

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

Highway 264, Ganado, AZ 86505

Ganado Unified School 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mrs. Lucinda Swedberg  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 7-8  
 Web Address : www.ganado.k12.az.us  
 Phone Number : (928) 755-1220  
 Fax Number : (928) 755-1298  
 E-mail : lucinda.swedberg@ganado.k12.az.us

### Mission

The Mission of Ganado Middle School is to facilitate a quest for knowledge through a positive learning environment for students so they can become self-directed, competent and responsible citizens.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2005-06	SI Year 2
2004-05	SI Year 1
2003-04	Year 1

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

### School / Academic Goals

- ü Provide opportunities for student achievement through an aligned standard-based curriculum, assessment and instructional strategies.
- ü Develop and guide students through character-based lessons.
- ü Through remediation and enrichment, facilitate student success on district and state assessments.

### Enrollment

October 1, 2005 School Year Student Enrollment : 345  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 20

Instructional Programs

- NovaNet for Alternative Learning
- Exceptional Student Services
- English Lang Learner/Structured English
- GO Character Program
- Renaissance Learning

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Ganado Middle School communicates with parents: Parent-Teacher conferences, progress reports, quarterly report cards, student conduct notices, weekly announcements, honor roll, assemblies, monthly evening parent training, Parent-Advisory Council, student handbook and Site-Based Council.

Parents

Parents are expected to promote their child's daily school attendance; meet with teachers, counselors, and principals regarding student behavior, academic progress and concerns; attend and volunteer for school activities; observe classes; help students with homework and reading.

Transportation Policy

The Transportation Department provides a safe and healthy environment for all students and staff. The mode of transportation is safe and efficient for all students and staff.

Our district is composed of seven remote chapters. Chapters are small, isolated communities. The longest bus route is 70 miles one way.

