



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

848 N Horne, Mesa, AZ 85203

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	Highly Performing

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

School Overview

Principal/Administrator : Mr. Allen Flax
 Schedule : 08:00 AM to 04:30 PM
 Grades : 7-9
 Web Address : www.mpsaz.org/kino
 Phone Number : (480) 472-2400
 Fax Number : (480) 472-2549
 E-mail : afflax@mpsaz.org

Mission

Kino Junior High exists to teach, encourage, motivate and assist each student to continue his/her education and become a self-disciplined individual who is an asset to society.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü Develop and improve students' reading skills.
- ü Develop and improve students' mathematical calculation and problem solving skills.
- ü Develop and improve students' writing skills.

Enrollment

October 1, 2005 School Year Student Enrollment : 1212
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 76

Instructional Programs

- Ü Comprehensive Academic Program
- Ü Advanced (ELP) and Remedial Options
- Ü Fine Arts (Music, Art & Drama)
- Ü School-to-Work/CTE Courses
- Ü AVID College Prep & Exploration Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Kino Jr. High School adheres to high academic/behavioral standards for all students. We provide a safe learning environment, a student-oriented staff, research-based instruction, remedial opportunities, PRIDE program for student responsibility and organization and ongoing communication with parents.

Parents

We ask parents to ensure regular student attendance, maintain contact with teachers as needed, support homework completion, encourage appropriate behavior and show respect to school personnel and peers, ensure appropriate dress and help their child appreciate the value of an education.

Transportation Policy

Students who live more than 1 1/2 miles from campus are bused. Transportation is not provided for open enrollment students. Specialized 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 Award-winning Orchestra	2001
Ü Award-winning Band	2002
Ü Regional Middle School Physical Ed. Teacher of the Year	2002

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	356	5532	78546	91	96	97	536	556	543	17	10	15	20	14	18	50	54	52	13	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	177	2692	38645	93	97	98	536	557	545	17	9	13	20	14	18	49	56	54	14	20	15
Male	179	2839	39792	90	95	97	536	556	542	18	11	17	19	15	17	50	53	50	13	21	15
African American	20	226	4205	87	95	97	528	536	524	10	16	22	25	16	22	55	57	49	10	11	7
Hispanic	176	1826	31177	90	95	97	522	530	524	24	19	22	23	22	23	47	51	48	7	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	33	257	4689	97	94	95	519	525	515	27	23	28	15	22	25	55	48	43	3	7	4
White	121	3090	36450	92	96	97	563	575	563	7	4	7	15	10	12	51	57	57	26	30	23
Students with Disabilities	14	392	8093	45	71	82	468	497	489	57	39	50	21	28	24	21	30	23	NA	3	2
Students without Disabilities	342	5140	70453	95	98	100	539	560	549	16	8	11	20	13	17	51	56	56	14	22	16
Limited English Proficient Students	65	505	9323	96	94	94	488	492	491	48	45	47	31	28	28	22	27	24	NA	0	1
Migrant Students	NC	32	674	NC	91	95	NC	513	515	NC	31	28	NC	22	27	NC	44	40	NC	3	5
Economically Disadvantaged	242	2500	34694	90	94	96	526	533	524	21	18	23	21	21	23	50	51	48	7	10	7
Non-Economically Disadvantaged	114	3032	43852	94	97	99	558	575	559	11	4	10	16	9	13	48	57	56	25	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	374	5530	79045	96	96	98	499	521	512	15	7	10	29	21	25	51	63	58	5	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	182	2703	38860	96	97	98	506	527	519	13	5	7	25	19	22	57	65	62	5	11	8
Male	192	2826	40075	96	94	97	493	515	505	17	9	12	33	22	28	46	61	54	4	8	6
African American	21	228	4250	91	95	98	498	507	500	10	9	12	33	24	31	52	64	54	5	3	3
Hispanic	185	1811	31314	94	95	98	485	497	493	22	14	16	34	30	34	43	52	48	2	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	34	256	4719	100	94	96	484	494	489	18	9	15	41	41	39	41	46	45	NA	4	2
White	128	3101	36730	98	97	98	523	538	532	6	2	4	18	13	16	66	71	68	9	14	12
Students with Disabilities	31	386	8552	100	70	87	441	469	463	52	26	35	39	44	40	6	29	23	3	2	1
Students without Disabilities	343	5144	70493	96	99	100	504	524	517	12	6	7	28	19	24	55	66	62	5	10	8
Limited English Proficient Students	67	493	9355	99	92	95	450	456	456	42	37	37	46	47	48	12	17	15	NA	NA	0
Migrant Students	10	31	682	91	89	96	NA	480	480	NA	23	23	NA	35	37	NA	42	39	NA	NA	1
Economically Disadvantaged	255	2483	34922	95	94	96	489	500	493	19	12	15	32	30	34	48	53	48	1	4	3
Non-Economically Disadvantaged	119	3047	44123	98	98	99	522	538	527	7	3	6	23	13	18	59	71	66	12	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	371	5561	79657	95	96	99	539	564	566	6	3	3	18	8	8	75	88	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	180	2711	39120	95	97	99	552	578	580	5	2	2	11	4	4	83	93	92	1	1	2
Male	191	2849	40423	96	95	98	527	551	553	7	4	5	26	12	12	68	83	83	NA	1	1
African American	21	228	4290	91	95	99	554	555	560	NA	5	4	19	9	9	81	86	86	NA	NA	1
Hispanic	184	1839	31642	94	96	99	530	546	552	8	6	5	23	12	11	69	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	33	257	4760	97	94	97	544	545	547	NA	4	5	18	16	14	82	80	81	NA	0	0
White	127	3103	36929	97	97	99	547	576	579	6	2	2	12	5	5	81	92	91	2	1	2
Students with Disabilities	30	420	9069	97	76	92	456	508	508	20	10	11	53	31	30	23	55	58	3	3	1
Students without Disabilities	341	5141	70588	95	98	100	546	568	573	5	3	2	15	6	5	80	90	91	0	1	1
Limited English Proficient Students	66	507	9521	97	94	96	479	495	507	21	16	13	38	26	24	41	57	63	NA	0	0
Migrant Students	NC	32	694	NC	91	98	NC	532	546	NC	6	5	NC	16	12	NC	78	82	NC	NA	1
Economically Disadvantaged	252	2508	35341	94	95	97	533	548	551	7	5	5	20	12	12	73	82	83	NA	0	0
Non-Economically Disadvantaged	119	3053	44316	98	98	100	552	577	578	4	2	2	14	4	5	80	92	90	2	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	356	5357	78400	90	95	97	542	568	554	31	16	21	17	16	19	41	50	47	11	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	197	2653	38686	94	96	98	540	566	554	30	15	20	18	16	20	43	53	49	10	16	12
Male	159	2703	39636	86	94	96	544	569	554	32	18	23	17	16	18	38	47	46	13	20	13
African American	16	211	4193	76	91	97	519	538	533	56	27	32	13	27	23	25	39	40	6	8	5
Hispanic	178	1741	30732	93	95	97	522	537	534	42	30	31	22	22	24	31	41	40	5	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	25	231	4536	83	92	95	544	539	528	32	28	35	12	26	25	48	40	37	8	6	4
White	134	3062	37038	91	95	97	570	588	575	13	7	11	13	11	14	54	57	56	19	25	19
Students with Disabilities	14	311	7840	29	62	81	508	508	498	29	46	60	14	24	18	36	26	20	21	4	2
Students without Disabilities	342	5046	70560	99	98	99	543	571	560	31	14	17	18	15	19	41	51	50	11	19	14
Limited English Proficient Students	65	468	8956	92	92	95	488	498	502	71	63	56	20	21	25	8	15	18	2	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	233	2339	33014	90	93	95	529	542	534	37	27	31	20	21	24	36	43	40	7	8	5
Non-Economically Disadvantaged	123	3018	45386	92	96	99	565	587	569	20	8	15	12	12	15	50	55	52	19	25	18

