



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

555 West, 7th Street, St Johns, AZ 85936

St Johns 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
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. Edward Burgoyne
Schedule : 07:00 AM to 05:00 PM
Grades : 4-8
2005 Enrollment : 425
Web Address : www.sjUSD.net/SJMS/home.htm
Phone Number : (928) 337-2132
Fax Number : (928) 337-3147
E-mail : eburgoyne@sjUSD.net

Mission

Our school community will work together to promote lifelong learning for all, a positive vision of the future as productive citizens, and achievement for all students. We will work together to ensure that students obtain the skills and competencies needed to be successful in the 21st Century.

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

- Students will achieve the math standards as stated by the Arizona Department of Education for their current grades.
Students will achieve the writing standard as stated by the Arizona Department of Education for their current grades.
Students will achieve the reading standards as stated by the Arizona Department of Education for their current grades.

Enrollment

October 1, 2004 School Year Student Enrollment : 423
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 No
Number of Students Attending Under Open Enrollment in 2004-05 : 70

Instructional Programs

- ü ESL
- ü On-Site Special Education
- ü Literature-Based Reading Program (4-8)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/17/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

A safe environment will be provided to all students. All students will have equal educational opportunities to achieve their individual potential. Strong lines of communication will exist between the school and home.

Parents

Parents will provide for the physical and emotional needs of their children so they arrive at school ready to learn. Parents will support their children's efforts by supporting the school in matters of discipline, attendance and homework.

Transportation Policy

Bus transportation is provided to students enrolled in the school district. Transportation is provided from designated bus stops located within the district boundaries. A special handicap bus is provided for students with special needs.

School Honors

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

Award/Honor	Year
-------------	------

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	81	81	78906	100	100	99	482	482	498	23	23	13	18	18	19	52	52	48	8	8	20
All Students (Prior Year)	84	84	76019	100	100	100	483	483	499	20	20	14	49	49	39	7	7	14	24	24	33
Female	39	39	38644	100	100	99	492	492	500	21	21	12	11	11	19	53	53	49	16	16	19
Male	42	42	40236	98	98	99	472	472	497	24	24	15	24	24	19	51	51	46	0	0	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	15	15	31938	100	100	99	488	488	481	20	20	19	13	13	25	60	60	46	7	7	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	13	13	4593	93	93	100	452	452	467	38	38	26	38	38	29	23	23	39	0	0	6
White	52	52	36483	100	100	99	489	489	517	18	18	7	14	14	13	58	58	51	10	10	30
Students with Disabilities	18	18	10664	95	95	100	439	439	430	56	56	42	28	28	27	17	17	26	0	0	5
Students without Disabilities	63	63	68310	100	100	98	494	494	509	13	13	9	15	15	18	62	62	51	10	10	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	49	49	38679	94	94	96	474	474	483	28	28	20	26	26	25	40	40	45	6	6	10
Non-Economically Disadvantaged	32	32	40295	100	100	100	493	493	513	16	16	7	6	6	13	69	69	50	9	9	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	81	81	78908	100	0	99	479	479	484	14	14	10	27	27	23	53	53	58	6	6	9
All Students (Prior Year)	84	84	76020	100	100	100	504	504	503	34	34	25	21	21	23	35	35	40	10	10	12
Female	39	39	38648	100	0	99	491	491	489	13	13	8	18	18	22	55	55	61	13	13	10
Male	42	42	40233	98	0	99	467	467	479	15	15	12	34	34	25	51	51	55	0	0	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	15	15	31940	100	0	99	483	483	465	0	0	16	47	47	32	53	53	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	13	13	4569	93	0	100	439	439	457	46	46	18	15	15	39	38	38	41	0	0	2
White	52	52	36502	100	0	99	489	489	502	8	8	4	24	24	14	58	58	67	10	10	15
Students with Disabilities	18	18	10665	95	0	100	439	439	423	39	39	30	39	39	36	22	22	31	0	0	2
Students without Disabilities	63	63	68312	100	0	98	491	491	493	7	7	7	23	23	21	62	62	62	8	8	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	49	49	38662	94	0	96	467	467	468	19	19	16	32	32	32	43	43	49	6	6	3
Non-Economically Disadvantaged	32	32	40315	100	0	100	495	495	498	6	6	5	19	19	15	69	69	66	6	6	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	81	81	78750	100	100	99	488	488	500	9	9	6	34	34	29	57	57	63	0	0	2
All Students (Prior Year)	83	83	75673	100	100	100	503	503	530	16	16	12	35	35	25	43	43	58	5	5	4
Female	39	39	38586	100	100	99	518	518	515	5	5	4	16	16	22	79	79	71	0	0	3
Male	42	42	40135	98	98	99	460	460	486	12	12	8	51	51	35	37	37	56	0	0	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	15	15	31841	100	100	99	485	485	483	13	13	8	27	27	36	60	60	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	13	13	4586	93	93	100	446	446	481	15	15	8	46	46	37	38	38	54	0	0	1
White	52	52	36440	100	100	99	505	505	516	4	4	3	34	34	22	62	62	71	0	0	4
Students with Disabilities	18	18	10622	95	95	100	455	455	415	11	11	21	67	67	50	22	22	28	0	0	1
Students without Disabilities	63	63	68196	100	100	98	498	498	513	8	8	3	25	25	25	67	67	69	0	0	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	49	49	38558	94	94	96	471	471	485	13	13	8	43	43	37	45	45	54	0	0	1
Non-Economically Disadvantaged	32	32	40260	100	100	100	513	513	514	3	3	3	22	22	21	75	75	72	0	0	4

