13	4041	NC	93	99	NC	410	426	NC	27	17	NC	36	23	NC	36	50	NC	0	10
Hispanic	13	40	32869	93	93	99	455	442	429	0	8	15	17	23	25	67	56	51	17	13	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	25	74	4264	100	99	100	450	434	419	0	6	19	0	18	30	90	68	45	10	8	6
White	13	55	36197	87	100	99	458	453	463	8	10	5	0	10	11	85	65	53	8	15	31
Students with Disabilities	NC	30	10321	NC	100	100	NC	406	389	NC	29	30	NC	21	27	NC	43	34	NC	7	9
Students without Disabilities	51	155	69060	94	96	98	454	447	454	0	5	7	7	17	17	84	66	54	9	11	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	31	65	39415	86	92	96	442	441	431	7	5	15	7	16	25	79	70	50	7	8	10
Non-Economically Disadvantaged	29	120	39966	100	100	100	455	440	459	8	11	6	4	19	12	75	58	52	13	12	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	60	186	79395	95	0	99	466	454	446	0	2	9	17	28	25	70	59	55	13	10	11
All Students (Prior Year)	38	152	75492	100	100	100	515	515	519	8	12	12	31	21	16	42	46	47	19	21	24
Female	33	99	38743	94	0	100	467	461	451	0	0	7	18	29	24	68	58	57	14	12	12
Male	27	87	40618	96	0	99	464	448	440	0	4	11	16	28	27	72	60	53	12	8	9
African American	NC	13	4052	NC	0	100	NC	429	434	NC	0	11	NC	55	29	NC	45	54	NC	0	6
Hispanic	13	41	32915	93	0	99	470	455	426	0	5	15	17	30	35	67	53	47	17	13	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	25	74	4271	100	0	100	461	444	420	0	2	15	15	32	42	80	62	41	5	5	2
White	13	55	36221	87	0	99	488	473	465	0	0	4	8	17	15	62	63	63	31	19	17
Students with Disabilities	NC	30	10331	NC	0	100	NC	419	388	NC	7	25	NC	39	37	NC	50	34	NC	4	4
Students without Disabilities	51	156	69139	94	0	99	471	461	454	0	1	7	11	26	24	76	61	58	13	12	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	31	65	39484	86	0	96	456	453	429	0	2	14	24	26	35	69	67	47	7	5	4
Non-Economically Disadvantaged	29	121	39986	100	0	100	477	455	461	0	2	4	8	30	16	71	55	63	21	14	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	184	78869	94	97	99	447	445	442	6	5	6	15	15	21	71	75	63	8	5	10
All Students (Prior Year)	36	148	75053	97	100	99	638	572	597	0	9	7	3	7	12	97	81	72	0	3	9
Female	33	99	38536	94	100	99	474	457	458	4	6	4	7	9	15	75	78	67	14	8	14
Male	26	85	40302	93	92	99	416	431	428	8	5	8	25	21	26	67	72	60	0	2	7
African American	NC	12	4015	NC	86	99	NC	372	430	NC	30	8	NC	20	24	NC	50	61	NC	0	7
Hispanic	13	40	32606	93	93	98	455	433	426	8	13	8	0	8	27	83	74	60	8	5	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	25	74	4245	100	99	100	460	455	423	0	0	9	20	17	26	75	79	61	5	5	4
White	13	55	36078	87	100	99	454	455	459	0	2	4	23	15	16	62	75	66	15	8	14
Students with Disabilities	NC	29	10246	NC	100	100	NC	396	367	NC	4	18	NC	48	39	NC	48	40	NC	0	4
Students without Disabilities	51	155	68697	94	96	98	462	454	454	4	6	4	7	8	18	80	80	67	9	6	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	30	64	39106	83	90	95	450	450	427	7	5	8	11	17	28	71	68	59	11	10	5
Non-Economically Disadvantaged	29	120	39837	100	100	100	444	442	457	4	5	4	21	14	14	71	78	67	4	3	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	167	78906	98	99	99	496	493	498	15	11	13	15	19	19	60	54	48	10	16	20
All Students (Prior Year)	56	180	76019	100	100	100	508	497	499	4	8	14	39	45	39	22	18	14	35	28	33
Female	26	81	38644	100	100	99	515	502	500	0	5	12	8	11	19	75	65	49	17	19	19
Male	28	86	40236	97	99	99	477	484	497	29	16	15	21	27	19	46	43	46	4	14	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	14	40	31938	100	98	99	493	482	481	23	13	19	15	21	25	54	53	46	8	13	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	28	71	4593	100	100	100	483	476	467	16	16	26	20	23	29	60	55	39	4	6	6
White	10	48	36483	100	100	99	527	525	517	0	2	7	0	12	13	88	54	51	13	32	30
Students with Disabilities	NC	28	10664	NC	100	100	NC	411	430	NC	50	42	NC	35	27	NC	15	26	NC	0	5
Students without Disabilities	45	139	68310	98	99	98	510	510	509	3	2	9	13	16	18	73	62	51	13	20	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	23	46	38679	85	81	96	478	484	483	22	14	20	22	27	25	57	52	45	0	7	10
Non-Economically Disadvantaged	31	121	40295	100	100	100	513	496	513	8	10	7	8	15	13	64	55	50	20	20	30

