



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

755 N Bonito Street, Flagstaff, AZ 86001

Flagstaff 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

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

School Overview

Principal/Administrator : Mr. Robert M. Kuhn  
 Schedule : 07:00 AM to 06:00 PM  
 Grades : 7-8  
 Web Address : www.flagstaff.k12.az.us/flagstaff\_middle/  
 Phone Number : (928) 773-8150  
 Fax Number : (928) 773-8169  
 E-mail : rkuhn@apsc.org

Mission

FMS will provide challenging opportunities in the academic, physical, emotional and social growth of our students in a safe and supportive learning environment. This requires personal responsibility, cooperation and compassionate response to others.

No Child Left Behind

Adequate Yearly Progress (b)

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

- ü All teachers at Flagstaff Middle School will use strategies to increase FMS scores in vocabulary. This will be implemented through reading in the content area (R-E1 PO2) and strategies teaching the meaning of vocabulary using root words. (RE1 PO1).
- ü Teachers will include strategies in their instruction that will focus on Rigor, Relevance, Reflection and Relationships. Students will also understand and be able to discuss the quadrant in which they are working.
- ü All students will be engaged in all classes in using the Six Traits of Writing, and also know and apply the vocabulary of the Six Traits.
- ü FMS will function as an effective learning community, support a climate conducive to student achievement, and possess an effective two-way communication system. Strategies are in place to implement this goal.

Enrollment

October 1, 2005 School Year Student Enrollment : 744  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 25

Instructional Programs

- ü On-site Special Education
- ü Technology Based Learning
- ü Character Education
- ü Title I & SEI Classrooms
- ü NAU/T.E.L.C. Magnet Program
- ü Responsible Thinking Classroom
- ü After School Magnet School Programs
- ü READ RIGHT Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 51 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

We provide a safe/positive environment; provide for differences in learning styles; afford students maximum opportunities for success and cooperation; model and teach management, interpersonal skills, goal setting, problem solving, respect for all. We are also beginning a Parent Involvement Team with House Meetings to involve more parents in our educational community.

Parents

Parents will provide conditions at home conducive to study; provide encouragement to complete all assignments; offer assistance to teachers in the development of student initiative and responsibility; and, provide information, through newsletters, meetings and our Behavior Code Booklet, in respecting school personnel, rules and others.

Transportation Policy

Flagstaff Unified School District has 94 buses with 12 being specially equipped. FUSD services 12 miles west, 60 miles east, 45 miles north and 30 miles south of Flagstaff. FUSD also provides activity busses for after school programs, and busses for the magnet programs through out district. The district has a number of trip busses for out of town student needs.

School Honors

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

Award/Honor	Year
ü Received First Place ASBA Golden Bell Award	2003
ü Only Title I School Rated 'Excelling'	2003
ü FMS Awarded A NASA Explorer School Three Year Grant	2003
ü FMS Received the State A+ School of Excellence Award	2005

