



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 Excelling
2004-05 Highly Performing
2003-04 Excelling

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

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

The mission of Renaissance Magnet Middle School is to provide optimal educational opportunities for ALL students to prepare themselves for a productive future and to provide a concentrated curriculum in the areas of fine arts, performing arts, and science and technology.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
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

- Students develop skills and obtain knowledge preparing them for future education and employment.
Provide comprehensive, technologically rich and integrated curriculum that allows for academic achievement and which ensures all students meet or exceed the standards on Arizona's Instrument to Measure Standards (AIMS).
Renaissance Magnet students have the opportunity to be involved in exhibition and collaborative projects.
Parent involvement will increase throughout the school year.

Enrollment

October 1, 2005 School Year Student Enrollment : 79
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 12

Instructional Programs

- Integrated Core Team
- Advanced Math Program
- Art/Dance/Drama Magnet Classes
- Science/Technology Magnet Classes
- State Standards Exploration Units
- Technology Integration
- Resource Program & Inclusive Environment
- Sustained Silent Reading (Homeroom)

Calendar Information

Number of Instruction Days :	184
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Renaissance Magnet provides opportunities for students to explore areas of interest and ability in magnet classes. Skill development and mastery of the Arizona Academic Standards are accomplished in the language arts, reading, social studies, science and math classes.

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. Any student living within the FUSD #1 boundaries that lives more than one-half miles from school may ride the bus to Renaissance Magnet.

School Honors

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

Award/Honor	Year
• School of the Year, Flagstaff Chamber of Commerce	2001
• AEA School Bell Award	1999
• NAU Distinguished Alumni, Center for Excellence in Ed.	1997
• AZ Dept. of Education; Learn and Serve Arizona Award	2001

