

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1600 Mesquite, Globe, AZ 85501

Globe 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
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Trent Lyon
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-4
 Web Address : www.globeusd.org/index.asp
 Phone Number : (928) 425-8934
 Fax Number : (928) 425-8936
 E-mail : tlyon@globe.k12.az.us

Mission

Our mission is to serve our community by providing the environment, opportunity, instruction, and partnerships necessary to create success for all of our students.

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	Out of Improvement

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

School / Academic Goals

- ü To improve curriculum to ensure that students are engaged in meaningful instruction and are working to attain proficiency on the Arizona Academic Standards. Teachers have mapped the standards and will use CRTs to assess student proficiency.
- ü To provide a quality curriculum and excellent instruction targeting the areas of reading, writing and mathematics. Emphasis, this year, will continue to focus on helping students meet and exceed state standards for math at each grade level.
- ü To help each student receive the instruction, support, and intervention necessary to meet the rigorous goal of 90 percent of students meeting or exceeding the standards in reading and math.
- ü Increase the amount of exposure to, and practice in using, the English language both verbally and in writing. We will partner with parents and our community to help us in accomplishing this goal.

Enrollment

October 1, 2005 School Year Student Enrollment : 769
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 148

Instructional Programs

- ü At-risk Preschool
- ü Music and PE
- ü On-site Special and Gifted Education
- ü All-Day Kindergarten
- ü After-School Programs
- ü On-Site Tutoring
- ü Student Council

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Copper Rim is committed to providing a safe and orderly environment that is conducive to learning. We support all efforts to help all students meet high academic standards. We will communicate student progress on a regular basis to our parents. For a list of other school responsibilities, review the school/parent compact.

Parents

Parents should make sure their child is at school on time and is absent from school only when necessary. Parents need to communicate regularly with their child's teacher, contact the teacher when they have questions or concerns, and attend conferences so they can partner with the school in helping their child become successful. Other responsibilities are listed in the school/parent compact.

Transportation Policy

Riding the bus is a privilege contingent on students obeying the established bus safety rules and procedures. Transportation for special education students is addressed in the IEP.

School Honors

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

Award/Honor	Year
ü Comprehensive School Reform Grant	2004
ü Several Student Art and Music Awards	2003
ü Wal-Mart Teacher of the Year	2002
ü 21st Century Grant Awardee	2004

3rd 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	156	156	80010	99	99	99	457	457	447	12	12	10	12	12	18	52	52	53	25	25	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	74	38935	99	99	99	457	457	447	7	7	9	12	12	19	58	58	55	23	23	17
Male	82	82	40974	100	100	98	457	457	448	16	16	11	11	11	18	46	46	52	27	27	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	50	50	34545	100	100	99	457	457	432	10	10	14	12	12	24	52	52	53	26	26	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	29	29	3979	100	100	96	439	439	424	14	14	17	10	10	30	72	72	47	3	3	6
White	76	76	35142	99	99	99	464	464	465	12	12	5	12	12	11	45	45	56	32	32	28
Students with Disabilities	30	30	10161	97	97	93	420	420	419	37	37	28	27	27	28	27	27	36	10	10	8
Students without Disabilities	126	126	69849	100	100	100	464	464	451	6	6	7	8	8	17	58	58	56	29	29	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	31	31	39029	97	97	98	454	454	432	16	16	14	10	10	25	55	55	52	19	19	9
Non-Economically Disadvantaged	125	125	40981	100	100	100	458	458	462	10	10	6	12	12	13	51	51	54	26	26	27

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	156	156	79438	99	99	98	460	460	451	11	11	9	14	14	24	59	59	56	16	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	74	38775	99	99	99	465	465	457	5	5	7	14	14	22	62	62	58	19	19	13
Male	82	82	40560	100	100	97	454	454	446	16	16	12	15	15	25	56	56	54	13	13	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	50	50	34297	100	100	98	459	459	434	10	10	14	14	14	31	58	58	50	18	18	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	29	29	3940	100	100	95	435	435	429	17	17	14	21	21	36	59	59	47	3	3	3
White	76	76	34887	99	99	98	469	469	471	9	9	4	12	12	15	61	61	63	18	18	18
Students with Disabilities	30	30	9588	97	97	88	421	421	416	33	33	30	23	23	32	33	33	34	10	10	5
Students without Disabilities	126	126	69850	100	100	100	467	467	456	6	6	7	12	12	23	65	65	59	17	17	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	31	31	38685	97	97	97	457	457	435	16	16	14	16	16	32	55	55	50	13	13	5
Non-Economically Disadvantaged	125	125	40753	100	100	99	460	460	467	10	10	5	14	14	16	60	60	62	17	17	17

