

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

525 N Westwood, Mesa, AZ 85201

Mesa 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. Bob Crispin
 Schedule : 07:30 AM to 04:00 PM
 Grades : 7-9
 Web Address : www.mesa.k12.az.us
 Phone Number : (480) 472-2900
 Fax Number : (480) 472-2899
 E-mail : rmcrispi@mpsaz.org

Mission

The mission of Carson Junior High is to encourage, motivate, and challenge all students in a safe and equitable environment to develop their full potential academically, socially, physically, and emotionally.

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	SI Year 1
2004-05	SI Year 1
2003-04	Year 1

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

School / Academic Goals

- ü To increase the percentage of 7th and 8th grade students who meet or exceed AIMS standards in Reading, Writing and Mathematics.
- ü To increase the percentile rank of 9th grade students in Reading, Language and Math on the Terra Nova Assessment

Enrollment

October 1, 2005 School Year Student Enrollment : 1315
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 51

Instructional Programs

- On-site Special Education
- ESL
- Honors Classes
- Gifted
- AVID
- Title 1 Reading and Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Provide academic rigor for all students. Maintain high levels of communication between the school and home. Clearly communicate student's academic and social progress. Communicate safety issues and plans for improvement. Include parents in the decision-making process.

Parents

Be actively involved in the school. Present concerns appropriately and constructively while taking part in developing solutions. Encourage your children to attend class regularly, participate in activities and take academically challenging classes.

Transportation Policy

Busing is provided for all students living more than two miles from their assigned campus. Busing is not provided for open enrollment students. Specialized transportation is available for special education students and is addressed in their IEP.