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	335	754	78546	96	97	97	558	550	543	11	13	15	12	15	18	59	56	52	19	16	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	167	376	38645	98	98	98	561	553	545	8	11	13	13	17	18	60	56	54	19	16	15
Male	168	378	39792	94	95	97	555	547	542	13	16	17	11	13	17	57	55	50	18	16	15
African American	12	21	4205	100	100	97	552	554	524	17	10	22	8	19	22	58	52	49	17	19	7
Hispanic	62	156	31177	95	98	97	531	526	524	26	26	22	16	18	23	48	48	48	10	8	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	69	196	4689	97	94	95	533	533	515	17	17	28	20	19	25	54	56	43	9	8	4
White	186	371	36450	95	97	97	575	569	563	3	6	7	8	11	12	64	59	57	25	24	23
Students with Disabilities	38	113	8093	75	84	82	498	496	489	47	48	50	21	23	24	26	27	23	5	2	2
Students without Disabilities	297	641	70453	99	99	100	564	559	549	6	7	11	11	13	17	63	61	56	20	19	16
Limited English Proficient Students	36	75	9323	97	91	94	489	488	491	56	59	47	17	19	28	25	21	24	3	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	106	288	34694	95	95	96	529	528	524	23	21	23	16	20	23	54	52	48	8	7	7
Non-Economically Disadvantaged	229	466	43852	96	98	99	570	563	559	5	9	10	10	12	13	61	58	56	24	22	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	336	757	79045	96	97	98	521	517	512	8	7	10	23	24	25	61	62	58	8	7	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	167	375	38860	98	98	98	528	525	519	4	5	7	20	21	22	69	67	62	7	7	8
Male	169	382	40075	94	96	97	513	510	505	11	10	12	25	27	28	54	57	54	9	6	6
African American	12	21	4250	100	100	98	529	529	500	NA	NA	12	25	24	31	67	71	54	8	5	3
Hispanic	62	157	31314	95	98	98	495	496	493	18	13	16	34	35	34	44	50	48	5	3	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	69	197	4719	97	95	96	492	496	489	16	12	15	39	36	39	43	51	45	1	2	2
White	187	373	36730	95	98	98	539	537	532	2	3	4	13	13	16	73	72	68	12	11	12
Students with Disabilities	39	116	8552	76	87	87	462	469	463	28	27	35	41	44	40	31	28	23	NA	1	1
Students without Disabilities	297	641	70493	99	99	100	527	525	517	5	4	7	21	20	24	65	68	62	9	8	8
Limited English Proficient Students	36	76	9355	97	93	95	452	453	456	42	34	37	47	57	48	11	9	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	106	290	34922	95	96	96	486	495	493	17	12	15	40	35	34	42	50	48	2	2	3
Non-Economically Disadvantaged	230	467	44123	96	98	99	536	531	527	3	4	6	15	17	18	70	69	66	11	9	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	338	759	79657	97	97	99	576	575	566	3	2	3	7	7	8	90	88	87	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	168	377	39120	98	99	99	590	588	580	2	1	2	3	3	4	93	93	92	2	3	2
Male	170	381	40423	95	96	98	563	562	553	4	3	5	10	12	12	86	83	83	1	1	1
African American	12	21	4290	100	100	99	572	579	560	NA	NA	4	8	10	9	92	90	86	NA	NA	1
Hispanic	63	158	31642	97	99	99	564	563	552	3	3	5	13	11	11	83	86	84	2	1	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	69	198	4760	97	95	97	551	555	547	7	6	5	12	12	14	81	83	81	NA	NA	0
White	188	372	36929	96	97	99	589	590	579	1	1	2	3	3	5	95	92	91	1	3	2
Students with Disabilities	39	114	9069	76	85	92	510	523	508	10	6	11	31	30	30	59	64	58	NA	NA	1
Students without Disabilities	299	645	70588	100	100	100	584	583	573	2	2	2	3	3	5	94	93	91	1	2	1
Limited English Proficient Students	36	76	9521	97	93	96	494	501	507	17	14	13	28	29	24	56	57	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	107	290	35341	96	96	97	548	555	551	7	5	5	13	12	12	80	83	83	NA	0	0
Non-Economically Disadvantaged	231	469	44316	97	98	100	589	587	578	1	1	2	3	5	5	94	92	90	2	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	369	865	78400	96	97	97	576	571	554	12	14	21	15	15	19	49	52	47	23	19	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	178	416	38686	94	96	98	572	571	554	10	12	20	19	15	20	52	55	49	19	18	12
Male	191	449	39636	97	98	96	580	570	554	15	16	23	12	14	18	47	50	46	27	20	13
African American	NC	17	4193	NC	94	97	NC	545	533	NC	24	32	NC	12	23	NC	59	40	NC	6	5
Hispanic	64	142	30732	98	99	97	550	550	534	25	25	31	19	15	24	44	49	40	13	10	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	57	221	4536	95	95	95	543	545	528	19	21	35	28	24	25	47	50	37	5	5	4
White	233	477	37038	95	97	97	594	590	575	7	7	11	10	10	14	52	55	56	31	28	19
Students with Disabilities	52	148	7840	80	88	81	526	520	498	33	39	60	17	22	18	46	36	20	4	3	2
Students without Disabilities	317	717	70560	99	99	99	583	580	560	9	9	17	15	13	19	50	56	50	26	22	14
Limited English Proficient Students	27	77	8956	96	91	95	493	500	502	63	58	56	19	21	25	19	19	18	NA	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	86	278	33014	97	96	95	544	547	534	19	22	31	28	21	24	49	51	40	5	7	5
Non-Economically Disadvantaged	283	587	45386	96	97	99	586	582	569	11	10	15	12	12	15	49	53	52	29	25	18