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	156	156	79971	99	99	99	452	452	423	3	3	8	21	21	41	69	69	49	8	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	74	38974	99	99	99	458	458	437	1	1	5	18	18	33	76	76	57	5	5	4
Male	82	82	40895	100	100	98	447	447	410	5	5	10	23	23	47	62	62	41	10	10	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	50	50	34481	100	100	99	446	446	410	4	4	10	20	20	46	68	68	43	8	8	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	29	29	3995	100	100	96	446	446	409	3	3	10	24	24	47	69	69	42	3	3	1
White	76	76	35150	99	99	99	458	458	437	3	3	5	20	20	35	70	70	56	8	8	5
Students with Disabilities	30	30	10258	97	97	94	427	427	377	10	10	23	37	37	51	47	47	25	7	7	1
Students without Disabilities	126	126	69713	100	100	100	457	457	429	2	2	5	17	17	39	74	74	52	8	8	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	31	31	38994	97	97	98	453	453	409	10	10	10	13	13	47	74	74	41	3	3	1
Non-Economically Disadvantaged	125	125	40977	100	100	100	452	452	437	2	2	5	22	22	34	67	67	56	9	9	5

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

4th 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	155	155	80147	99	99	99	463	463	482	15	15	11	25	25	17	49	49	49	10	10	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	89	89	39281	100	100	99	466	466	483	13	13	9	24	24	17	54	54	50	9	9	24
Male	66	66	40780	97	97	98	459	459	482	18	18	12	27	27	17	42	42	48	12	12	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	54	54	33494	96	96	99	463	463	466	17	17	15	28	28	23	50	50	49	6	6	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	33	33	4117	100	100	96	447	447	456	9	9	19	39	39	27	52	52	46	NA	NA	8
White	67	67	36122	100	100	99	472	472	501	16	16	5	16	16	10	48	48	50	19	19	35
Students with Disabilities	33	33	10295	100	100	92	429	429	443	42	42	33	27	27	26	24	24	33	6	6	8
Students without Disabilities	122	122	69852	99	99	100	471	471	488	8	8	7	25	25	16	56	56	51	11	11	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	36	36	38371	100	100	97	444	444	465	25	25	15	33	33	23	42	42	49	NA	NA	13
Non-Economically Disadvantaged	119	119	41776	98	98	100	469	469	498	13	13	6	23	23	11	51	51	49	13	13	33

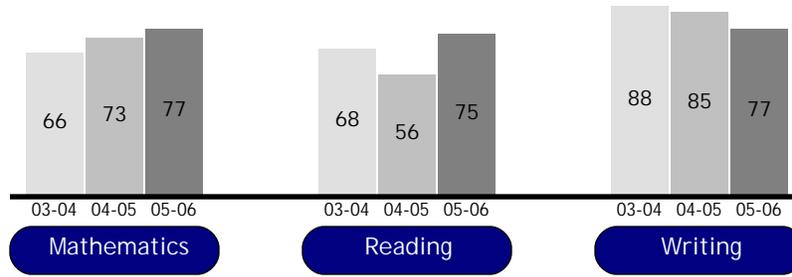
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	155	155	79686	99	99	98	460	460	470	15	15	11	27	27	24	53	53	57	5	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	89	89	39163	100	100	99	468	468	475	12	12	9	24	24	22	60	60	60	4	4	10
Male	66	66	40438	97	97	97	448	448	465	18	18	13	32	32	25	44	44	54	6	6	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	54	54	33299	96	96	98	459	459	452	13	13	17	30	30	32	54	54	47	4	4	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	33	33	4087	100	100	96	438	438	446	21	21	16	36	36	38	42	42	44	NA	NA	2
White	67	67	35914	100	100	98	472	472	489	12	12	5	21	21	15	58	58	67	9	9	14
Students with Disabilities	33	33	9808	100	100	87	421	421	432	36	36	35	36	36	32	21	21	30	6	6	3
Students without Disabilities	122	122	69878	99	99	100	469	469	475	9	9	8	25	25	23	61	61	61	5	5	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	36	36	38095	100	100	97	442	442	452	25	25	17	25	25	32	47	47	48	3	3	3
Non-Economically Disadvantaged	119	119	41591	98	98	99	465	465	486	12	12	6	28	28	16	55	55	65	6	6	13