School Honors

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

Award/Honor	Year
• North Central Association Accreditation	2005
• Teacher Delegation to Intel International Sci Academy	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	187	187	78546	98	98	97	493	493	543	45	45	15	31	31	18	23	23	52	1	1	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	75	38645	95	95	98	494	494	545	43	43	13	29	29	18	28	28	54	NA	NA	15
Male	112	112	39792	100	100	97	492	492	542	47	47	17	32	32	17	20	20	50	1	1	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	NC	NC	31177	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	23	NC	NC	48	NC	NC	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	184	184	4689	98	98	95	492	492	515	46	46	28	32	32	25	22	22	43	1	1	4
White	NC	NC	36450	NC	NC	97	NC	NC	563	NC	NC	7	NC	NC	12	NC	NC	57	NC	NC	23
Students with Disabilities	16	16	8093	100	100	82	465	465	489	88	88	50	6	6	24	6	6	23	NA	NA	2
Students without Disabilities	171	171	70453	98	98	100	495	495	549	42	42	11	33	33	17	25	25	56	1	1	16
Limited English Proficient Students	75	75	9323	97	97	94	475	475	491	69	69	47	28	28	28	3	3	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	155	155	34694	99	99	96	491	491	524	47	47	23	32	32	23	21	21	48	1	1	7
Non-Economically Disadvantaged	32	32	43852	94	94	99	502	502	559	38	38	10	28	28	13	34	34	56	NA	NA	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	187	187	79045	98	98	98	474	474	512	24	24	10	44	44	25	31	31	58	1	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	75	38860	95	95	98	480	480	519	23	23	7	40	40	22	36	36	62	1	1	8
Male	112	112	40075	100	100	97	471	471	505	25	25	12	47	47	28	28	28	54	NA	NA	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	NC	NC	31314	NC	NC	98	NC	NC	493	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	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	184	184	4719	98	98	96	473	473	489	24	24	15	45	45	39	31	31	45	NA	NA	2
White	NC	NC	36730	NC	NC	98	NC	NC	532	NC	NC	4	NC	NC	16	NC	NC	68	NC	NC	12
Students with Disabilities	16	16	8552	100	100	87	439	439	463	69	69	35	25	25	40	6	6	23	NA	NA	1
Students without Disabilities	171	171	70493	98	98	100	478	478	517	20	20	7	46	46	24	33	33	62	1	1	8
Limited English Proficient Students	75	75	9355	97	97	95	456	456	456	35	35	37	56	56	48	9	9	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	155	155	34922	99	99	96	471	471	493	26	26	15	46	46	34	28	28	48	NA	NA	3
Non-Economically Disadvantaged	32	32	44123	94	94	99	492	492	527	16	16	6	34	34	18	47	47	66	3	3	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	188	188	79657	99	99	99	535	535	566	11	11	3	10	10	8	79	79	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	76	39120	96	96	99	558	558	580	5	5	2	7	7	4	87	87	92	1	1	2
Male	112	112	40423	100	100	98	520	520	553	14	14	5	13	13	12	73	73	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	NC	NC	31642	NC	NC	99	NC	NC	552	NC	NC	5	NC	NC	11	NC	NC	84	NC	NC	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	185	185	4760	99	99	97	534	534	547	11	11	5	10	10	14	79	79	81	NA	NA	0
White	NC	NC	36929	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	5	NC	NC	91	NC	NC	2
Students with Disabilities	16	16	9069	100	100	92	485	485	508	19	19	11	50	50	30	31	31	58	NA	NA	1
Students without Disabilities	172	172	70588	98	98	100	540	540	573	10	10	2	6	6	5	83	83	91	1	1	1
Limited English Proficient Students	75	75	9521	97	97	96	516	516	507	13	13	13	12	12	24	75	75	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	155	155	35341	99	99	97	529	529	551	12	12	5	12	12	12	77	77	83	NA	NA	0
Non-Economically Disadvantaged	33	33	44316	97	97	100	567	567	578	6	6	2	3	3	5	88	88	90	3	3	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	162	162	78400	100	100	97	511	511	554	42	42	21	36	36	19	22	22	47	NA	NA	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	75	38686	100	100	98	517	517	554	35	35	20	37	37	20	28	28	49	NA	NA	12
Male	87	87	39636	100	100	96	506	506	554	48	48	23	34	34	18	17	17	46	NA	NA	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	NC	NC	30732	NC	NC	97	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	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	159	159	4536	100	100	95	511	511	528	42	42	35	35	35	25	23	23	37	NA	NA	4
White	--	--	37038	--	--	97	--	--	575	--	--	11	--	--	14	--	--	56	--	--	19
Students with Disabilities	18	18	7840	100	100	81	468	468	498	83	83	60	6	6	18	11	11	20	NA	NA	2
Students without Disabilities	144	144	70560	99	99	99	516	516	560	37	37	17	40	40	19	24	24	50	NA	NA	14
Limited English Proficient Students	50	50	8956	100	100	95	504	504	502	52	52	56	32	32	25	16	16	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	136	136	33014	100	100	95	511	511	534	42	42	31	37	37	24	21	21	40	NA	NA	5
Non-Economically Disadvantaged	26	26	45386	100	100	99	515	515	569	42	42	15	31	31	15	27	27	52	NA	NA	18

