

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3223 N 4th Street, Flagstaff, AZ 86004

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 LEARNS¹

Elementary Achievement Profile (a)

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

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

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 1
2004-05	Warning Year
2003-04	N/A

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

School Overview

Principal/Administrator : Mr. Rodney D. Johnson
 Schedule : 07:00 AM to 04:30 PM
 Grades : 7-8
 Web Address : flagstaff.k12.az.us
 Phone Number : (928) 773-8250
 Fax Number : (928) 773-8269
 E-mail : rjohnson@fusd1.org

Mission

We are committed to promoting the cognitive social, emotional and physical growth of our students in a safe learning environment. The faculty integrates the state educational standards to reflect individual needs, build upon basic skills and enhance learning through heterogeneous grouping. We prioritize suitable class sizes with properly equipped classrooms. Ultimately we prepare our students to be leaders in their future education and employment.

School / Academic Goals

- ü Students develop skills and obtain knowledge preparing them for future education and employment. The AIMS test will be an indication as to the success of our students. Mount Elden students will meet or exceed the state standards.
- ü Students that come to Mount Elden behind in their reading level will improve their reading at a greater rate than when they entered.
- ü Students have the opportunity to select from a large variety of elective choices to enhance the education.
- ü Students will see how their core classes interrelate with the real world by participating in integrated units.

Enrollment

October 1, 2005 School Year Student Enrollment : 784
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 40

Instructional Programs

- Ü Integrated Core Teams
- Ü Exploratory Electives
- Ü Leveled Math Program
- Ü Sustained Silent Reading (15 mins daily)
- Ü Gifted Opportunity Team
- Ü Reading to Bridge Gaps
- Ü Resource Program & Inclusive Environment
- Ü Extensive Music Offerings

Calendar Information

Number of Instruction Days :	184
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Mount Elden Middle School provides opportunities for students to explore interests and abilities while encouraging them to develop new interests which may be related to further education, vocational careers, and various cultural, intellectual and avocational pursuits.

Parents

Parents provide a nurturing and safe home environment. They encourage and help their child: take responsibility for successfully completing all schoolwork, promoting good study habits, regular attendance at school, and the value of good citizenship.

Transportation Policy

Students are provided with a Code of Conduct that details expectations for student behavior on the bus. Students may ride the bus if they live farther than one and one-half miles from school. Buses transport 65% of the students to and from school.

School Honors

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

Award/Honor	Year
Ü Wrestling Tournament Champion	2004
Ü A+ School--A+ Recognition Program	2003
Ü AZ Science Teacher of the Year	2003
Ü School of the Year - Flagstaff Chamber of Commerce	1999