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	64	64	78250	94	94	99	573	573	548	13	13	21	17	17	18	50	50	48	20	20	13
All Students (Prior Year)	81	81	75001	96	96	99	460	460	468	41	41	37	38	38	36	16	16	16	4	4	10
Female	24	24	38071	86	86	99	587	587	549	5	5	20	23	23	19	45	45	49	27	27	12
Male	38	38	40126	95	95	99	561	561	547	19	19	23	14	14	17	53	53	46	14	14	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	10	10	29129	100	100	99	525	525	527	33	33	32	22	22	23	44	44	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	13	13	4996	93	93	100	542	542	518	23	23	36	31	31	25	46	46	36	0	0	4
White	41	41	38320	93	93	99	594	594	568	5	5	12	11	11	14	53	53	55	32	32	19
Students with Disabilities	12	12	9329	92	92	100	503	503	454	64	64	64	9	9	18	27	27	16	0	0	2
Students without Disabilities	53	53	68996	96	96	99	588	588	561	2	2	16	18	18	18	56	56	52	24	24	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	29	29	33388	74	74	94	534	534	530	22	22	32	33	33	22	37	37	40	7	7	5
Non-Economically Disadvantaged	36	36	44937	100	100	100	604	604	561	6	6	13	3	3	15	62	62	54	29	29	18

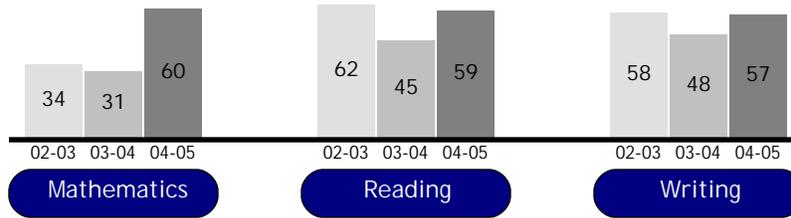
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	64	78302	94	0	99	538	538	512	10	10	11	15	15	25	63	63	57	12	12	7
All Students (Prior Year)	81	81	74918	96	96	99	500	500	497	26	26	32	23	23	19	34	34	35	18	18	15
Female	24	24	38082	86	0	99	544	544	518	0	0	8	23	23	24	73	73	61	5	5	7
Male	38	38	40166	95	0	99	531	531	507	17	17	14	11	11	26	58	58	54	14	14	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	10	10	29152	100	0	99	516	516	492	22	22	17	33	33	34	33	33	46	11	11	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	13	13	4993	93	0	100	507	507	484	15	15	19	31	31	38	54	54	42	0	0	1
White	41	41	38347	93	0	99	554	554	531	5	5	5	5	5	17	74	74	68	16	16	10
Students with Disabilities	12	12	9353	92	0	100	474	474	429	55	55	40	0	0	38	45	45	22	0	0	1
Students without Disabilities	53	53	69024	96	0	99	552	552	524	0	0	7	18	18	23	68	68	62	14	14	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	29	29	33398	74	0	94	504	504	495	19	19	18	33	33	35	48	48	46	0	0	2
Non-Economically Disadvantaged	36	36	44979	100	0	100	565	565	525	3	3	6	0	0	18	76	76	66	21	21	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	64	64	78094	94	94	99	564	564	545	7	7	3	10	10	18	78	78	77	5	5	2
All Students (Prior Year)	83	83	74503	99	99	99	485	485	491	5	5	9	45	45	32	41	41	51	9	9	8
Female	25	25	38025	89	89	99	595	595	558	0	0	2	4	4	13	83	83	82	13	13	2
Male	37	37	40013	93	93	99	535	535	534	14	14	5	14	14	23	71	71	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	10	10	29068	100	100	99	528	528	523	11	11	5	11	11	27	78	78	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	13	13	4981	93	93	100	518	518	526	15	15	4	23	23	25	62	62	70	0	0	0
White	41	41	38265	93	93	99	589	589	564	3	3	2	5	5	11	84	84	84	8	8	3
Students with Disabilities	12	12	9275	92	92	100	457	457	444	36	36	14	27	27	46	36	36	39	0	0	1
Students without Disabilities	53	53	68892	96	96	98	583	583	559	2	2	2	6	6	14	86	86	82	6	6	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	29	29	33296	74	74	94	536	536	527	11	11	5	19	19	27	70	70	67	0	0	0
Non-Economically Disadvantaged	36	36	44871	100	100	100	579	579	559	6	6	2	3	3	12	82	82	84	9	9	3

