



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1100 Colorado Avenue, 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)

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

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

School Overview

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

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 / 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 attendance rate.

Enrollment

October 1, 2005 School Year Student Enrollment : 414
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 7

Instructional Programs

- Ü Gifted
- Ü On-Site Special Education
- Ü Accelerated Classes
- Ü 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
Ü Large Group Music Festival	2005
Ü Navajo County School Fair	2001
Ü Highly Performing School	2004

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	167	167	78546	89	89	97	543	543	543	8	8	15	22	22	18	61	61	52	10	10	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	86	86	38645	87	87	98	542	542	545	7	7	13	24	24	18	62	62	54	7	7	15
Male	81	81	39792	92	92	97	545	545	542	9	9	17	19	19	17	60	60	50	12	12	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	38	38	31177	86	86	97	543	543	524	13	13	22	13	13	23	61	61	48	13	13	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	78	78	4689	89	89	95	539	539	515	6	6	28	24	24	25	65	65	43	4	4	4
White	40	40	36450	89	89	97	555	555	563	NA	NA	7	25	25	12	58	58	57	18	18	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	164	164	70453	100	100	100	544	544	549	7	7	11	22	22	17	62	62	56	10	10	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	87	87	34694	84	84	96	533	533	524	11	11	23	23	23	23	62	62	48	3	3	7
Non-Economically Disadvantaged	80	80	43852	96	96	99	554	554	559	4	4	10	20	20	13	60	60	56	16	16	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	167	167	79045	89	89	98	510	510	512	5	5	10	26	26	25	66	66	58	4	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	87	38860	88	88	98	513	513	519	3	3	7	24	24	22	69	69	62	3	3	8
Male	80	80	40075	91	91	97	507	507	505	6	6	12	28	28	28	63	63	54	4	4	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	39	39	31314	89	89	98	512	512	493	5	5	16	21	21	34	69	69	48	5	5	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	78	78	4719	89	89	96	501	501	489	6	6	15	29	29	39	63	63	45	1	1	2
White	40	40	36730	89	89	98	527	527	532	3	3	4	20	20	16	70	70	68	8	8	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	164	164	70493	100	100	100	511	511	517	4	4	7	26	26	24	66	66	62	4	4	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	87	87	34922	84	84	96	498	498	493	8	8	15	32	32	34	59	59	48	1	1	3
Non-Economically Disadvantaged	80	80	44123	96	96	99	523	523	527	1	1	6	19	19	18	74	74	66	6	6	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	168	168	79657	90	90	99	574	574	566	2	2	3	3	3	8	95	95	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	87	39120	88	88	99	586	586	580	NA	NA	2	1	1	4	99	99	92	NA	NA	2
Male	81	81	40423	92	92	98	562	562	553	4	4	5	5	5	12	91	91	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	40	40	31642	91	91	99	575	575	552	NA	NA	5	8	8	11	93	93	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	77	77	4760	88	88	97	571	571	547	3	3	5	3	3	14	95	95	81	NA	NA	0
White	41	41	36929	91	91	99	588	588	579	NA	NA	2	NA	NA	5	100	100	91	NA	NA	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	164	164	70588	100	100	100	575	575	573	2	2	2	3	3	5	95	95	91	NA	NA	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	88	88	35341	85	85	97	569	569	551	1	1	5	3	3	12	95	95	83	NA	NA	0
Non-Economically Disadvantaged	80	80	44316	96	96	100	580	580	578	3	3	2	3	3	5	95	95	90	NA	NA	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	168	168	78400	85	85	97	552	552	554	12	12	21	32	32	19	45	45	47	11	11	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	96	96	38686	93	93	98	553	553	554	9	9	20	34	34	20	46	46	49	10	10	12
Male	72	72	39636	77	77	96	551	551	554	15	15	23	29	29	18	44	44	46	11	11	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	38	38	30732	84	84	97	557	557	534	8	8	31	37	37	24	42	42	40	13	13	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	73	73	4536	85	85	95	544	544	528	15	15	35	36	36	25	41	41	37	8	8	4
White	45	45	37038	85	85	97	560	560	575	9	9	11	24	24	14	56	56	56	11	11	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	165	165	70560	100	100	99	553	553	560	12	12	17	32	32	19	45	45	50	11	11	14
Limited English Proficient Students	11	11	8956	79	79	95	527	527	502	27	27	56	36	36	25	36	36	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	86	86	33014	77	77	95	544	544	534	13	13	31	38	38	24	43	43	40	6	6	5
Non-Economically Disadvantaged	82	82	45386	95	95	99	561	561	569	11	11	15	26	26	15	48	48	52	16	16	18

