



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

734 11th Street, Safford, AZ 85546

Safford 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 Plus
2003-04 Performing

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

School Overview

Principal/Administrator : Mr. Bob Beeman
Schedule : 07:00 AM to 04:00 PM
Grades : 7-8
Web Address : www.saffordusd.k12.az.us
Phone Number : (928) 348-7040
Fax Number : (928) 348-7041
E-mail : bbeeman@saffordusd.k12.az.us

Mission

Safford Middle School teaches all students responsibility, leadership, communication and decision making skills. Teachers provide many hands-on projects to help students identify and solve problems, increase their self-esteem, meet high expectations, develop strong work ethics, be honest, respectful to others, and be emotionally and physically fit.

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 Students will maintain or increase their reading scores by at least one grade level as measured on the SAT-9 test and maintain or increase our eighth grade students' AIMS scores.
- ü Maintain a secure environment that is conducive to learning for all students at Safford Middle School.

Enrollment

October 1, 2005 School Year Student Enrollment : 419
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 3

Instructional Programs

- Skill Builders Classroom
- Enrichment Program
- On-site Special Education
- Daily Reading Instructional Focuses
- PASS Program for At-risk Students

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Provide a positive learning environment for students to develop their social, emotional, and academic skills while allowing them physical and emotional instruction. SMS provides a welcome atmosphere for everyone. Extra efforts are made by everyone to provide good communication with parents.

Parents

Teach values of high expectations, strong work ethics, respect and concern for others, honesty, punctuality, responsibility, and support the school mission by ensuring students are clean, rested and ready to attend class and learn.

Transportation Policy

All Safford Middle School students who live beyond a one and one-half mile radius of the school are transported by district transportation. Transportation is also provided for handicapped students enrolled in the district.

School Honors

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

Award/Honor

Year

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	215	215	78546	100	100	97	552	552	543	10	10	15	16	16	18	57	57	52	17	17	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	100	100	38645	99	99	98	555	555	545	10	10	13	16	16	18	55	55	54	19	19	15
Male	115	115	39792	100	100	97	550	550	542	10	10	17	17	17	17	58	58	50	15	15	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	99	99	31177	99	99	97	538	538	524	10	10	22	23	23	23	60	60	48	7	7	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	109	109	36450	100	100	97	567	567	563	8	8	7	11	11	12	54	54	57	27	27	23
Students with Disabilities	26	26	8093	100	100	82	478	478	489	54	54	50	38	38	24	8	8	23	NA	NA	2
Students without Disabilities	189	189	70453	99	99	100	560	560	549	4	4	11	13	13	17	63	63	56	19	19	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	--	--	34694	--	--	96	--	--	524	--	--	23	--	--	23	--	--	48	--	--	7
Non-Economically Disadvantaged	215	215	43852	100	100	99	552	552	559	10	10	10	16	16	13	57	57	56	17	17	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	215	215	79045	100	100	98	515	515	512	6	6	10	26	26	25	65	65	58	3	3	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	100	100	38860	99	99	98	519	519	519	4	4	7	23	23	22	70	70	62	3	3	8
Male	115	115	40075	100	100	97	510	510	505	7	7	12	29	29	28	61	61	54	3	3	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	99	99	31314	99	99	98	503	503	493	6	6	16	32	32	34	61	61	48	1	1	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	109	109	36730	100	100	98	528	528	532	4	4	4	17	17	16	73	73	68	6	6	12
Students with Disabilities	26	26	8552	100	100	87	468	468	463	31	31	35	46	46	40	23	23	23	NA	NA	1
Students without Disabilities	189	189	70493	99	99	100	520	520	517	2	2	7	23	23	24	71	71	62	4	4	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	--	--	34922	--	--	96	--	--	493	--	--	15	--	--	34	--	--	48	--	--	3
Non-Economically Disadvantaged	215	215	44123	100	100	99	515	515	527	6	6	6	26	26	18	65	65	66	3	3	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	215	215	79657	100	100	99	579	579	566	2	2	3	5	5	8	93	93	87	0	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	101	39120	100	100	99	590	590	580	1	1	2	2	2	4	96	96	92	1	1	2
Male	114	114	40423	99	99	98	568	568	553	4	4	5	7	7	12	89	89	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	100	100	31642	100	100	99	572	572	552	1	1	5	8	8	11	90	90	84	1	1	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	108	108	36929	99	99	99	588	588	579	2	2	2	2	2	5	96	96	91	NA	NA	2
Students with Disabilities	25	25	9069	96	96	92	543	543	508	12	12	11	16	16	30	72	72	58	NA	NA	1
Students without Disabilities	190	190	70588	100	100	100	582	582	573	1	1	2	3	3	5	95	95	91	1	1	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	--	--	35341	--	--	97	--	--	551	--	--	5	--	--	12	--	--	83	--	--	0
Non-Economically Disadvantaged	215	215	44316	100	100	100	579	579	578	2	2	2	5	5	5	93	93	90	0	0	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	204	204	78400	99	99	97	565	565	554	18	18	21	18	18	19	50	50	47	15	15	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	103	103	38686	99	99	98	562	562	554	15	15	20	19	19	20	52	52	49	14	14	12
Male	101	101	39636	98	98	96	568	568	554	21	21	23	16	16	18	48	48	46	16	16	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	87	87	30732	98	98	97	556	556	534	20	20	31	22	22	24	47	47	40	11	11	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	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	110	110	37038	99	99	97	573	573	575	16	16	11	14	14	14	53	53	56	17	17	19
Students with Disabilities	32	32	7840	97	97	81	486	486	498	75	75	60	16	16	18	9	9	20	NA	NA	2
Students without Disabilities	172	172	70560	99	99	99	579	579	560	7	7	17	18	18	19	58	58	50	17	17	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	--	--	33014	--	--	95	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Non-Economically Disadvantaged	204	204	45386	99	99	99	565	565	569	18	18	15	18	18	15	50	50	52	15	15	18

