

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

360 S Patagonia Street, Benson, AZ 85602

Benson 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not 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 Overview

Principal/Administrator : Mr. Jomel Jansson
 Schedule : 07:30 AM to 04:00 PM
 Grades : 5-8
 2005 Enrollment : 301
 Web Address : www.bensonsd.k12.az.us
 Phone Number : (520) 586-2213
 Fax Number : (520) 586-2305
 E-mail : jjansson@bensonsd.k12.az.us

Mission

Our Mission: The Benson Public School System is a learning community that will effectively use our resources to provide a quality system of curriculum, instruction and assessment that ensures avenues of success for all students.

School / Academic Goals

- ü Benson Middle School students will strengthen achievement in mathematics as measured by the AIMS DPA, district performance assessments and classroom assessments(multimeasures of assessment).
- ü The students will strengthen achievement in reading/writing, speaking and listening (Literacy) as measured by the AIMS DPA, district performance assessments and classroom assessments (multimeasures of assessment).

Enrollment

October 1, 2004 School Year Student Enrollment : 281
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 23

Instructional Programs

- ü Balanced Literacy/Reading/Writing
- ü Emphasis on Thinking Mathematically
- ü Emphasis on Social Skill Development
- ü Science as Inquiry

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Benson Schools provide a quality education with effective instruction with a focus on high academic standards. The school is responsible for setting goals and expectations for students and distributing handbooks and instructional materials. Our school supports a safe learning environment through counseling, a SRO and a JPO. We support parent involvement through a variety of communication efforts.

Parents

The parents' responsibilities to the school include providing for regular pupil attendance, appropriate nutrition and attire for the students. The parent is also responsible for providing homework support, involvement in school goals and expectations, supporting school policies including dress codes and behavior codes and maintaining contact with the school and the teacher.

Transportation Policy

The Benson Unified School District provides transportation for all students who live within the district boundaries and at least 1.1 miles from the school site.

School Honors

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

Award/Honor	Year
ü School Safety Grant	2003
ü DARE Officer of the Year	2003
ü Arizona's Small & Rural School's Teacher of the Year	2001
ü Who's Who Among America's Teachers	2000