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	40	754	78546	98	97	97	547	550	543	15	13	15	23	15	18	40	56	52	23	16	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	376	38645	96	98	98	550	553	545	9	11	13	27	17	18	41	56	54	23	16	15
Male	18	378	39792	100	95	97	543	547	542	22	16	17	17	13	17	39	55	50	22	16	15
African American	--	21	4205	--	100	97	--	554	524	--	10	22	--	19	22	--	52	49	--	19	7
Hispanic	NC	156	31177	NC	98	97	NC	526	524	NC	26	22	NC	18	23	NC	48	48	NC	8	7
Asian/Pacific Islander	--	NC	1940	--	NC	99	--	NC	580	--	NC	5	--	NC	9	--	NC	53	--	NC	33
American Indian/Alaskan Native	NC	196	4689	NC	94	95	NC	533	515	NC	17	28	NC	19	25	NC	56	43	NC	8	4
White	25	371	36450	100	97	97	558	569	563	8	6	7	20	11	12	44	59	57	28	24	23
Students with Disabilities	NC	113	8093	NC	84	82	NC	496	489	NC	48	50	NC	23	24	NC	27	23	NC	2	2
Students without Disabilities	32	641	70453	100	99	100	557	559	549	6	7	11	22	13	17	44	61	56	28	19	16
Limited English Proficient Students	NC	75	9323	NC	91	94	NC	488	491	NC	59	47	NC	19	28	NC	21	24	NC	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	NC	288	34694	NC	95	96	NC	528	524	NC	21	23	NC	20	23	NC	52	48	NC	7	7
Non-Economically Disadvantaged	33	466	43852	97	98	99	554	563	559	9	9	10	21	12	13	45	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	40	757	79045	98	97	98	523	517	512	3	7	10	28	24	25	60	62	58	10	7	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	375	38860	96	98	98	541	525	519	NA	5	7	23	21	22	59	67	62	18	7	8
Male	18	382	40075	100	96	97	502	510	505	6	10	12	33	27	28	61	57	54	NA	6	6
African American	--	21	4250	--	100	98	--	529	500	--	NA	12	--	24	31	--	71	54	--	5	3
Hispanic	NC	157	31314	NC	98	98	NC	496	493	NC	13	16	NC	35	34	NC	50	48	NC	3	2
Asian/Pacific Islander	--	NC	1949	--	NC	99	--	NC	536	--	NC	4	--	NC	15	--	NC	66	--	NC	15
American Indian/Alaskan Native	NC	197	4719	NC	95	96	NC	496	489	NC	12	15	NC	36	39	NC	51	45	NC	2	2
White	25	373	36730	100	98	98	538	537	532	NA	3	4	20	13	16	64	72	68	16	11	12
Students with Disabilities	NC	116	8552	NC	87	87	NC	469	463	NC	27	35	NC	44	40	NC	28	23	NC	1	1
Students without Disabilities	32	641	70493	100	99	100	536	525	517	NA	4	7	19	20	24	69	68	62	13	8	8
Limited English Proficient Students	NC	76	9355	NC	93	95	NC	453	456	NC	34	37	NC	57	48	NC	9	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	NC	290	34922	NC	96	96	NC	495	493	NC	12	15	NC	35	34	NC	50	48	NC	2	3
Non-Economically Disadvantaged	33	467	44123	97	98	99	535	531	527	NA	4	6	18	17	18	70	69	66	12	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	39	759	79657	95	97	99	578	575	566	3	2	3	5	7	8	90	88	87	3	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	377	39120	96	99	99	598	588	580	NA	1	2	NA	3	4	95	93	92	5	3	2
Male	17	381	40423	94	96	98	552	562	553	6	3	5	12	12	12	82	83	83	NA	1	1
African American	--	21	4290	--	100	99	--	579	560	--	NA	4	--	10	9	--	90	86	--	NA	1
Hispanic	NC	158	31642	NC	99	99	NC	563	552	NC	3	5	NC	11	11	NC	86	84	NC	1	0
Asian/Pacific Islander	--	NC	1948	--	NC	99	--	NC	589	--	NC	1	--	NC	3	--	NC	91	--	NC	4
American Indian/Alaskan Native	NC	198	4760	NC	95	97	NC	555	547	NC	6	5	NC	12	14	NC	83	81	NC	NA	0
White	24	372	36929	96	97	99	581	590	579	4	1	2	4	3	5	88	92	91	4	3	2
Students with Disabilities	NC	114	9069	NC	85	92	NC	523	508	NC	6	11	NC	30	30	NC	64	58	NC	NA	1
Students without Disabilities	32	645	70588	100	100	100	592	583	573	NA	2	2	3	3	5	94	93	91	3	2	1
Limited English Proficient Students	NC	76	9521	NC	93	96	NC	501	507	NC	14	13	NC	29	24	NC	57	63	NC	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	NC	290	35341	NC	96	97	NC	555	551	NC	5	5	NC	12	12	NC	83	83	NC	0	0
Non-Economically Disadvantaged	33	469	44316	97	98	100	583	587	578	3	1	2	3	5	5	91	92	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	41	865	78400	100	97	97	586	571	554	7	14	21	7	15	19	63	52	47	22	19	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	416	38686	100	96	98	586	571	554	10	12	20	5	15	20	67	55	49	19	18	12
Male	20	449	39636	100	98	96	587	570	554	5	16	23	10	14	18	60	50	46	25	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	NC	142	30732	NC	99	97	NC	550	534	NC	25	31	NC	15	24	NC	49	40	NC	10	5
Asian/Pacific Islander	--	NC	1827	--	NC	99	--	NC	594	--	NC	8	--	NC	12	--	NC	49	--	NC	31
American Indian/Alaskan Native	NC	221	4536	NC	95	95	NC	545	528	NC	21	35	NC	24	25	NC	50	37	NC	5	4
White	29	477	37038	100	97	97	597	590	575	3	7	11	10	10	14	55	55	56	31	28	19
Students with Disabilities	NC	148	7840	NC	88	81	NC	520	498	NC	39	60	NC	22	18	NC	36	20	NC	3	2
Students without Disabilities	33	717	70560	100	99	99	592	580	560	3	9	17	9	13	19	64	56	50	24	22	14
Limited English Proficient Students	--	77	8956	--	91	95	--	500	502	--	58	56	--	21	25	--	19	18	--	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	278	33014	NC	96	95	NC	547	534	NC	22	31	NC	21	24	NC	51	40	NC	7	5
Non-Economically Disadvantaged	38	587	45386	100	97	99	583	582	569	8	10	15	8	12	15	63	53	52	21	25	18