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	356	754	78546	98	97	97	545	550	543	15	13	15	17	15	18	54	56	52	14	16	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	177	376	38645	99	98	98	547	553	545	13	11	13	19	17	18	53	56	54	15	16	15
Male	179	378	39792	96	95	97	543	547	542	17	16	17	14	13	17	55	55	50	14	16	15
African American	NC	21	4205	NC	100	97	NC	554	524	NC	10	22	NC	19	22	NC	52	49	NC	19	7
Hispanic	84	156	31177	99	98	97	523	526	524	25	26	22	19	18	23	49	48	48	7	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	100	196	4689	93	94	95	533	533	515	17	17	28	18	19	25	58	56	43	7	8	4
White	159	371	36450	99	97	97	564	569	563	9	6	7	13	11	12	55	59	57	23	24	23
Students with Disabilities	64	113	8093	90	84	82	493	496	489	48	48	50	25	23	24	27	27	23	NA	2	2
Students without Disabilities	292	641	70453	99	99	100	556	559	549	8	7	11	15	13	17	60	61	56	17	19	16
Limited English Proficient Students	32	75	9323	86	91	94	485	488	491	63	59	47	22	19	28	16	21	24	NA	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	156	288	34694	96	95	96	529	528	524	19	21	23	22	20	23	52	52	48	7	7	7
Non-Economically Disadvantaged	200	466	43852	99	98	99	557	563	559	12	9	10	12	12	13	56	58	56	20	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	360	757	79045	99	97	98	515	517	512	7	7	10	24	24	25	64	62	58	5	7	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	176	375	38860	99	98	98	521	525	519	6	5	7	21	21	22	66	67	62	7	7	8
Male	184	382	40075	98	96	97	510	510	505	8	10	12	27	27	28	61	57	54	4	6	6
African American	NC	21	4250	NC	100	98	NC	529	500	NC	NA	12	NC	24	31	NC	71	54	NC	5	3
Hispanic	85	157	31314	100	98	98	497	496	493	8	13	16	36	35	34	54	50	48	1	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	103	197	4719	96	95	96	499	496	489	11	12	15	33	36	39	54	51	45	2	2	2
White	160	373	36730	99	98	98	535	537	532	4	3	4	12	13	16	74	72	68	10	11	12
Students with Disabilities	68	116	8552	96	87	87	473	469	463	26	27	35	44	44	40	28	28	23	1	1	1
Students without Disabilities	292	641	70493	99	99	100	524	525	517	3	4	7	19	20	24	72	68	62	6	8	8
Limited English Proficient Students	34	76	9355	92	93	95	456	453	456	24	34	37	71	57	48	6	9	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	160	290	34922	98	96	96	503	495	493	9	12	15	30	35	34	58	50	48	3	2	3
Non-Economically Disadvantaged	200	467	44123	99	98	99	525	531	527	6	4	6	19	17	18	68	69	66	8	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	358	759	79657	98	97	99	576	575	566	2	2	3	7	7	8	88	88	87	3	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	176	377	39120	99	99	99	587	588	580	1	1	2	3	3	4	93	93	92	4	3	2
Male	181	381	40423	97	96	98	565	562	553	3	3	5	12	12	12	84	83	83	2	1	1
African American	NC	21	4290	NC	100	99	NC	579	560	NC	NA	4	NC	10	9	NC	90	86	NC	NA	1
Hispanic	85	158	31642	100	99	99	563	563	552	2	3	5	8	11	11	89	86	84	NA	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	101	198	4760	94	95	97	561	555	547	4	6	5	10	12	14	86	83	81	NA	NA	0
White	159	372	36929	99	97	99	592	590	579	NA	1	2	4	3	5	89	92	91	6	3	2
Students with Disabilities	65	114	9069	92	85	92	533	523	508	3	6	11	29	30	30	68	64	58	NA	NA	1
Students without Disabilities	293	645	70588	100	100	100	585	583	573	1	2	2	2	3	5	93	93	91	3	2	1
Limited English Proficient Students	33	76	9521	89	93	96	514	501	507	12	14	13	21	29	24	67	57	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	157	290	35341	96	96	97	564	555	551	4	5	5	8	12	12	87	83	83	1	0	0
Non-Economically Disadvantaged	201	469	44316	100	98	100	586	587	578	NA	1	2	6	5	5	89	92	90	4	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	416	865	78400	98	97	97	568	571	554	14	14	21	13	15	19	56	52	47	17	19	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	199	416	38686	98	96	98	574	571	554	11	12	20	12	15	20	59	55	49	18	18	12
Male	217	449	39636	98	98	96	563	570	554	18	16	23	15	14	18	52	50	46	15	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	73	142	30732	100	99	97	553	550	534	23	25	31	14	15	24	55	49	40	8	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	123	221	4536	96	95	95	548	545	528	20	21	35	23	24	25	50	50	37	7	5	4
White	211	477	37038	99	97	97	586	590	575	7	7	11	9	10	14	59	55	56	25	28	19
Students with Disabilities	83	148	7840	94	88	81	513	520	498	46	39	60	25	22	18	28	36	20	1	3	2
Students without Disabilities	333	717	70560	99	99	99	581	580	560	7	9	17	11	13	19	62	56	50	20	22	14
Limited English Proficient Students	43	77	8956	91	91	95	504	500	502	53	58	56	23	21	25	21	19	18	2	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	165	278	33014	97	96	95	549	547	534	24	22	31	15	21	24	52	51	40	8	7	5
Non-Economically Disadvantaged	251	587	45386	99	97	99	581	582	569	8	10	15	12	12	15	58	53	52	22	25	18

