ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Winslow Junior High School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1100 Colrado Avenue, Winslow, AZ 86047

Winslow Unified District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Highly Performing
2002-03	Performing

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

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.

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.

School Overview

Principal/Administrator :	Mr. Jim MacLean
Schedule :	06:30 AM to 04:00 PM
Grades :	7-8
2005 Enrollment :	426
Web Address :	www.winslowsd.k12.az.us
Phone Number :	(928) 288-8300
Fax Number :	(928) 288-8393
E-mail :	jmaclean@winslowsd.k12.az.us

Mission

The WJHS mission is to provide students with the opportunity to Dream, Believe, Strive and Achieve. Utilizing a traditional back-to-basics methodology, WJHS provides a positive learning environment that enables students to learn to their potential.

School / Academic Goals

- Students will be provided the opportunity to reach their academic potential in a positive learning environment.
- Composite test scores for the school will be raised when compared with last years test scores.
- To once again be named as a "highly performing school" or move up a classification and be classified as an "exelling school".
- To increase our attendence rate.

Enrollment

October 1, 2004 School Year Student Enrollment : 449

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 7

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Gifted
- On-Site Special Education
- Accelerated Classes
- Enrichment

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 3 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The school has the responsibility to provide a safe and positive learning environment, periodically notify the parents of their student's academic standing, prepare students to be successful at the next level and to provide quality instruction.

Parents

Parents should send their student regularly to school, abiding by attendance statutes; provide a stable, safe, nurturing home environment; instill a positive attitude toward learning; and to support and uphold the authority of the school.

Transportation Policy

Buses run regular routes throughout the district. Special needs students are provided transportation as required. Legal bus riders must live 1.5 miles away from the junior high school.

School Honors

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

Award/Honor	Year
Large Group Music Festival	2005
Navajo County School Fair	2001
Highly Performing School	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	206	206	78250	97	99	99	531	531	548	26	26	21	29	29	18	42	42	48	3	3	13
All Students (Prior Year)	201	201	75001	98	98	99	472	472	468	35	35	37	35	35	36	15	15	16	15	15	10
Female	99	99	38071	96	99	99	537	537	549	23	23	20	26	26	19	48	48	49	2	2	12
Male	106	106	40126	97	98	99	527	527	547	27	27	23	32	32	17	37	37	46	4	4	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	60	60	29129	100	100	99	531	531	527	22	22	32	35	35	23	42	42	40	2	2	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	89	89	4996	92	93	100	522	522	518	31	31	36	31	31	25	36	36	36	1	1	4
White	45	45	38320	100	100	99	547	547	568	22	22	12	17	17	14	54	54	55	7	7	19
Students with Disabilities	43	43	9329	100	100	100	485	485	454	73	73	64	12	12	18	15	15	16	0	0	2
Students without Disabilities	163	163	68996	95	96	99	544	544	561	13	13	16	34	34	18	50	50	52	4	4	14
Limited English Proficient Students	12	12	10133	92	100	100	517	517	488	26	26	45	42	42	25	32	32	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	117	117	33388	94	95	94	523	523	530	30	30	32	31	31	22	37	37	40	1	1	5
Non-Economically Disadvantaged	89	89	44937	100	100	100	543	543	561	18	18	13	26	26	15	49	49	54	6	6	18