School Honors

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

Award/Honor	Year
• Gold/Superior Ratings Band/Chorus/Orchestra	2006
• AVID national demonstration school status granted	2005
• 5 teachers inducted into "Who's Who in Education"	2006
• City Track Champions (boys)	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	436	5532	78546	98	96	97	534	556	543	17	10	15	23	14	18	49	54	52	10	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	215	2692	38645	98	97	98	528	557	545	21	9	13	23	14	18	49	56	54	7	20	15
Male	221	2839	39792	98	95	97	539	556	542	14	11	17	24	15	17	49	53	50	13	21	15
African American	18	226	4205	100	95	97	516	536	524	28	16	22	33	16	22	28	57	49	11	11	7
Hispanic	214	1826	31177	98	95	97	523	530	524	23	19	22	25	22	23	47	51	48	5	8	7
Asian/Pacific Islander	NC	132	1940	NC	98	99	NC	575	580	NC	5	5	NC	9	9	NC	58	53	NC	27	33
American Indian/Alaskan Native	49	257	4689	100	94	95	517	525	515	22	23	28	31	22	25	45	48	43	2	7	4
White	146	3090	36450	97	96	97	555	575	563	6	4	7	19	10	12	55	57	57	20	30	23
Students with Disabilities	52	392	8093	93	71	82	490	497	489	46	39	50	33	28	24	21	30	23	NA	3	2
Students without Disabilities	384	5140	70453	99	98	100	539	560	549	14	8	11	22	13	17	53	56	56	11	22	16
Limited English Proficient Students	57	505	9323	93	94	94	484	492	491	54	45	47	30	28	28	16	27	24	NA	0	1
Migrant Students	10	32	674	100	91	95	NA	513	515	NA	31	28	NA	22	27	NA	44	40	NA	3	5
Economically Disadvantaged	319	2500	34694	98	94	96	525	533	524	21	18	23	27	21	23	46	51	48	7	10	7
Non-Economically Disadvantaged	117	3032	43852	98	97	99	558	575	559	9	4	10	14	9	13	59	57	56	19	30	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	435	5530	79045	98	96	98	501	521	512	12	7	10	31	21	25	53	63	58	4	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	214	2703	38860	97	97	98	503	527	519	7	5	7	34	19	22	56	65	62	3	11	8
Male	221	2826	40075	98	94	97	498	515	505	16	9	12	29	22	28	51	61	54	4	8	6
African American	18	228	4250	100	95	98	493	507	500	22	9	12	22	24	31	56	64	54	NA	3	3
Hispanic	214	1811	31314	98	95	98	488	497	493	16	14	16	36	30	34	48	52	48	0	3	2
Asian/Pacific Islander	NC	133	1949	NC	99	99	NC	530	536	NC	4	4	NC	17	15	NC	68	66	NC	11	15
American Indian/Alaskan Native	49	256	4719	100	94	96	486	494	489	8	9	15	49	41	39	43	46	45	NA	4	2
White	145	3101	36730	97	97	98	524	538	532	6	2	4	21	13	16	62	71	68	10	14	12
Students with Disabilities	51	386	8552	91	70	87	458	469	463	31	26	35	51	44	40	18	29	23	NA	2	1
Students without Disabilities	384	5144	70493	99	99	100	506	524	517	9	6	7	29	19	24	58	66	62	4	10	8
Limited English Proficient Students	57	493	9355	93	92	95	449	456	456	35	37	37	60	47	48	5	17	15	NA	NA	0
Migrant Students	10	31	682	100	89	96	NA	480	480	NA	23	23	NA	35	37	NA	42	39	NA	NA	1
Economically Disadvantaged	318	2483	34922	98	94	96	493	500	493	14	12	15	35	30	34	49	53	48	2	4	3
Non-Economically Disadvantaged	117	3047	44123	98	98	99	522	538	527	6	3	6	21	13	18	65	71	66	8	14	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	440	5561	79657	99	96	99	551	564	566	4	3	3	11	8	8	85	88	87	0	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	218	2711	39120	99	97	99	562	578	580	4	2	2	6	4	4	90	93	92	NA	1	2
Male	222	2849	40423	99	95	98	541	551	553	5	4	5	15	12	12	79	83	83	0	1	1
African American	19	228	4290	100	95	99	521	555	560	11	5	4	21	9	9	68	86	86	NA	NA	1
Hispanic	217	1839	31642	99	96	99	547	546	552	5	6	5	12	12	11	83	82	84	NA	1	0
Asian/Pacific Islander	NC	133	1948	NC	99	99	NC	581	589	NC	1	1	NC	5	3	NC	92	91	NC	2	4
American Indian/Alaskan Native	49	257	4760	100	94	97	531	545	547	8	4	5	18	16	14	73	80	81	NA	0	0
White	146	3103	36929	97	97	99	565	576	579	2	2	2	6	5	5	91	92	91	1	1	2
Students with Disabilities	53	420	9069	95	76	92	510	508	508	8	10	11	30	31	30	60	55	58	2	3	1
Students without Disabilities	387	5141	70588	99	98	100	556	568	573	4	3	2	8	6	5	88	90	91	NA	1	1
Limited English Proficient Students	59	507	9521	97	94	96	499	495	507	14	16	13	27	26	24	59	57	63	NA	0	0
Migrant Students	10	32	694	100	91	98	NA	532	546	NA	6	5	NA	16	12	NA	78	82	NA	NA	1
Economically Disadvantaged	323	2508	35341	99	95	97	544	548	551	5	5	5	13	12	12	81	82	83	NA	0	0
Non-Economically Disadvantaged	117	3053	44316	98	98	100	571	577	578	2	2	2	4	4	5	93	92	90	1	1	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	382	5357	78400	94	95	97	540	568	554	31	16	21	20	16	19	41	50	47	7	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	184	2653	38686	94	96	98	538	566	554	32	15	20	21	16	20	42	53	49	4	16	12
Male	198	2703	39636	93	94	96	543	569	554	31	18	23	19	16	18	40	47	46	10	20	13
African American	26	211	4193	90	91	97	529	538	533	23	27	32	35	27	23	38	39	40	4	8	5
Hispanic	189	1741	30732	94	95	97	526	537	534	41	30	31	21	22	24	34	41	40	3	7	5
Asian/Pacific Islander	NC	112	1827	NC	95	99	NC	590	594	NC	8	8	NC	13	12	NC	53	49	NC	26	31
American Indian/Alaskan Native	36	231	4536	92	92	95	532	539	528	36	28	35	28	26	25	28	40	37	8	6	4
White	123	3062	37038	95	95	97	566	588	575	18	7	11	15	11	14	54	57	56	14	25	19
Students with Disabilities	33	311	7840	63	62	81	490	508	498	61	46	60	18	24	18	15	26	20	6	4	2
Students without Disabilities	349	5046	70560	98	98	99	544	571	560	29	14	17	20	15	19	44	51	50	7	19	14
Limited English Proficient Students	54	468	8956	92	92	95	493	498	502	70	63	56	20	21	25	9	15	18	NA	1	1
Migrant Students	NC	30	676	NC	81	95	NC	521	523	NC	43	38	NC	20	25	NC	37	36	NC	NA	1
Economically Disadvantaged	274	2339	33014	93	93	95	532	542	534	36	27	31	22	21	24	37	43	40	5	8	5
Non-Economically Disadvantaged	108	3018	45386	96	96	99	563	587	569	20	8	15	16	12	15	51	55	52	13	25	18