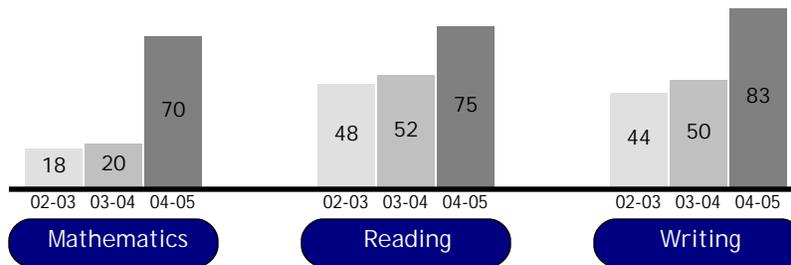
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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 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
4	Reading	99	53	53	52	96	56	NA	56	100	45	45	48
	Language	99	49	49	48	96	48	48	52	100	45	45	49
	Mathematics	97	52	52	57	96	50	50	61	100	47	47	53
5	Reading	100	56	56	50	100	47	NA	55	100	50	50	50
	Language	100	54	54	46	100	44	44	49	100	46	46	50
	Mathematics	100	60	60	57	100	53	53	63	100	41	41	49
6	Reading	97	55	55	53	94	54	NA	56	100	50	50	51
	Language	97	41	41	45	95	45	45	48	100	46	46	47
	Mathematics	98	61	61	62	94	66	66	66	100	44	44	52
7	Reading	96	49	49	51	97	57	NA	54	98	53	53	50
	Language	100	56	56	54	99	59	59	58	98	53	53	52
	Mathematics	96	50	50	58	100	73	73	62	98	55	55	50
8	Reading	100	52	52	53	89	52	NA	55	96	61	61	51
	Language	100	48	48	49	90	51	51	52	96	57	57	50
	Mathematics	100	58	58	58	90	50	50	61	96	58	58	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

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

Council Duties

- Ü Student Discipline
- Ü Personnel Decisions
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Textbook Selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	22.00
Other Professional Staff	1.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	2	0	0	0
10 or more years	10	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	54
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Hightly Qualified Teachers	11%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Band Room
- Ü Choir Room - Stage

Extracurricular Activities

- Ü MathCounts
- Ü Choir/Band/Orchestra
- Ü Football/Wrestling
- Ü Basketball/Volleyball
- Ü Orchestra
- Ü Band
- Ü Softball/Baseball
- Ü Track

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services/Crisis Intervention
- Ü Site Council Organization

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Students met the attendance goal of 94 percent or better.

- ü Students performed well at music competitions, several students were published in a student writing publication.

- ü On the AIMS test, the number of 8th grade students who met or exceeded the State Standards in Math, increased by 48 percent over the previous year.

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	12	12	12	17
Transfers In Rate ⁶	15	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	1	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

Our Discipline Policy requires strong penalties (suspension/expulsion) for serious infractions. We share two Resource Officers with the high school. They participate in our school safety plans, drills and help ensure a safe environment at our school.

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	Edward R. Burgoyne	(928) 337-2132
Transportation Policy	Otis Connolly	(928) 337-2508
Community Resources	Eileen Lindsey	(928) 337-2174
School Nutrition Programs	Kay Hauser	(928) 337-3397
Parent Organization		
Student Health/Nurse	Rae Womack	(928) 337-2132

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 425 Copies = \$162.00

** 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.