

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

East Fir Street, Tuba City, AZ 86045

Tuba City 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	Performing Plus
2004-05	Performing
2003-04	Performing

(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	Met
2003-04	Not Met

School Improvement Status (b)

2005-06	Restructure(Plan)
2004-05	Restructure(Plan)
2003-04	Restructuring

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

School Overview

Principal/Administrator : Mr. Lee Tsinigine
 Schedule : 07:30 AM to 05:00 PM
 Grades : 7-8
 Web Address : www.tcusd.org
 Phone Number : (928) 283-1058
 Fax Number : (928) 283-1094
 E-mail : Itsinigine@tcusd.org

Mission

The mission of TCJHS is to meet the needs of our students, for them to become self-sufficient in school and in their future, and to be successful in a safe, nurturing, and challenging school-community environment.

School / Academic Goals

- ü To increase the mathematics achievement of middle school students, as measured by our DAP, and AIMS results.
- ü To increase the reading achievement of middle school students, as measured by our DAP, and AIMS results.
- ü To increase school attendance, reduce non-attendance, and decrease disciplinary action and consequences.
- ü To improve parental, family, and community involvement in school events and activities; to provide service learning experiences; and contribute to community.

Enrollment

October 1, 2005 School Year Student Enrollment : 327
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü Character Counts!
- Ü Renaissance Reading/Accelerated Math
- Ü Navajo Language and Culture
- Ü Law-Related Education/SRO Program
- Ü Hopi Language
- Ü Navajo Coordinated School Health
- Ü Education Program for Gifted Youth

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/3/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Informing parents of activities and events through calendars, notices to parents; disciplinary incident notices, phone calls, home visits by Home Visitor and/or Social Worker, parent teacher conferences, parent orientation, and supporting the Home/School Compacts.

Parents

Enrollment in school with proper documents, responsible and legal adult care of students, supportive of a safe school; ensure daily attendance; check on academic performance and progress of student in school; be knowledgeable and supportive of school rules and policies; provide necessities for child's success in school; be informed of school events and activities; and provide a place and time at home for study.

Transportation Policy

Students in grades 4-6 must reside one mile or more from school and students in grades 7-8 must reside 1.5 miles or more from school, to be transported on school transportation. Special Needs students will be transported according to their IEPs.

School Honors

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

Award/Honor	Year
Ü Performing School-AZ LEARNS	2004
Ü Navajo Spelling Bee Runnerup	2004
Ü NCA Accreditation	2005
Ü Performing Plus - AZLearns	2006