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	65	65	78906	100	100	99	525	525	498	5	5	13	15	15	19	44	44	48	36	36	20
All Students (Prior Year)	72	72	76019	100	100	100	473	473	499	32	32	14	32	32	39	11	11	14	25	25	33
Female	30	30	38644	100	100	99	522	522	500	4	4	12	15	15	19	44	44	49	37	37	19
Male	35	35	40236	100	100	99	527	527	497	6	6	15	16	16	19	44	44	46	34	34	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	10	10	31938	100	100	99	503	503	481	10	10	19	20	20	25	40	40	46	30	30	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	53	53	36483	100	100	99	531	531	517	4	4	7	15	15	13	43	43	51	38	38	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	57	57	68310	98	98	98	534	534	509	0	0	9	13	13	18	46	46	51	40	40	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	31	31	38679	97	97	96	510	510	483	4	4	20	25	25	25	43	43	45	29	29	10
Non-Economically Disadvantaged	34	34	40295	100	100	100	538	538	513	6	6	7	6	6	13	45	45	50	42	42	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	66	66	78908	100	0	99	493	493	484	7	7	10	20	20	23	66	66	58	7	7	9
All Students (Prior Year)	72	72	76020	100	100	100	492	492	503	49	49	25	19	19	23	22	22	40	10	10	12
Female	30	30	38648	100	0	99	494	494	489	7	7	8	11	11	22	74	74	61	7	7	10
Male	36	36	40233	100	0	99	492	492	479	6	6	12	28	28	25	59	59	55	6	6	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	11	11	31940	100	0	99	479	479	465	10	10	16	20	20	32	70	70	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	53	53	36502	100	0	99	497	497	502	6	6	4	19	19	14	66	66	67	9	9	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	58	58	68312	100	0	98	500	500	493	0	0	7	21	21	21	71	71	62	8	8	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	32	32	38662	100	0	96	487	487	468	7	7	16	25	25	32	68	68	49	0	0	3
Non-Economically Disadvantaged	34	34	40315	100	0	100	498	498	498	6	6	5	16	16	15	65	65	66	13	13	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	66	66	78750	100	100	99	492	492	500	3	3	6	42	42	29	54	54	63	0	0	2
All Students (Prior Year)	71	71	75673	100	100	100	469	469	530	30	30	12	38	38	25	31	31	58	1	1	4
Female	30	30	38586	100	100	99	513	513	515	0	0	4	30	30	22	70	70	71	0	0	3
Male	36	36	40135	100	100	99	473	473	486	6	6	8	53	53	35	41	41	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	11	11	31841	100	100	99	482	482	483	0	0	8	40	40	36	60	60	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	53	53	36440	100	100	99	495	495	516	4	4	3	40	40	22	55	55	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	58	58	68196	100	100	98	500	500	513	2	2	3	40	40	25	58	58	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	32	32	38558	100	100	96	491	491	485	4	4	8	46	46	37	50	50	54	0	0	1
Non-Economically Disadvantaged	34	34	40260	100	100	100	492	492	514	3	3	3	39	39	21	58	58	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	69	69	78250	99	99	99	558	558	548	18	18	21	14	14	18	53	53	48	15	15	13
All Students (Prior Year)	88	88	75001	100	100	99	462	462	468	33	33	37	41	41	36	21	21	16	5	5	10
Female	32	32	38071	100	100	99	566	566	549	10	10	20	10	10	19	68	68	49	13	13	12
Male	37	37	40126	97	97	99	552	552	547	26	26	23	17	17	17	40	40	46	17	17	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	22	22	29129	100	100	99	536	536	527	19	19	32	29	29	23	52	52	40	0	0	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	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	44	44	38320	98	98	99	571	571	568	17	17	12	5	5	14	55	55	55	24	24	19
Students with Disabilities	10	10	9329	100	100	100	509	509	454	44	44	64	33	33	18	22	22	16	0	0	2
Students without Disabilities	59	59	68996	98	98	99	566	566	561	14	14	16	11	11	18	58	58	52	18	18	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	32	32	33388	100	100	94	546	546	530	23	23	32	16	16	22	58	58	40	3	3	5
Non-Economically Disadvantaged	37	37	44937	97	97	100	569	569	561	14	14	13	11	11	15	49	49	54	26	26	18

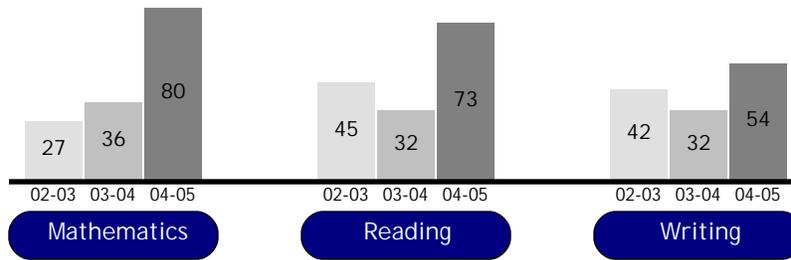
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	69	78302	99	0	99	525	525	512	6	6	11	23	23	25	64	64	57	8	8	7
All Students (Prior Year)	88	88	74918	100	100	99	492	492	497	39	39	32	13	13	19	28	28	35	21	21	15
Female	32	32	38082	100	0	99	526	526	518	6	6	8	26	26	24	61	61	61	6	6	7
Male	37	37	40166	97	0	99	524	524	507	6	6	14	20	20	26	66	66	54	9	9	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	22	22	29152	100	0	99	495	495	492	14	14	17	33	33	34	52	52	46	0	0	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	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	44	44	38347	98	0	99	541	541	531	2	2	5	19	19	17	67	67	68	12	12	10
Students with Disabilities	10	10	9353	100	0	100	489	489	429	0	0	40	56	56	38	44	44	22	0	0	1
Students without Disabilities	59	59	69024	98	0	99	531	531	524	7	7	7	18	18	23	67	67	62	9	9	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	32	32	33398	100	0	94	509	509	495	10	10	18	32	32	35	55	55	46	3	3	2
Non-Economically Disadvantaged	37	37	44979	97	0	100	539	539	525	3	3	6	14	14	18	71	71	66	11	11	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	69	69	78094	99	99	99	561	561	545	2	2	3	11	11	18	88	88	77	0	0	2
All Students (Prior Year)	88	88	74503	100	100	99	477	477	491	14	14	9	30	30	32	51	51	51	6	6	8
Female	32	32	38025	100	100	99	575	575	558	3	3	2	0	0	13	97	97	82	0	0	2
Male	37	37	40013	97	97	99	549	549	534	0	0	5	20	20	23	80	80	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	22	22	29068	100	100	99	544	544	523	5	5	5	19	19	27	76	76	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	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	44	44	38265	98	98	99	570	570	564	0	0	2	7	7	11	93	93	84	0	0	3
Students with Disabilities	10	10	9275	100	100	100	513	513	444	0	0	14	56	56	46	44	44	39	0	0	1
Students without Disabilities	59	59	68892	98	98	98	568	568	559	2	2	2	4	4	14	95	95	82	0	0	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	32	32	33296	100	100	94	548	548	527	3	3	5	16	16	27	81	81	67	0	0	0
Non-Economically Disadvantaged	37	37	44871	97	97	100	572	572	559	0	0	2	6	6	12	94	94	84	0	0	3

