



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

Ragus Rd., Miami, AZ 85539

Miami 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	Not Evaluated

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

School Overview

Principal/Administrator : Mrs. Susan Hocking
 Schedule : 07:00 AM to 04:00 PM
 Grades : 7-8
 Web Address : miami.az.schoolwebpages.com
 Phone Number : (928) 425-3271
 Fax Number : (928) 425-5470
 E-mail : shocking73@hotmail.com

Mission

The mission of Miami Unified School District is to provide a safe, enriched learning environment which promotes socially responsible graduates who will be challenged to achieve their potential, expand their learning skills and enjoy lifelong success.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	N/A
2004-05	Corrective Action
2003-04	Corrective Action

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

School / Academic Goals

- ü Increase academic expectations of all students.
- ü Provide education goals to meet the objectives of No Child Left Behind and Arizona Learns.
- ü Improve student achievement and provide more on task time in the classroom.
- ü Improve discipline procedures, improve communication with parents, and increase pride in self and school.

Enrollment

October 1, 2005 School Year Student Enrollment : 196
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 23

Instructional Programs

- ü Academic Team, Student Council
- ü On-site Special Education
- ü Math--General/ Pre-Algebra/Math Counts
- ü L.A.--Reading/Writing/Spelling/Phonics
- ü Tutoring - Math, Science, English
- ü Life, Earth, and Physical Science
- ü Accelerated Reader
- ü Civics,Citizenship,Am. History, & Geog.

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Education of students is our top priority; all students have the right to a quality education; all students will succeed; parental and community involvement is critical to the education of our students; a focus on daily attendance,a positive attitude, a responsibility to learn, and respect are essential.

Parents

Parents must be sure their child is emotionally and physically prepared to learn each day of the school year. Their child must attend everyday, be prepared to listen and learn, participate actively in class, and have parental support in the learning process.

Transportation Policy

The District provides transportation for all students living more than 1 1/2 miles away. Transportation is provided for special education students, out of district students, and after school tutoring/enrichment programs.

School Honors

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

Award/Honor	Year
ü Project Citizen- 4 classes received state honors	2003
ü Student Poetry published	2005
ü People to People Student Ambassador Program	2003
ü Successful completion of Community Works Programs	2005