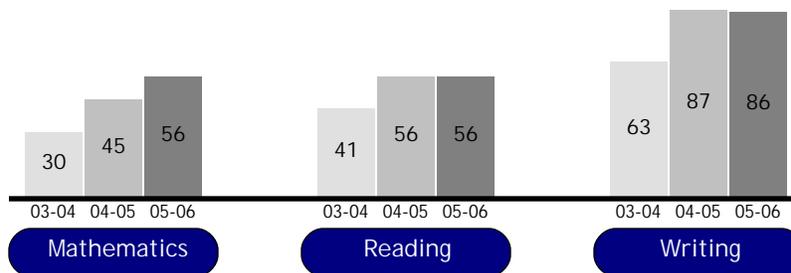
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	170	170	79179	86	86	98	514	514	519	5	5	11	38	38	27	52	52	58	4	4	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	97	97	38974	94	94	99	519	519	524	3	3	8	38	38	25	53	53	61	6	6	5
Male	73	73	40124	78	78	97	506	506	513	8	8	13	38	38	28	52	52	54	1	1	4
African American	10	10	4243	100	100	98	NA	NA	506	NA	NA	14	NA	NA	32	NA	NA	51	NA	NA	3
Hispanic	36	36	30987	80	80	98	506	506	498	6	6	17	39	39	36	53	53	45	3	3	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	74	74	4573	86	86	96	506	506	494	8	8	16	45	45	41	45	45	42	3	3	1
White	47	47	37467	89	89	98	530	530	539	2	2	5	26	26	17	66	66	70	6	6	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	165	165	70612	100	100	99	514	514	524	5	5	7	37	37	25	53	53	62	4	4	5
Limited English Proficient Students	10	10	9013	71	71	95	NA	NA	461	NA	NA	40	NA	NA	48	NA	NA	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	90	90	33345	81	81	96	506	506	499	4	4	17	46	46	36	49	49	46	1	1	1
Non-Economically Disadvantaged	80	80	45834	93	93	99	522	522	533	6	6	7	30	30	19	56	56	67	8	8	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	168	168	79734	85	85	99	566	566	554	1	1	3	13	13	19	86	86	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	98	39243	95	95	99	576	576	568	1	1	2	4	4	12	95	95	85	NA	NA	1
Male	70	70	40413	74	74	98	551	551	541	1	1	4	24	24	26	74	74	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	36	36	31254	80	80	99	571	571	539	NA	NA	5	11	11	25	89	89	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	75	75	4613	87	87	97	553	553	535	3	3	4	17	17	29	80	80	67	NA	NA	0
White	45	45	37668	85	85	99	578	578	569	NA	NA	1	9	9	13	91	91	85	NA	NA	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	167	167	70791	100	100	100	566	566	561	1	1	2	12	12	15	87	87	83	NA	NA	0
Limited English Proficient Students	10	10	9138	71	71	97	NA	NA	492	NA	NA	13	NA	NA	46	NA	NA	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	88	88	33718	79	79	97	565	565	538	1	1	5	11	11	26	88	88	69	NA	NA	0
Non-Economically Disadvantaged	80	80	46016	93	93	100	566	566	567	1	1	2	14	14	14	85	85	84	NA	NA	1

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

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

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	96	44	NA	54	93	47	47	50	90	50	50	54
	Language	96	41	41	58	93	48	48	52	90	52	52	58
	Mathematics	96	48	48	62	92	43	43	50	90	50	50	54
8	Reading	97	52	NA	55	97	49	49	51	87	52	52	58
	Language	95	43	43	52	97	46	46	50	85	50	50	56
	Mathematics	95	59	59	61	97	46	46	53	86	56	56	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

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 Certification.	.14
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

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

Social Services

Ü Family Resource Center	Ü Abstinence Program
Ü Multiagency Team	
Ü Counseling Services	
Ü DES Services	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 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.

- ü 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.

- ü Named as a highly performing school 03-04.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	78	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

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 2005-06 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."

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.