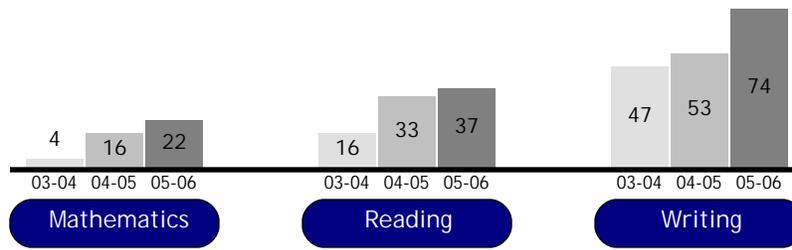
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	162	162	79179	100	100	98	486	486	519	18	18	11	45	45	27	37	37	58	NA	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	75	38974	100	100	99	501	501	524	9	9	8	41	41	25	49	49	61	NA	NA	5
Male	87	87	40124	100	100	97	473	473	513	25	25	13	48	48	28	26	26	54	NA	NA	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	NC	NC	30987	NC	NC	98	NC	NC	498	NC	NC	17	NC	NC	36	NC	NC	45	NC	NC	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	159	159	4573	100	100	96	486	486	494	18	18	16	45	45	41	37	37	42	NA	NA	1
White	--	--	37467	--	--	98	--	--	539	--	--	5	--	--	17	--	--	70	--	--	8
Students with Disabilities	18	18	8567	100	100	88	436	436	467	72	72	39	17	17	38	11	11	22	NA	NA	1
Students without Disabilities	144	144	70612	99	99	99	491	491	524	11	11	7	49	49	25	40	40	62	NA	NA	5
Limited English Proficient Students	50	50	9013	100	100	95	467	467	461	24	24	40	62	62	48	14	14	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	136	136	33345	100	100	96	485	485	499	16	16	17	49	49	36	35	35	46	NA	NA	1
Non-Economically Disadvantaged	26	26	45834	100	100	99	493	493	533	27	27	7	27	27	19	46	46	67	NA	NA	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	161	161	79734	100	100	99	546	546	554	6	6	3	20	20	19	73	73	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	75	39243	100	100	99	562	562	568	4	4	2	15	15	12	81	81	85	NA	NA	1
Male	86	86	40413	100	100	98	531	531	541	8	8	4	26	26	26	65	65	70	1	1	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	NC	NC	31254	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	25	NC	NC	70	NC	NC	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	158	158	4613	100	100	97	545	545	535	6	6	4	20	20	29	73	73	67	1	1	0
White	--	--	37668	--	--	99	--	--	569	--	--	1	--	--	13	--	--	85	--	--	1
Students with Disabilities	18	18	8943	100	100	92	478	478	495	22	22	11	44	44	51	28	28	38	6	6	1
Students without Disabilities	143	143	70791	99	99	100	553	553	561	4	4	2	17	17	15	78	78	83	NA	NA	0
Limited English Proficient Students	50	50	9138	100	100	97	532	532	492	4	4	13	32	32	46	64	64	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	135	135	33718	99	99	97	542	542	538	7	7	5	21	21	26	72	72	69	1	1	0
Non-Economically Disadvantaged	26	26	46016	100	100	100	565	565	567	4	4	2	19	19	14	77	77	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.

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	95	21	NA	54	100	30	30	50	100	24	24	54
	Language	96	26	26	58	100	31	31	52	100	28	28	58
	Mathematics	95	26	26	62	100	28	28	50	100	22	22	54
8	Reading	100	28	NA	55	96	35	35	51	100	37	37	58
	Language	100	23	23	52	96	34	34	50	100	37	37	56
	Mathematics	100	30	30	61	97	23	23	53	100	27	27	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/](http://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)
- 1 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Textbook Selection
- Ü School Safety Issues
- Ü Community Involvement
- Ü Facility Improvement
- Ü Wellness Program

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	2.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	72
Teachers with Emergency Certification.	9
Percent of teachers in the school with Emergency/Provisional Certification	39%
Percent of core classes not taught by Highly Qualified Teachers	22%

Resources Available at School Site

Special Facilities

- Ü 2 Computer Labs
- Ü Parent Room
- Ü Library
- Ü Physical/Occupational Therapy

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Fall: Cross Country/ Football/Volleyball
- Ü Winter: Basketball,/Wrestling/Cheer
- Ü Spring: Baseball/Softball/Track
- Ü Publication Club
- Ü Mathematic, Engineering, Sci Achievement
- Ü Junior National Honor Society

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Student/Staff Wellness Program
- Ü Counseling Services
- Ü Family Therapy/Parent Training

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Significant achievement in English Language Learning program.

ü Growth in writing-across-the-content-areas as more 8th grade students approach mastery on the AIMS.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	87	89	88	73
Graduation Rate <sup>6</sup>	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

The school works with Navajo Tribal and County agencies, to include social services and law enforcement to ensure a safe and orderly learning environment for all students.

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) :

3

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	Lucinda Swedberg	(928) 755-1220
Transportation Policy	Nathan Brady	(928) 755-1205
Community Resources	Evelyn Begay	(928) 755-1111
School Nutrition Programs	Alicia Ben	(928) 755-1231
Parent Organization	Elissa Nelson	(928) 755-1221
Student Health/Nurse	Pauline Atsitty	(928) 755-1230

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](http://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.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://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](http://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.