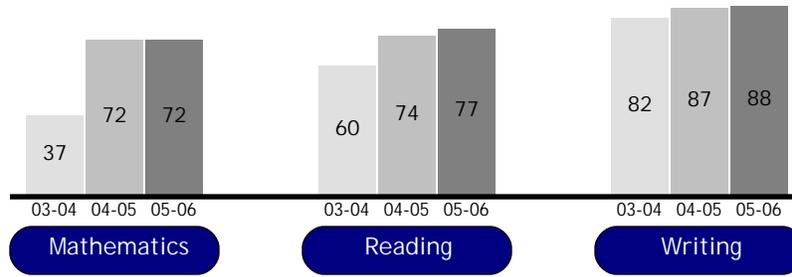
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	375	875	79179	97	98	98	538	530	519	5	7	11	18	20	27	68	67	58	9	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	182	421	38974	96	97	99	540	536	524	2	5	8	18	17	25	70	72	61	9	6	5
Male	193	454	40124	98	99	97	536	525	513	7	9	13	18	23	28	66	63	54	9	5	4
African American	NC	17	4243	NC	94	98	NC	540	506	NC	6	14	NC	12	32	NC	76	51	NC	6	3
Hispanic	64	142	30987	98	99	98	515	510	498	13	15	17	25	27	36	61	54	45	2	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	58	226	4573	97	97	96	509	504	494	3	11	16	43	35	41	53	53	42	NA	0	1
White	238	482	37467	98	98	98	552	548	539	3	2	5	8	11	17	74	78	70	14	9	8
Students with Disabilities	57	156	8567	88	93	88	492	486	467	18	22	39	33	38	38	47	39	22	2	1	1
Students without Disabilities	318	719	70612	99	99	99	545	539	524	3	4	7	15	16	25	72	74	62	10	7	5
Limited English Proficient Students	27	80	9013	96	94	95	459	457	461	26	40	40	63	48	48	11	13	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	87	282	33345	98	97	96	508	507	499	3	11	17	39	32	36	56	55	46	1	1	1
Non-Economically Disadvantaged	288	593	45834	97	98	99	547	541	533	5	5	7	11	14	19	72	73	67	11	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	366	864	79734	95	97	99	572	565	554	1	2	3	10	13	19	87	84	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	179	421	39243	95	97	99	584	579	568	1	2	2	7	6	12	91	92	85	2	1	1
Male	187	443	40413	95	97	98	561	552	541	2	3	4	13	19	26	84	77	70	1	0	0
African American	NC	17	4285	NC	94	99	NC	563	548	NC	6	3	NC	18	22	NC	76	74	NC	NA	0
Hispanic	64	142	31254	98	99	99	554	551	539	3	5	5	16	15	25	81	80	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	56	223	4613	93	96	97	555	545	535	NA	4	4	21	22	29	75	73	67	4	1	0
White	231	474	37668	95	97	99	582	579	569	1	1	1	6	8	13	93	91	85	1	0	1
Students with Disabilities	48	143	8943	74	85	92	520	506	495	NA	8	11	35	41	51	60	50	38	4	1	1
Students without Disabilities	318	721	70791	99	99	100	578	576	561	1	1	2	7	7	15	92	91	83	1	0	0
Limited English Proficient Students	25	77	9138	89	91	97	502	485	492	4	17	13	40	40	46	52	42	40	4	1	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	86	280	33718	97	97	97	555	542	538	1	6	5	20	21	26	78	73	69	1	0	0
Non-Economically Disadvantaged	280	584	46016	95	97	100	577	576	567	1	1	2	8	9	14	90	90	84	1	1	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?	N
	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	97	66	NA	54	97	61	56	50	95	61	59	54
	Language	96	71	65	58	97	62	57	52	95	63	61	58
	Mathematics	98	74	69	62	97	59	56	50	95	59	56	54
8	Reading	95	67	NA	55	96	58	55	51	95	70	65	58
	Language	93	66	57	52	96	57	53	50	93	67	61	56
	Mathematics	95	67	67	61	96	62	61	53	94	70	67	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)
- 4 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Budget
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	42.00
Other Professional Staff	4.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	3	0	0
4 to 6 years	4	0	0	0
7 to 9 years	1	4	0	0
10 or more years	16	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	137
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü Five Computer Labs
- Ü NAU/NASA T.E.L.C. Video Conferencing
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Math Olympiad
- Ü Odyssey of the Mind
- Ü Volleyball, Basketball, Wrestling
- Ü Jazz Band
- Ü E Missions From and With NASA
- Ü Chess Club

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Services
- Ü Community Classes
- Ü Native American Academic Advisor
- Ü Parent Involvement Team
- Ü Adolescent Lifeskills
- Ü Character Counts

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students were engaged in Student Conversation(higher level thinking skills) for an average of over 50% for the school year 2004-2005. Data was taken by administrators at least twice per month throughout the year.
- ü FMS will improve attendance percentages for the year 2004-2005. Previous attendance was at 93.6% for the year.FMS had a school-wide daily attendance average, for the year 2004-2005, of over 97%.
- ü FMS will create a more positive climate. At the end of 2004-2005, five students per week were recognized for Character Counts,one student per team, per week was recognized for improvement, and all students with perfect attendance received awards.
- ü Eighty percent of our ELL population met or exceeded the standards for No Child Left Behind.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	88	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

We have established an Emergency Response Plan, strict policies for physical altercations and dress code, a school-wide Responsible Thinking Process Classroom, Character Counts Program, Adolescent Lifeskills class, GREAT Program and the Anchor Program . We also reward students for positive behavior and attitude. We reduced our seious offenses by 28% during the school year. We have added more lunch time monitors and a Refocus room in the office for offenses during lunchtime.

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) :

17

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	Karen Eberhardt	(928) 226-7192
Transportation Policy	Dan McCoy	(928) 773-4170
Community Resources	Chris Fonoti	(928) 773-8150
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization	Terri Ault	(928) 213-8134
Student Health/Nurse	Carmen Wilson	(928) 773-8150

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.

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.