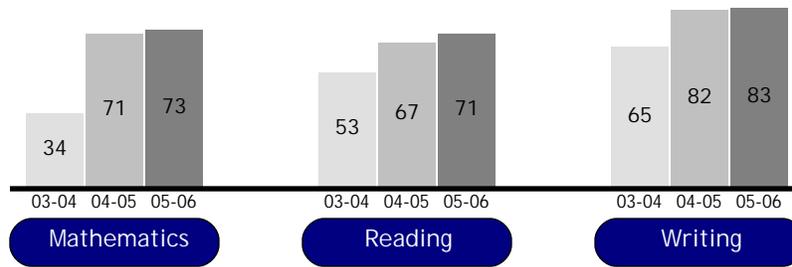
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	419	875	79179	99	98	98	526	530	519	8	7	11	21	20	27	68	67	58	3	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	200	421	38974	99	97	99	534	536	524	6	5	8	16	17	25	74	72	61	5	6	5
Male	219	454	40124	99	99	97	518	525	513	10	9	13	26	23	28	62	63	54	2	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	73	142	30987	100	99	98	507	510	498	16	15	17	30	27	36	51	54	45	3	3	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	126	226	4573	98	97	96	505	504	494	13	11	16	30	35	41	56	53	42	1	0	1
White	211	482	37467	99	98	98	543	548	539	1	2	5	14	11	17	80	78	70	5	9	8
Students with Disabilities	86	156	8567	98	93	88	478	486	467	27	22	39	44	38	38	29	39	22	NA	1	1
Students without Disabilities	333	719	70612	99	99	99	537	539	524	3	4	7	15	16	25	77	74	62	4	7	5
Limited English Proficient Students	46	80	9013	98	94	95	455	457	461	48	40	40	39	48	48	13	13	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	167	282	33345	98	97	96	508	507	499	16	11	17	28	32	36	56	55	46	1	1	1
Non-Economically Disadvantaged	252	593	45834	99	98	99	537	541	533	3	5	7	17	14	19	75	73	67	5	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	417	864	79734	98	97	99	562	565	554	4	2	3	13	13	19	83	84	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	203	421	39243	100	97	99	577	579	568	3	2	2	5	6	12	92	92	85	NA	1	1
Male	214	443	40413	97	97	98	547	552	541	5	3	4	21	19	26	74	77	70	NA	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	73	142	31254	100	99	99	548	551	539	7	5	5	16	15	25	77	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	125	223	4613	98	96	97	541	545	535	7	4	4	21	22	29	72	73	67	NA	1	0
White	210	474	37668	98	97	99	579	579	569	0	1	1	8	8	13	91	91	85	NA	0	1
Students with Disabilities	82	143	8943	93	85	92	497	506	495	15	8	11	44	41	51	41	50	38	NA	1	1
Students without Disabilities	335	721	70791	100	99	100	577	576	561	1	1	2	6	7	15	93	91	83	NA	0	0
Limited English Proficient Students	45	77	9138	96	91	97	467	485	492	27	17	13	40	40	46	33	42	40	NA	1	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	166	280	33718	98	97	97	536	542	538	9	6	5	20	21	26	71	73	69	NA	0	0
Non-Economically Disadvantaged	251	584	46016	99	97	100	578	576	567	0	1	2	9	9	14	91	90	84	NA	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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

AYP Determination	Met Percent Tested?	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	91	59	NA	54	99	52	56	50	98	58	59	54
	Language	98	59	65	58	99	54	57	52	98	59	61	58
	Mathematics	97	66	69	62	99	54	56	50	97	56	56	54
8	Reading	93	61	NA	55	97	53	55	51	98	61	65	58
	Language	96	53	57	52	97	50	53	50	97	58	61	56
	Mathematics	97	68	67	61	97	60	61	53	97	63	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/

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

Council Duties

- Ü School Improvement
- Ü Parent/Educator/Student Relations
- Ü School Policies/Procedures
- Ü Extracurricular Activities
- Ü Academic Goals/Instructional Strategies
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	43.00
Other Professional Staff	6.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	2	2	0	0
7 to 9 years	3	0	0	0
10 or more years	9	25	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	192
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Computer Learning Lab
- Ü Technology Lab--Vocational Emphasis
- Ü Dance Studio
- Ü Video Production Lab

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Wrestling
- Ü Basketball Boys & Girls
- Ü Volleyball
- Ü Native America Club
- Ü Cross Country
- Ü Student Council
- Ü Swimming

Social Services

- Ü Community/School Recreation Facilities
- Ü Community/School Swimming Pool
- Ü Counseling Services
- Ü Dental Clinic
- Ü Health Clinics
- Ü Operation Wish Book - 3057 book dist.
- Ü Gang Resistance Education and Training
- Ü Polling Place for Elections

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Mt. Elden received the top mark of 'Excelling' from Arizona Learns for the 04-05 school year.

- ü Our school was identified as an A+ School by the Arizona Educational Foundation, Arizona Department of Education and Bank One, April 2003.

- ü Selected as a model site for a Federal Gear-up grant for 2000-01. This early intervention program provides guidance, tutoring, and support for all students. Successful students in this program will be awarded a 4-year NAU scholarship.

- ü School of the year 1999 - chosen by the city.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

The goals of Mount Elden’s discipline code are: to promote a climate of student behavior necessary to achieve high moral and academic standards; maintain a climate conducive to learning; to help students make proper choices; and to provide consistent and fair discipline for violations. The code of conduct has been developed to clearly inform students, staff and parents of what is acceptable and unacceptable behavior. Every student is responsible for his/her behavior while at school.

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) :

9

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	Rodney Johnson	(928) 773-8250
Transportation Policy	Stacey Shaw	(928) 773-4170
Community Resources	Angel Ruedaflores	(928) 773-8250
School Nutrition Programs	Jacque Johnson	(928) 773-8256
Parent Organization	Jenny Garcia	(928) 779-9272
Student Health/Nurse	Lonna Culbertson	(928) 773-6091

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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