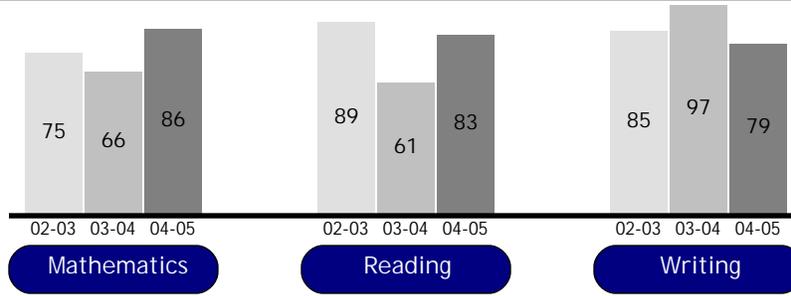
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	167	78908	98	0	99	487	484	484	4	3	10	25	23	23	63	68	58	8	6	9
All Students (Prior Year)	56	180	76020	100	100	100	501	499	503	20	20	25	35	35	23	37	35	40	9	10	12
Female	26	81	38648	100	0	99	501	491	489	0	0	8	17	18	22	71	76	61	13	7	10
Male	28	86	40233	97	0	99	472	477	479	8	5	12	33	28	25	54	61	55	4	5	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	14	40	31940	100	0	99	487	475	465	8	3	16	31	26	32	54	66	49	8	5	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	28	71	4569	100	0	100	471	468	457	4	5	18	32	32	39	64	63	41	0	0	2
White	10	48	36502	100	0	99	520	515	502	0	0	4	0	5	14	75	80	67	25	15	15
Students with Disabilities	NC	28	10665	NC	0	100	NC	428	423	NC	8	30	NC	50	36	NC	42	31	NC	0	2
Students without Disabilities	45	139	68312	98	0	98	496	496	493	3	2	7	15	17	21	73	74	62	10	7	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	23	46	38662	85	0	96	474	479	468	9	7	16	26	25	32	65	66	49	0	2	3
Non-Economically Disadvantaged	31	121	40315	100	0	100	498	486	498	0	1	5	24	22	15	60	69	66	16	8	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	54	167	78750	98	99	99	503	503	500	4	2	6	29	29	29	67	68	63	0	1	2
All Students (Prior Year)	55	179	75673	100	100	100	517	538	530	2	5	12	40	28	25	58	64	58	0	3	4
Female	26	81	38586	100	100	99	530	519	515	0	0	4	13	15	22	88	85	71	0	0	3
Male	28	86	40135	97	99	99	475	487	486	8	4	8	46	43	35	46	51	56	0	1	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	14	40	31841	100	98	99	482	491	483	8	3	8	46	39	36	46	58	55	0	0	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	28	71	4586	100	100	100	497	489	481	4	3	8	28	31	37	68	66	54	0	0	1
White	10	48	36440	100	100	99	540	533	516	0	0	3	13	17	22	88	80	71	0	2	4
Students with Disabilities	NC	28	10622	NC	100	100	NC	415	415	NC	8	21	NC	58	50	NC	35	28	NC	0	1
Students without Disabilities	45	139	68196	98	99	98	522	522	513	0	1	3	23	23	25	78	75	69	0	1	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	23	46	38558	85	81	96	485	486	485	9	7	8	30	39	37	61	55	54	0	0	1
Non-Economically Disadvantaged	31	121	40260	100	100	100	519	510	514	0	0	3	28	25	21	72	74	72	0	1	4