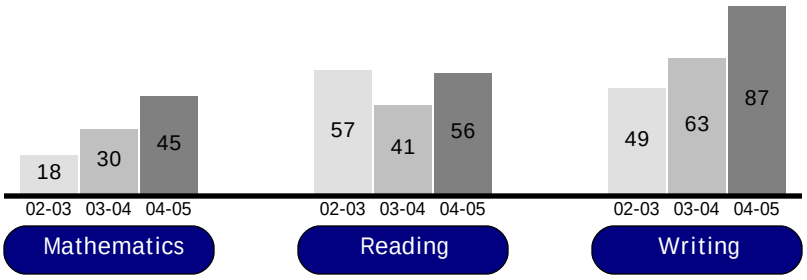
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	206	206	78302	97	0	99	507	507	512	8	8	11	36	36	25	54	54	57	2	2	7
All Students (Prior Year)	200	200	74918	97	97	99	488	488	497	40	40	32	18	18	19	28	28	35	13	13	15
Female	99	99	38082	96	0	99	514	514	518	4	4	8	34	34	24	58	58	61	3	3	7
Male	106	106	40166	97	0	99	502	502	507	11	11	14	38	38	26	50	50	54	1	1	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	60	60	29152	100	0	99	503	503	492	7	7	17	43	43	34	47	47	46	3	3	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	89	89	4993	92	0	100	495	495	484	13	13	19	43	43	38	45	45	42	0	0	1
White	45	45	38347	100	0	99	534	534	531	2	2	5	15	15	17	78	78	68	5	5	10
Students with Disabilities	43	43	9353	100	0	100	481	481	429	20	20	40	54	54	38	27	27	22	0	0	1
Students without Disabilities	163	163	69024	95	0	99	514	514	524	5	5	7	31	31	23	61	61	62	3	3	7
Limited English Proficient Students	12	12	10140	92	0	100	483	483	451	5	5	28	68	68	43	26	26	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	117	117	33398	94	0	94	500	500	495	11	11	18	37	37	35	51	51	46	0	0	2
Non-Economically Disadvantaged	89	89	44979	100	0	100	518	518	525	4	4	6	34	34	18	57	57	66	5	5	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	209	209	78094	99	100	99	554	554	545	2	2	3	11	11	18	86	86	77	1	1	2
All Students (Prior Year)	200	200	74503	97	97	99	498	498	491	8	8	9	29	29	32	55	55	51	8	8	8
Female	99	99	38025	96	99	99	567	567	558	0	0	2	9	9	13	90	90	82	1	1	2
Male	109	109	40013	100	100	99	545	545	534	3	3	5	14	14	23	83	83	71	0	0	1
African American	10	10	4037	91	91	99	562	562	532	0	0	4	11	11	22	89	89	73	0	0	1
Hispanic	61	61	29068	100	100	99	550	550	523	2	2	5	10	10	27	89	89	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	91	91	4981	94	95	100	545	545	526	4	4	4	14	14	25	83	83	70	0	0	0
White	44	44	38265	98	100	99	573	573	564	0	0	2	8	8	11	90	90	84	3	3	3
Students with Disabilities	43	43	9275	100	100	100	512	512	444	7	7	14	24	24	46	68	68	39	0	0	1
Students without Disabilities	166	166	68892	97	98	98	565	565	559	1	1	2	8	8	14	91	91	82	1	1	2
Limited English Proficient Students	12	12	10084	92	100	100	535	535	474	0	0	10	16	16	39	84	84	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	118	118	33296	95	96	94	550	550	527	2	2	5	11	11	27	87	87	67	0	0	0
Non-Economically Disadvantaged	91	91	44871	100	100	100	559	559	559	3	3	2	12	12	12	85	85	84	1	1	3

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

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

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 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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	93	49	49	51	96	44	NA	54	93	47	47	50
	Language	96	44	44	54	96	41	41	58	93	48	48	52
	Mathematics	97	53	53	58	96	48	48	62	92	43	43	50
8	Reading	95	50	50	53	97	52	NA	55	97	49	49	51
	Language	96	43	43	49	95	43	43	52	97	46	46	50
	Mathematics	95	56	56	58	95	59	59	61	97	46	46	53

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

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

School Site Council

Council Composition	Council Duties
1 School Administrator(s)	ü Curriculum Input
1 Non-certified Employee(s)	ü Round Table Discussions
2 Teacher(s)	ü Input on Textbook Selection
2 Parent(s)	ü School/Community Communications
2 Community Member(s)	ü Parent/Educator Relations
1 Student(s)	ü School Calendar Review

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	22.60
Other Professional Staff	2.00	Teacher Aide	4.50

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	103
Teachers with Emergency Certificaton.	.14
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü IA Facility
- ü Kitchen/Sewing Facility
- ü Computer Lab
- ü Portable Lap-Top Computer Lab

Extracurricular Activities

- ü Four Male/Female Sport Seasons
- ü Cheerleading
- ü Annual
- ü PAWS
- ü Student Council
- ü Honor Society

Social Services

- ü Family Resource Center
- ü Multiagency Team
- ü Counseling Services
- ü DES Services
- ü Abstinence Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- The students at WJHS have developed a love of reading. Through the schoolwide implementation of the Renaissance Reading program, students' attitudes and reading levels have been positively affected.
- An effort toward creating a more positive school climate has been effective as demonstrated by a large drop in school suspensions and increased school attendance.
- Named as a highly performing school 03-04.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	93	95	94	95
Transfers Out Rate [5]	10	12	12	17
Transfers In Rate [6]	18	28	28	37
Stability Rate [7]	89	87	87	82
Promotion Rate [8]	78	96	95	81
Retention Rate [9]	14	1	1	3
Dropout Rate [10]	2	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

WJHS has a full-time counselor and a full-time School Resource Officer. WJHS moved to a closed campus status at lunch beginning with the 2001-02 school year.

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) : 5

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	Jim MacLean	(928) 288-8300
Transportation Policy	Pam Ferkin	(928) 288-8107
Community Resources	Gina Greer	(928) 288-8300
School Nutrition Programs	Julian Goolsby	(928) 288-8301
Parent Organization		
Student Health/Nurse	Corey Lyons	(928) 288-8316

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.

Footnotes

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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Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = $38.00

** 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.