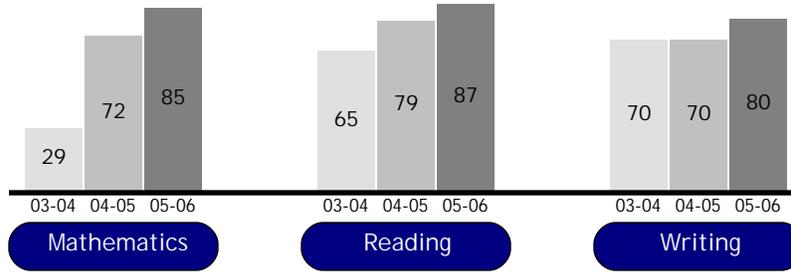
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	875	79179	100	98	98	543	530	519	5	7	11	7	20	27	85	67	58	2	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	421	38974	100	97	99	549	536	524	5	5	8	5	17	25	90	72	61	NA	6	5
Male	20	454	40124	100	99	97	536	525	513	5	9	13	10	23	28	80	63	54	5	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	NC	142	30987	NC	99	98	NC	510	498	NC	15	17	NC	27	36	NC	54	45	NC	3	1
Asian/Pacific Islander	--	NC	1832	--	NC	99	--	NC	543	--	NC	4	--	NC	17	--	NC	69	--	NC	10
American Indian/Alaskan Native	NC	226	4573	NC	97	96	NC	504	494	NC	11	16	NC	35	41	NC	53	42	NC	0	1
White	29	482	37467	100	98	98	554	548	539	NA	2	5	3	11	17	97	78	70	NA	9	8
Students with Disabilities	NC	156	8567	NC	93	88	NC	486	467	NC	22	39	NC	38	38	NC	39	22	NC	1	1
Students without Disabilities	33	719	70612	100	99	99	543	539	524	3	4	7	9	16	25	85	74	62	3	7	5
Limited English Proficient Students	--	80	9013	--	94	95	--	457	461	--	40	40	--	48	48	--	13	12	--	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	282	33345	NC	97	96	NC	507	499	NC	11	17	NC	32	36	NC	55	46	NC	1	1
Non-Economically Disadvantaged	38	593	45834	100	98	99	542	541	533	5	5	7	8	14	19	84	73	67	3	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	41	864	79734	100	97	99	562	565	554	NA	2	3	20	13	19	80	84	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	421	39243	100	97	99	582	579	568	NA	2	2	NA	6	12	100	92	85	NA	1	1
Male	20	443	40413	100	97	98	541	552	541	NA	3	4	40	19	26	60	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	NC	142	31254	NC	99	99	NC	551	539	NC	5	5	NC	15	25	NC	80	70	NC	NA	0
Asian/Pacific Islander	--	NC	1837	--	NC	99	--	NC	579	--	NC	1	--	NC	9	--	NC	87	--	NC	2
American Indian/Alaskan Native	NC	223	4613	NC	96	97	NC	545	535	NC	4	4	NC	22	29	NC	73	67	NC	1	0
White	29	474	37668	100	97	99	561	579	569	NA	1	1	21	8	13	79	91	85	NA	0	1
Students with Disabilities	NC	143	8943	NC	85	92	NC	506	495	NC	8	11	NC	41	51	NC	50	38	NC	1	1
Students without Disabilities	33	721	70791	100	99	100	568	576	561	NA	1	2	18	7	15	82	91	83	NA	0	0
Limited English Proficient Students	--	77	9138	--	91	97	--	485	492	--	17	13	--	40	46	--	42	40	--	1	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	280	33718	NC	97	97	NC	542	538	NC	6	5	NC	21	26	NC	73	69	NC	0	0
Non-Economically Disadvantaged	38	584	46016	100	97	100	562	576	567	NA	1	2	21	9	14	79	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?	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	87	74	NA	54	98	69	56	50	98	58	59	54
	Language	95	73	65	58	98	69	57	52	95	67	61	58
	Mathematics	98	69	69	62	98	70	56	50	98	52	56	54
8	Reading	85	67	NA	55	98	60	55	51	100	78	65	58
	Language	91	59	57	52	98	57	53	50	100	70	61	56
	Mathematics	91	62	67	61	98	66	61	53	100	75	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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Academic Goals
- Ü School Improvement
- Ü Student Achievement
- Ü Parent/Teacher/Student Relations
- Ü Budget
- Ü Instructional Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	5.00
Other Professional Staff	1.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	20
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	0%

Resources Available at School Site

Special Facilities

- Ü Computer Learning Lab
- Ü Team Seminar Room - Mini-auditorium

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü After School Activity Day
- Ü Academic Tutoring

Social Services

- Ü Community/School Recreation Facilities
- Ü Community/School Swimming Pool
- Ü Counseling Services
- Ü Dental Clinics
- Ü Health Clinics
- Ü Gang Resistance Education and Training

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü RMMS consistently receives the state's highest marks through Arizona Learns.

- ü Eighth grade students scored at or above the 69th percentile in reading and math on the Stanford 9. Seventh grade students scored at or above the 72th percentile in reading, language and math on the Stanford 9.

- ü RMMS was selected as the 2001 School of the Year by the Flagstaff Chamber of Commerce.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	90	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

Our philosophy is to provide an educational program that is clear, consistent and uncompromising in its standards of student performance and behavioral expectations. A Responsible Thinking Classroom supports the educational culture.

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) :

0

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	Johnson, Ruedaflores	(928) 773-8250
Transportation Policy	Stacey Shaw	(928) 773-4170
Community Resources	Angel Ruedaflores	(928) 773-8265
School Nutrition Programs	Jacque Johnson	(928) 773-8256
Parent Organization	Jenny Garcia	(928) 779-9272
Student Health/Nurse	Lonna Culbertson	(928) 773-8252

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.