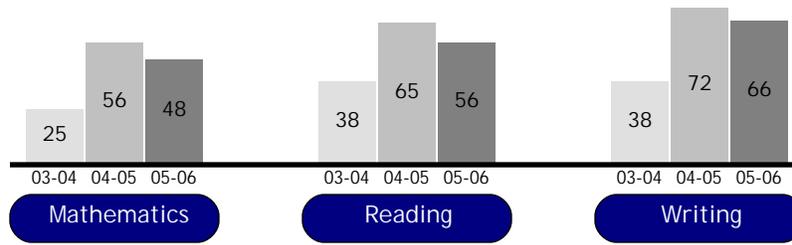
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	396	5417	79179	97	96	98	507	526	519	14	9	11	30	22	27	53	63	58	3	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	190	2669	38974	97	97	99	512	531	524	15	7	8	27	21	25	54	66	61	3	6	5
Male	206	2746	40124	97	95	97	502	522	513	13	11	13	33	23	28	51	60	54	2	6	4
African American	27	218	4243	93	94	98	512	507	506	15	13	14	22	30	32	63	55	51	NA	2	3
Hispanic	200	1754	30987	100	96	98	491	498	498	20	18	17	39	34	36	41	46	45	2	2	1
Asian/Pacific Islander	NC	115	1832	NC	97	99	NC	535	543	NC	3	4	NC	22	17	NC	69	69	NC	6	10
American Indian/Alaskan Native	38	241	4573	97	96	96	503	502	494	16	15	16	34	32	41	42	51	42	8	2	1
White	123	3089	37467	95	96	98	531	545	539	6	3	5	18	14	17	72	74	70	4	9	8
Students with Disabilities	46	369	8567	88	73	88	448	470	467	50	35	39	30	37	38	15	26	22	4	2	1
Students without Disabilities	350	5048	70612	99	98	99	513	530	524	9	7	7	30	21	25	58	66	62	3	6	5
Limited English Proficient Students	59	470	9013	100	92	95	453	454	461	46	47	40	49	44	48	5	9	12	NA	NA	0
Migrant Students	10	34	680	91	92	96	NA	481	487	NA	21	20	NA	47	43	NA	32	36	NA	NA	1
Economically Disadvantaged	283	2372	33345	96	95	96	499	503	499	16	16	17	35	33	36	47	49	46	2	2	1
Non-Economically Disadvantaged	113	3045	45834	100	97	99	526	544	533	10	4	7	18	14	19	67	74	67	5	9	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	389	5437	79734	96	96	99	533	548	554	4	3	3	30	22	19	65	75	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	192	2698	39243	98	98	99	542	561	568	5	2	2	22	15	12	73	82	85	NA	1	1
Male	197	2738	40413	93	95	98	523	536	541	4	4	4	37	29	26	57	67	70	2	0	0
African American	28	221	4285	97	96	99	550	543	548	NA	2	3	18	27	22	82	71	74	NA	0	0
Hispanic	192	1761	31254	96	96	99	516	524	539	8	6	5	38	33	25	54	60	70	1	0	0
Asian/Pacific Islander	NC	112	1837	NC	95	99	NC	564	579	NC	3	1	NC	16	9	NC	79	87	NC	2	2
American Indian/Alaskan Native	36	241	4613	92	96	97	546	526	535	NA	6	4	25	33	29	72	60	67	3	0	0
White	125	3102	37668	96	97	99	549	564	569	2	1	1	22	14	13	75	84	85	1	0	1
Students with Disabilities	37	376	8943	71	75	92	465	484	495	11	13	11	68	55	51	14	30	38	8	3	1
Students without Disabilities	352	5061	70791	99	98	100	539	552	561	4	2	2	26	19	15	70	78	83	NA	0	0
Limited English Proficient Students	55	479	9138	93	94	97	452	464	492	24	20	13	60	56	46	16	24	40	NA	NA	NA
Migrant Students	10	35	687	91	95	97	NA	501	528	NA	9	6	NA	49	28	NA	43	65	NA	NA	NA
Economically Disadvantaged	279	2395	33718	95	95	97	526	527	538	4	5	5	33	33	26	62	62	69	1	0	0
Non-Economically Disadvantaged	110	3042	46016	97	97	100	549	565	567	5	1	2	21	13	14	74	85	84	1	0	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?	N
	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	93	48	NA	54	98	48	55	50	97	46	61	54
	Language	95	48	64	58	98	49	58	52	98	48	65	58
	Mathematics	96	57	75	62	98	47	58	50	98	50	65	54
8	Reading	91	47	NA	55	97	50	57	51	97	50	63	58
	Language	97	35	58	52	97	48	55	50	94	52	59	56
	Mathematics	94	50	73	61	96	50	62	53	94	50	67	58
9	Reading	86	39	NA	42	93	50	60	51	95	50	63	52
	Language	91	38	54	42	93	49	59	50	95	50	63	50
	Mathematics	91	57	76	63	91	52	62	50	95	52	67	50