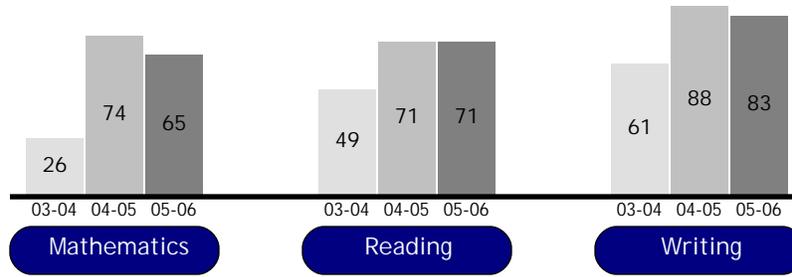
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	204	204	79179	99	99	98	524	524	519	10	10	11	19	19	27	66	66	58	5	5	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	103	103	38974	99	99	99	524	524	524	6	6	8	23	23	25	68	68	61	3	3	5
Male	101	101	40124	98	98	97	524	524	513	15	15	13	14	14	28	64	64	54	7	7	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	87	87	30987	98	98	98	512	512	498	13	13	17	24	24	36	61	61	45	2	2	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	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	110	110	37467	99	99	98	534	534	539	9	9	5	14	14	17	70	70	70	7	7	8
Students with Disabilities	32	32	8567	97	97	88	454	454	467	56	56	39	28	28	38	16	16	22	NA	NA	1
Students without Disabilities	172	172	70612	99	99	99	536	536	524	2	2	7	17	17	25	76	76	62	6	6	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	--	--	33345	--	--	96	--	--	499	--	--	17	--	--	36	--	--	46	--	--	1
Non-Economically Disadvantaged	204	204	45834	99	99	99	524	524	533	10	10	7	19	19	19	66	66	67	5	5	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	201	201	79734	97	97	99	561	561	554	NA	NA	3	17	17	19	83	83	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	101	39243	97	97	99	572	572	568	NA	NA	2	6	6	12	94	94	85	NA	NA	1
Male	100	100	40413	97	97	98	549	549	541	NA	NA	4	28	28	26	72	72	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	87	87	31254	98	98	99	563	563	539	NA	NA	5	16	16	25	84	84	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	107	107	37668	96	96	99	557	557	569	NA	NA	1	19	19	13	81	81	85	NA	NA	1
Students with Disabilities	30	30	8943	91	91	92	507	507	495	NA	NA	11	67	67	51	33	33	38	NA	NA	1
Students without Disabilities	171	171	70791	98	98	100	569	569	561	NA	NA	2	8	8	15	92	92	83	NA	NA	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	--	--	33718	--	--	97	--	--	538	--	--	5	--	--	26	--	--	69	--	--	0
Non-Economically Disadvantaged	201	201	46016	97	97	100	561	561	567	NA	NA	2	17	17	14	83	83	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?	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	55	NA	54	99	55	55	50	98	56	56	54
	Language	98	55	55	58	99	55	55	52	97	59	59	58
	Mathematics	96	63	63	62	99	55	55	50	98	56	56	54
8	Reading	94	55	NA	55	98	57	57	51	98	56	56	58
	Language	96	51	51	52	98	53	53	50	97	56	56	56
	Mathematics	93	63	63	61	98	59	59	53	98	59	59	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)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Facilities
- Ü Textbook Selection
- Ü Instructional Strategies
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	27.00
Other Professional Staff	1.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	8	5	0	0
7 to 9 years	2	2	0	0
10 or more years	2	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	177
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 Two Computer Lab - 62 stations
- Ü Activity Center for 750 Students
- Ü Media Center - 70 students

Extracurricular Activities

- Ü Knowledge Bowl Team
- Ü Student Council
- Ü PE Club
- Ü Enrichment Class
- Ü Sports - FB, VB, WR, BB, TR

Social Services

- Ü DES Services
- Ü Crisis Intervention
- Ü Clothing/Food Banks
- Ü Counseling Services
- Ü Probation Department

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü AIMS/DPA scores continue to be at or above the state and national averages in all areas tested.

ü Every member of the certified faculty meets the requirements of the NCLB Highly Qualified designation.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	88	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

SMS is continuing to implement effective, discipline and intervention programs to deal with incidents of violence on campus. Continued implementation of our reading initiative will lead to student success, decreasing disruptive behavior.

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) :

3

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	Robert R. Beeman	(928) 348-7040
Transportation Policy	Roger Studley	(928) 348-7000
Community Resources	Olivia Sainz	(928) 348-7000
School Nutrition Programs	Sharon Bradley	(928) 348-7000
Parent Organization		
Student Health/Nurse	Peggy Schwallier	(928) 348-7040

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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