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	89	78546	98	98	97	535	535	543	18	18	15	19	19	18	52	52	52	11	11	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	38645	98	98	98	537	537	545	17	17	13	12	12	18	62	62	54	10	10	15
Male	36	36	39792	95	95	97	532	532	542	19	19	17	31	31	17	36	36	50	14	14	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	34	34	31177	100	100	97	534	534	524	18	18	22	21	21	23	56	56	48	6	6	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	48	48	36450	100	100	97	540	540	563	19	19	7	19	19	12	46	46	57	17	17	23
Students with Disabilities	10	10	8093	83	83	82	NA	NA	489	NA	NA	50	NA	NA	24	NA	NA	23	NA	NA	2
Students without Disabilities	79	79	70453	100	100	100	547	547	549	8	8	11	22	22	17	58	58	56	13	13	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	61	61	34694	94	94	96	526	526	524	21	21	23	20	20	23	52	52	48	7	7	7
Non-Economically Disadvantaged	28	28	43852	100	100	99	554	554	559	11	11	10	18	18	13	50	50	56	21	21	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	88	88	79045	97	97	98	497	497	512	14	14	10	28	28	25	55	55	58	3	3	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	51	38860	96	96	98	503	503	519	10	10	7	27	27	22	61	61	62	2	2	8
Male	36	36	40075	95	95	97	490	490	505	19	19	12	31	31	28	44	44	54	6	6	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	34	34	31314	100	100	98	496	496	493	9	9	16	32	32	34	56	56	48	3	3	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	47	47	36730	98	98	98	501	501	532	17	17	4	23	23	16	55	55	68	4	4	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	79	79	70493	100	100	100	508	508	517	5	5	7	30	30	24	61	61	62	4	4	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	60	60	34922	92	92	96	489	489	493	17	17	15	35	35	34	47	47	48	2	2	3
Non-Economically Disadvantaged	28	28	44123	100	100	99	516	516	527	7	7	6	14	14	18	71	71	66	7	7	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	88	88	79657	97	97	99	549	549	566	9	9	3	6	6	8	85	85	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	39120	98	98	99	562	562	580	6	6	2	4	4	4	90	90	92	NA	NA	2
Male	35	35	40423	92	92	98	531	531	553	14	14	5	6	6	12	80	80	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	33	33	31642	97	97	99	543	543	552	12	12	5	NA	NA	11	88	88	84	NA	NA	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	48	48	36929	100	100	99	554	554	579	6	6	2	8	8	5	85	85	91	NA	NA	2
Students with Disabilities	NC	NC	9069	NC	NC	92	NC	NC	508	NC	NC	11	NC	NC	30	NC	NC	58	NC	NC	1
Students without Disabilities	79	79	70588	100	100	100	567	567	573	3	3	2	4	4	5	94	94	91	NA	NA	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	60	60	35341	92	92	97	540	540	551	12	12	5	7	7	12	82	82	83	NA	NA	0
Non-Economically Disadvantaged	28	28	44316	100	100	100	567	567	578	4	4	2	4	4	5	93	93	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	111	111	78400	98	98	97	532	532	554	30	30	21	20	20	19	49	49	47	2	2	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	60	38686	98	98	98	535	535	554	32	32	20	15	15	20	50	50	49	3	3	12
Male	51	51	39636	98	98	96	528	528	554	27	27	23	25	25	18	47	47	46	NA	NA	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	40	40	30732	98	98	97	526	526	534	35	35	31	18	18	24	48	48	40	NA	NA	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	61	61	37038	100	100	97	536	536	575	25	25	11	21	21	14	51	51	56	3	3	19
Students with Disabilities	17	17	7840	94	94	81	469	469	498	88	88	60	12	12	18	NA	NA	20	NA	NA	2
Students without Disabilities	94	94	70560	99	99	99	543	543	560	19	19	17	21	21	19	57	57	50	2	2	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	69	69	33014	99	99	95	523	523	534	38	38	31	20	20	24	42	42	40	NA	NA	5
Non-Economically Disadvantaged	42	42	45386	98	98	99	547	547	569	17	17	15	19	19	15	60	60	52	5	5	18

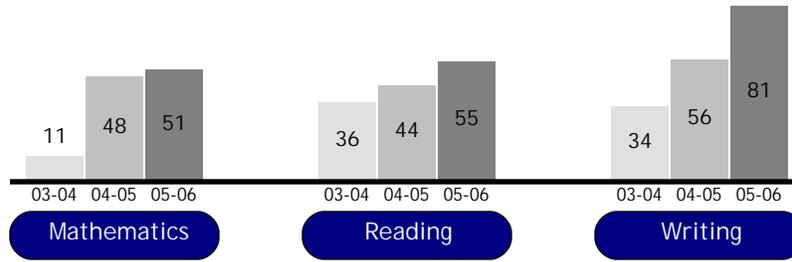
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	111	79179	98	98	98	505	505	519	17	17	11	28	28	27	54	54	58	1	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	60	38974	98	98	99	508	508	524	13	13	8	33	33	25	52	52	61	2	2	5
Male	51	51	40124	98	98	97	502	502	513	22	22	13	22	22	28	57	57	54	NA	NA	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	40	40	30987	98	98	98	506	506	498	20	20	17	25	25	36	53	53	45	3	3	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	61	61	37467	100	100	98	507	507	539	15	15	5	28	28	17	57	57	70	NA	NA	8
Students with Disabilities	17	17	8567	94	94	88	440	440	467	59	59	39	41	41	38	NA	NA	22	NA	NA	1
Students without Disabilities	94	94	70612	99	99	99	517	517	524	10	10	7	26	26	25	64	64	62	1	1	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	69	69	33345	99	99	96	494	494	499	22	22	17	33	33	36	45	45	46	NA	NA	1
Non-Economically Disadvantaged	42	42	45834	98	98	99	524	524	533	10	10	7	19	19	19	69	69	67	2	2	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	111	111	79734	98	98	99	549	549	554	4	4	3	15	15	19	81	81	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	61	39243	100	100	99	565	565	568	2	2	2	8	8	12	90	90	85	NA	NA	1
Male	50	50	40413	96	96	98	529	529	541	6	6	4	24	24	26	70	70	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	39	39	31254	95	95	99	546	546	539	3	3	5	18	18	25	79	79	70	NA	NA	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	61	61	37668	100	100	99	554	554	569	3	3	1	11	11	13	85	85	85	NA	NA	1
Students with Disabilities	18	18	8943	100	100	92	478	478	495	22	22	11	39	39	51	39	39	38	NA	NA	1
Students without Disabilities	93	93	70791	98	98	100	563	563	561	NA	NA	2	11	11	15	89	89	83	NA	NA	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	69	69	33718	99	99	97	540	540	538	4	4	5	19	19	26	77	77	69	NA	NA	0
Non-Economically Disadvantaged	42	42	46016	98	98	100	563	563	567	2	2	2	10	10	14	88	88	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.