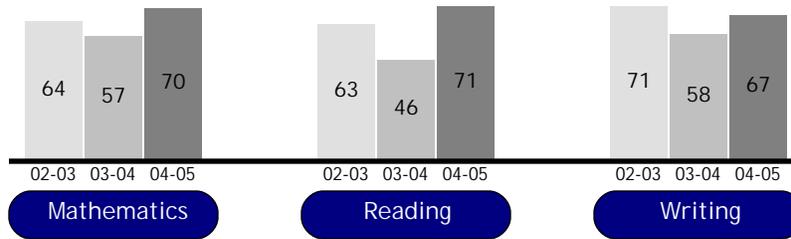
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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 2004-05

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	46	48	50	100	52	NA	58	98	44	47	47
	Language	95	27	33	43	100	41	41	50	98	43	45	47
	Mathematics	98	66	58	57	100	63	60	64	97	41	44	50
3	Reading	91	43	45	47	100	39	NA	55	95	52	51	44
	Language	98	54	51	54	100	59	55	61	95	45	44	44
	Mathematics	98	51	47	54	100	66	57	61	95	52	50	51
4	Reading	96	44	49	52	92	45	NA	56	96	45	48	48
	Language	100	39	43	48	100	32	43	52	96	49	48	49
	Mathematics	98	47	50	57	98	41	46	61	96	49	47	53
5	Reading	94	49	52	50	100	48	NA	55	98	50	52	50
	Language	96	54	52	46	100	48	47	49	98	48	47	50
	Mathematics	96	58	56	57	100	60	60	63	98	47	46	49
6	Reading	88	45	44	53	100	48	NA	56	100	55	52	51
	Language	90	42	34	45	100	50	51	48	100	45	45	47
	Mathematics	90	58	55	62	98	64	67	66	100	51	50	52

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

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)
- 2 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- ü Curriculum Development
- ü Budget Concerns
- ü Parent/Educator Relations
- ü Student Expectations/Achievement
- ü Staff Development/Improvement
- ü Building a Learning Community

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.33
Other Professional Staff	1.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	48
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	22%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Music Room
- ü Art Room
- ü Library

Extracurricular Activities

- ü Christmas Help to the Needy
- ü Before/After School Study Hall
- ü Sixth Grade End of Year Reward Trip
- ü Student Recognition Trips
- ü Halloween Carnival
- ü Battle of the Bands
- ü Climb the Mountain

Social Services

- ü Citizenship and Character Education
- ü Clothing/Food Banks
- ü Community Counseling
- ü Counseling Services
- ü Cafeteria Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Continue to improve test scores and student achievement with Dibels, Galileo and AIMS. Focus on the No Child Left Behind laws.
- ü Greater parent involvement - Open House, Conferences, Carnival, special events. Invite parents to get involved and participate in the educational process.
- ü Create high student achievement for all students by having qualified teachers using research-based instructional practices.
- ü Create a positive, safe climate and culture at school to facilitate learning

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	27	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	85	96	95	81
Retention Rate ⁹	5	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

'Character Education' programs, bullies/victims workshops, new student handbook, schoolwide emergency plans are complete. Children's safety is our #1 priority. Training of all staff in dealing with defiant behaviors. Full time counselor staff is being trained in 'Seven Habits of Highly Effective People.'

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) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	D. Troy McReynolds	(928) 288-8500
Transportation Policy	Pam ferkin	(928) 288-8107
Community Resources	D. Troy McReynolds	(928) 288-8500
School Nutrition Programs	Pam Potter	(928) 288-8104
Parent Organization	Cyndie Mattox	(928) 288-8109
Student Health/Nurse	Sinda Montoya	(928) 288-8500

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."

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.

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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.