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

Council Duties

1 School Administrator(s)	Ü Parent/Educator Relations
1 Non-certified Employee(s)	Ü School Safety Issues
4 Teacher(s)	Ü Extracurricular Activities
4 Parent(s)	Ü Community Relations
1 Community Member(s)	Ü Budget
0 Student(s)	Ü Review Policies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	70.00
Other Professional Staff	7.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	8	4	0	0
7 to 9 years	1	10	0	0
10 or more years	5	32	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	465
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	6%

Resources Available at School Site

Special Facilities

Ü Computer Labs	Ü Media Lab
Ü Auditorium	Ü Agriculture Lab

Extracurricular Activities

Ü National Junior Honor Society	Ü Chess, Art, Drama, Classical Dance Clubs
Ü Student Council	Ü Native American Club and Dancers
Ü Interscholastic Athletics (Grade 9)	Ü National Academic League
Ü Intramural Sports (Grades 7-8)	Ü Technology Club

Social Services

Ü Breakfast Program	Ü Dental Care Assistance
Ü Lunch Program	Ü Grupo Hispano
Ü Recreation Leagues	
Ü Community Classes	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Carson Junior High made AYP (adequate yearly progress) as assessed by federal NCLB standards. Arizona's accountability system ranked Carson 'performing'. This is a result of school wide improvement efforts in Reading, Writing and Mathematics.

- ü Carson is one of only 80 AVID national demonstration schools.

- ü Carson demonstrated a 15% increase of students who Met or Exceeded the 7th grade AIMS Writing test.

- ü Carson demonstrated a 3% increase of students who Met or Exceeded the 7th grade Mathematics test.

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	91	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

We are committed to ensuring a safe and orderly climate for learning. We have a comprehensive crisis plan that addresses situations that may occur and plans for student safety. Carson also has a Mesa Police Department School Resource Officer on campus five days a week, and two full time security monitors to assure student safety. In addition, we deliver a comprehensive 'No Bullying' curriculum to all our 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) :

45

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	Kim Kasaraee	(480) 472-2868
Transportation Policy	Transportation Department	(480) 472-0178
Community Resources	Community Relations - Kathy Bareiss	(480) 472-0223
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Melissa Willis	(480) 898-7668
Student Health/Nurse	Laura Staubitz	(480) 472-2913

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.

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 1270 Copies = \$370.00

** 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.