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	174	174	78546	100	100	97	517	517	543	28	28	15	24	24	18	44	44	52	4	4	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	82	38645	100	100	98	521	521	545	26	26	13	17	17	18	55	55	54	2	2	15
Male	92	92	39792	100	100	97	512	512	542	30	30	17	30	30	17	34	34	50	5	5	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	NC	NC	31177	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	23	NC	NC	48	NC	NC	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	169	169	4689	100	100	95	516	516	515	28	28	28	24	24	25	44	44	43	4	4	4
White	NC	NC	36450	NC	NC	97	NC	NC	563	NC	NC	7	NC	NC	12	NC	NC	57	NC	NC	23
Students with Disabilities	35	35	8093	100	100	82	470	470	489	77	77	50	9	9	24	11	11	23	3	3	2
Students without Disabilities	139	139	70453	100	100	100	527	527	549	16	16	11	28	28	17	52	52	56	4	4	16
Limited English Proficient Students	55	55	9323	100	100	94	482	482	491	55	55	47	31	31	28	15	15	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	152	152	34694	100	100	96	515	515	524	29	29	23	23	23	23	45	45	48	3	3	7
Non-Economically Disadvantaged	22	22	43852	100	100	99	529	529	559	23	23	10	32	32	13	32	32	56	14	14	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	174	174	79045	100	100	98	489	489	512	14	14	10	37	37	25	48	48	58	1	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	82	38860	100	100	98	492	492	519	13	13	7	33	33	22	52	52	62	1	1	8
Male	92	92	40075	100	100	97	485	485	505	15	15	12	40	40	28	43	43	54	1	1	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	NC	NC	31314	NC	NC	98	NC	NC	493	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	169	169	4719	100	100	96	487	487	489	15	15	15	37	37	39	47	47	45	1	1	2
White	NC	NC	36730	NC	NC	98	NC	NC	532	NC	NC	4	NC	NC	16	NC	NC	68	NC	NC	12
Students with Disabilities	35	35	8552	100	100	87	450	450	463	49	49	35	37	37	40	14	14	23	NA	NA	1
Students without Disabilities	139	139	70493	100	100	100	497	497	517	6	6	7	37	37	24	56	56	62	1	1	8
Limited English Proficient Students	55	55	9355	100	100	95	456	456	456	33	33	37	51	51	48	16	16	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	152	152	34922	100	100	96	485	485	493	16	16	15	38	38	34	45	45	48	1	1	3
Non-Economically Disadvantaged	22	22	44123	100	100	99	513	513	527	5	5	6	32	32	18	64	64	66	NA	NA	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	173	173	79657	100	100	99	548	548	566	2	2	3	20	20	8	77	77	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	82	39120	100	100	99	569	569	580	NA	NA	2	10	10	4	89	89	92	1	1	2
Male	91	91	40423	99	99	98	529	529	553	4	4	5	30	30	12	66	66	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	NC	NC	31642	NC	NC	99	NC	NC	552	NC	NC	5	NC	NC	11	NC	NC	84	NC	NC	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	168	168	4760	100	100	97	548	548	547	2	2	5	20	20	14	77	77	81	1	1	0
White	NC	NC	36929	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	5	NC	NC	91	NC	NC	2
Students with Disabilities	34	34	9069	97	97	92	485	485	508	9	9	11	56	56	30	35	35	58	NA	NA	1
Students without Disabilities	139	139	70588	100	100	100	562	562	573	1	1	2	12	12	5	87	87	91	1	1	1
Limited English Proficient Students	54	54	9521	100	100	96	509	509	507	7	7	13	37	37	24	56	56	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	151	151	35341	99	99	97	546	546	551	3	3	5	21	21	12	76	76	83	1	1	0
Non-Economically Disadvantaged	22	22	44316	100	100	100	564	564	578	NA	NA	2	18	18	5	82	82	90	NA	NA	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	152	152	78400	99	99	97	547	547	554	21	21	21	14	14	19	59	59	47	5	5	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	77	38686	99	99	98	553	553	554	14	14	20	16	16	20	64	64	49	6	6	12
Male	75	75	39636	100	100	96	540	540	554	28	28	23	13	13	18	55	55	46	4	4	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	--	--	30732	--	--	97	--	--	534	--	--	31	--	--	24	--	--	40	--	--	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	147	147	4536	99	99	95	546	546	528	21	21	35	14	14	25	59	59	37	5	5	4
White	NC	NC	37038	NC	NC	97	NC	NC	575	NC	NC	11	NC	NC	14	NC	NC	56	NC	NC	19
Students with Disabilities	34	34	7840	100	100	81	485	485	498	71	71	60	9	9	18	21	21	20	NA	NA	2
Students without Disabilities	118	118	70560	99	99	99	563	563	560	7	7	17	16	16	19	70	70	50	7	7	14
Limited English Proficient Students	47	47	8956	98	98	95	516	516	502	38	38	56	17	17	25	45	45	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	137	137	33014	99	99	95	548	548	534	21	21	31	14	14	24	59	59	40	6	6	5
Non-Economically Disadvantaged	15	15	45386	100	100	99	535	535	569	20	20	15	20	20	15	60	60	52	NA	NA	18