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	155	155	80372	99	99	99	476	476	475	4	4	4	26	26	30	67	67	64	3	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	89	89	39452	100	100	99	489	489	488	3	3	3	16	16	22	80	80	72	1	1	3
Male	66	66	40836	97	97	98	458	458	464	5	5	6	41	41	37	50	50	56	5	5	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	54	54	33608	96	96	99	481	481	462	2	2	6	28	28	36	69	69	57	2	2	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	32	32	4128	97	97	97	468	468	464	NA	NA	4	44	44	39	56	56	56	NA	NA	1
White	68	68	36213	100	100	99	475	475	489	7	7	2	18	18	22	71	71	72	4	4	3
Students with Disabilities	33	33	10526	100	100	94	439	439	427	9	9	15	55	55	53	30	30	31	6	6	1
Students without Disabilities	122	122	69846	99	99	100	484	484	482	2	2	3	19	19	26	77	77	69	2	2	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	35	35	38521	100	100	98	460	460	461	3	3	6	37	37	38	57	57	55	3	3	1
Non-Economically Disadvantaged	120	120	41851	99	99	100	480	480	489	4	4	3	23	23	22	70	70	72	3	3	4

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)

3rd 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
2	Reading	96	55	NA	58	99	46	46	47	97	52	52	46
	Language	98	49	49	50	99	54	54	47	97	61	61	48
	Mathematics	98	72	72	64	99	57	57	50	97	58	58	52
3	Reading	100	48	NA	55	99	37	37	44	96	52	52	46
	Language	100	51	51	61	99	41	41	44	96	50	50	46
	Mathematics	100	57	57	61	100	48	48	51	96	54	54	52
4	Reading	98	50	NA	56	99	41	41	48	99	48	48	52
	Language	98	43	43	52	99	39	39	49	98	46	46	52
	Mathematics	99	54	54	61	99	48	48	53	99	50	50	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)
- 0 Student(s)

Council Duties

- Ü Discuss Educational Concerns
- Ü Review Curriculum Changes
- Ü Advise Administration on Issues/Concerns
- Ü Part of School Decision-making Structure
- Ü Parent/Educator Relations
- Ü Discuss Facility Needs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	41.00
Other Professional Staff	2.70	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	6	2	0	0
10 or more years	10	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü State-of-the-Art Media Center
- Ü Beautifully Landscaped Campus
- Ü Computer Lab
- Ü New Energy-Efficient Roofing System

Extracurricular Activities

- Ü Kool Kids Choir
- Ü Yearbook
- Ü Drama Productions
- Ü After school tutoring
- Ü Before and Afterschool Programs
- Ü Peer Mediation
- Ü Student Council
- Ü Mock Trial

Social Services

- Ü Breakfast and Lunch Programs
- Ü Law Related Education
- Ü PLAY
- Ü Health Services
- Ü Fire and Safety Programs

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü School staff worked on school improvement goals of incorporating plans found in our Comprehensive School Reform (CSR) grant. Classrooms and teaching practices have been modified to reflect the reading styles approach.
- ü The school set and reached most student achievement goals during 2003-04. Students met and exceeding goals in math and writing.
- ü Curriculum maps, pacing guides, and other curricular material were completed using the new articulated academic standards for SCIENCE.
- ü Provided an academically focused extended school-day program for 3rd and 4th grade students.

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 school instituted the PeaceBuilders program and school-wide we recite our peace-builder pledge twice weekly. This year we will be including this same program as a part of a character education program at our school. The school has developed an emergency response plan and continues to look for ways to improve security and safety on campus through staff/student/parent-initiated safety programs.

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	Trent Lyon	(928) 425-8934
Transportation Policy	Joe Mercer	(928) 425-8955
Community Resources	Marcy Hernandez	(928) 425-8934
School Nutrition Programs	Ida Gurena	(928) 425-8934
Parent Organization	Paula Medina	(928) 425-8955
Student Health/Nurse	Roberta Shellenberger	(928) 425-8934

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.