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	97	41	NA	54	100	43	43	50	98	43	43	54
	Language	99	34	34	58	100	45	45	52	98	52	52	58
	Mathematics	98	38	38	62	100	41	41	50	98	44	44	54
8	Reading	97	44	NA	55	100	38	38	51	99	50	50	58
	Language	97	34	34	52	100	38	38	50	99	48	48	56
	Mathematics	97	37	37	61	99	40	40	53	99	44	44	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)
- 3 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School/Business/Community Relations
- Ü School Safety Issues
- Ü Textbook Adoption
- Ü Extracurricular Activities
- Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	3.00	Teacher Aide	5.00

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	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	3	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	15
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	13%

Resources Available at School Site

Special Facilities

- Ü Jostens Learning/Research Lab
- Ü Accelerated Reader and Math Lab/Library
- Ü School Library
- Ü SRA Reading Program

Extracurricular Activities

- Ü Student Council
- Ü Academic Team
- Ü Interscholastic Sports
- Ü Math Club
- Ü Drama Club

Social Services

- Ü Tutoring
- Ü Breakfast/Lunch Programs
- Ü School Resource Officer/LRE
- Ü Counseling Services
- Ü DES Services
- Ü Crisis Intervention
- Ü Health Services
- Ü Community Technology partnership

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We were able to make our AYP this year and have seen a dramatic improvement in our AIMS scores. We also improved our attendance from 12% absenteeism to 8%.

- ü The Responsible Thinking Program has helped our students control and consider their behavior. It is no longer the responsibility of the teachers to control their classroom but the responsibility of the child to control themselves.

- ü We have no uncertified teachers this year. We only had to replace 1 teacher who resigned last year. The continuity of people and programs has greatly reduced start up problems.

- ü We continue to work on improving contact with the parents of our students. We have seen a great improvement in attitudes of both the parents and students. We are promoting our positive achievements and accomplishments.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	93	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

Lee Kornegay has a 'No Tolerance' policy on any safety related issue. Principal is visible throughout the school day and at evening functions. School emergency plan has been rewritten and the teachers have discussed it with the students. SRO officers are on campus 3 days/week and available for classroom instruction. We don't allow backpacks or lockers in an effort to limit areas where students may hide weapons or illegal substances. We have had no incidents of weapons or drugs on our campus.

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) :

51

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	Susan Hocking	(928) 425-3271
Transportation Policy	Lori Galvan	(928) 425-3271
Community Resources	Cindi Mudgridge	(928) 425-3271
School Nutrition Programs	Deborah Steele	(928) 425-3271
Parent Organization	Helen Rogers	(928) 425-3271
Student Health/Nurse	Pat Massingill	(928) 425-3271

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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.