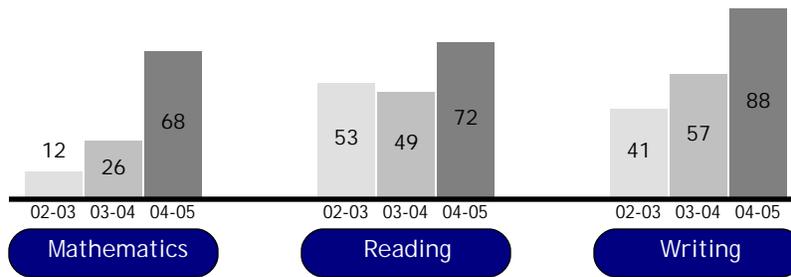
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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
5	Reading	100	45	45	50	95	45	NA	55	100	59	59	50
	Language	100	39	39	46	99	35	35	49	100	49	49	50
	Mathematics	100	43	43	57	97	59	59	63	100	55	55	49
6	Reading	100	56	56	53	100	48	NA	56	100	45	45	51
	Language	100	45	45	45	100	38	38	48	100	38	38	47
	Mathematics	100	63	63	62	99	59	59	66	100	46	46	52
7	Reading	100	51	51	51	100	51	NA	54	100	51	51	50
	Language	99	59	59	54	100	52	52	58	100	53	53	52
	Mathematics	99	55	55	58	100	50	50	62	100	46	46	50
8	Reading	100	51	51	53	100	53	NA	55	99	58	58	51
	Language	100	46	46	49	100	52	52	52	99	56	56	50
	Mathematics	100	57	57	58	100	61	61	61	99	54	54	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

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

Council Duties

- Ü Curriculum Development & Implementation
- Ü School Safety Issues
- Ü Communications
- Ü Support Services/Student Intervention
- Ü Parent-Student Relations
- Ü School Improvement (NCLB)

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	1.50	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	19%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 30-station Computer Lab
- Ü Complete Library
- Ü Multipurpose Room
- Ü Gymnasium

Extracurricular Activities

- Ü PALS/FBLA/Academic Team
- Ü Interscholastic Athletics
- Ü Hands Across the Border Student Exchange
- Ü Band

Social Services

- Ü Gifted/ELL
- Ü Counseling Services/Crisis Intervention
- Ü Breakfast and Lunch Programs
- Ü Health Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Improved school climate and a renewed focus on performance and accountability through student leadership, parent involvement and staff commitment.

- ü Benson Middle School is working towards standards alignment, improved scope and sequence, and adoption and implementation of new curriculum.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	15	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	3	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Benson Schools promotes a safe and orderly climate for learning by rewarding positive behavior. We have programs in place for students who need time to reflect on their choices and decisions.

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) :

20

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	Jomel Jansson	(520) 586-2213
Transportation Policy	Janet Morlock	(520) 586-2702
Community Resources	Anita Choate	(520) 586-2213
School Nutrition Programs	Suzanna Olson	(520) 586-2213
Parent Organization	Parent Teacher Association	(520) 586-2213
Student Health/Nurse	Kelly Johnson	(520) 586-2213

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.