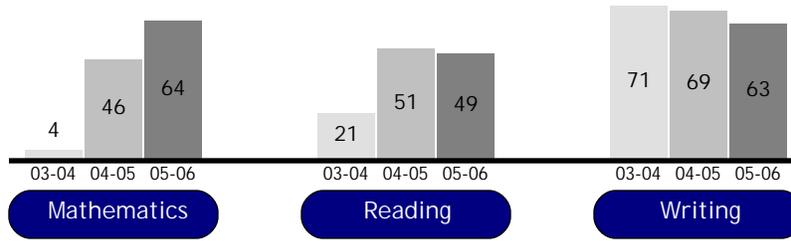
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	152	152	79179	99	99	98	499	499	519	18	18	11	33	33	27	46	46	58	3	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	77	38974	99	99	99	513	513	524	10	10	8	32	32	25	52	52	61	5	5	5
Male	75	75	40124	100	100	97	486	486	513	27	27	13	33	33	28	40	40	54	NA	NA	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	--	--	30987	--	--	98	--	--	498	--	--	17	--	--	36	--	--	45	--	--	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	147	147	4573	99	99	96	498	498	494	19	19	16	33	33	41	46	46	42	2	2	1
White	NC	NC	37467	NC	NC	98	NC	NC	539	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	8
Students with Disabilities	34	34	8567	100	100	88	444	444	467	68	68	39	15	15	38	18	18	22	NA	NA	1
Students without Disabilities	118	118	70612	99	99	99	514	514	524	4	4	7	38	38	25	54	54	62	3	3	5
Limited English Proficient Students	47	47	9013	98	98	95	460	460	461	36	36	40	51	51	48	13	13	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	137	137	33345	99	99	96	498	498	499	19	19	17	33	33	36	45	45	46	3	3	1
Non-Economically Disadvantaged	15	15	45834	100	100	99	509	509	533	13	13	7	33	33	19	53	53	67	NA	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	153	153	79734	100	100	99	526	526	554	3	3	3	33	33	19	63	63	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	78	39243	100	100	99	542	542	568	3	3	2	21	21	12	77	77	85	NA	NA	1
Male	75	75	40413	100	100	98	510	510	541	4	4	4	47	47	26	49	49	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	--	--	31254	--	--	99	--	--	539	--	--	5	--	--	25	--	--	70	--	--	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	148	148	4613	100	100	97	526	526	535	3	3	4	33	33	29	64	64	67	NA	NA	0
White	NC	NC	37668	NC	NC	99	NC	NC	569	NC	NC	1	NC	NC	13	NC	NC	85	NC	NC	1
Students with Disabilities	34	34	8943	100	100	92	447	447	495	15	15	11	71	71	51	15	15	38	NA	NA	1
Students without Disabilities	119	119	70791	100	100	100	547	547	561	NA	NA	2	23	23	15	77	77	83	NA	NA	0
Limited English Proficient Students	48	48	9138	100	100	97	487	487	492	10	10	13	54	54	46	35	35	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	138	138	33718	100	100	97	526	526	538	3	3	5	33	33	26	64	64	69	NA	NA	0
Non-Economically Disadvantaged	15	15	46016	100	100	100	532	532	567	7	7	2	33	33	14	60	60	84	NA	NA	1

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

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	37	NA	54	97	38	38	50	99	35	35	54
	Language	100	39	38	58	97	40	40	52	99	35	35	58
	Mathematics	100	37	37	62	97	39	39	50	99	32	32	54
8	Reading	92	33	NA	55	100	45	44	51	98	44	44	58
	Language	98	25	25	52	100	42	41	50	98	41	41	56
	Mathematics	98	32	32	61	100	38	38	53	98	46	46	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)
- 4 Parent(s)
- 7 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School and Community Relations
- Ü School Improvement
- Ü Renovations and Construction
- Ü Staff Recognition
- Ü Curriculum and Instructional Improvement
- Ü Safe Schools

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	28.00
Other Professional Staff	1.50	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	0	0
4 to 6 years	6	1	0	0
7 to 9 years	2	1	0	0
10 or more years	3	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	90
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	16%

Resources Available at School Site

Special Facilities

- Ü Three Computer Labs
- Ü Library/Media Center
- Ü Four Science Labs
- Ü Renovated Gymnasium

Extracurricular Activities

- Ü SES - Brainfuse
- Ü National Junior Honor Society
- Ü Student Council
- Ü Summer Scholars
- Ü NAAA Athletic Membership
- Ü Beginning Band
- Ü NAU Saturday Academy
- Ü Spelling and Geography Bees

Social Services

- Ü Breakfast and Lunch Programs
- Ü Community Service w Navajo Nation Courts
- Ü Navajo School Clothing Program
- Ü Navajo Coordinated School Health
- Ü School Safety Program (SRO)

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü AIMS test scores on the SY05-06 test results were greatly improved resulting in Performing Plus by AZLearns

ü AIMS test scores on 2005 test results show increase in mathematics with the 8th grade and ELL students.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	78	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

A Closed Campus policy ensures students stay on campus for the entire school day, a student handbook is provided to students and parents that shows the rules, policies, and discipline plan, discipline policy is enforced, visitor sign in through the Front Office, and District security and the School Resource Officer provide a safe school environment for staff members and students.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

19

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	Lee Tsinigine, Principal	(928) 283-1000
Transportation Policy	Pearl Puhuyaoma	(928) 283-1000
Community Resources	Mr. Dennis Bedonie	(928) 283-1055
School Nutrition Programs	Helen Hunter	(928) 283-1000
Parent Organization	Levon Hatathlie	(928) 283-1055
Student Health/Nurse	Mary Jo Parys, CPNP (part-time)	(928) 283-1055

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.