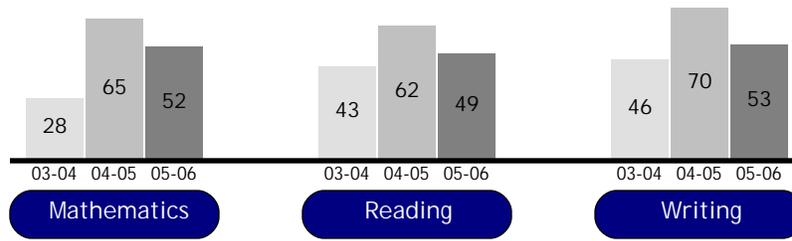
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	392	5417	79179	99	96	98	500	526	519	22	9	11	30	22	27	46	63	58	3	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	207	2669	38974	99	97	99	505	531	524	18	7	8	32	21	25	46	66	61	3	6	5
Male	184	2746	40124	100	95	97	495	522	513	26	11	13	27	23	28	46	60	54	2	6	4
African American	21	218	4243	100	94	98	475	507	506	33	13	14	33	30	32	33	55	51	NA	2	3
Hispanic	191	1754	30987	99	96	98	485	498	498	29	18	17	34	34	36	36	46	45	1	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	30	241	4573	100	96	96	490	502	494	23	15	16	40	32	41	37	51	42	NA	2	1
White	146	3089	37467	99	96	98	526	545	539	10	3	5	21	14	17	64	74	70	6	9	8
Students with Disabilities	49	369	8567	100	73	88	454	470	467	53	35	39	22	37	38	20	26	22	4	2	1
Students without Disabilities	343	5048	70612	99	98	99	506	530	524	17	7	7	31	21	25	50	66	62	3	6	5
Limited English Proficient Students	71	470	9013	100	92	95	448	454	461	62	47	40	30	44	48	8	9	12	NA	NA	0
Migrant Students	NC	34	680	NC	92	96	NC	481	487	NC	21	20	NC	47	43	NC	32	36	NC	NA	1
Economically Disadvantaged	258	2372	33345	99	95	96	490	503	499	27	16	17	31	33	36	41	49	46	2	2	1
Non-Economically Disadvantaged	134	3045	45834	100	97	99	519	544	533	12	4	7	28	14	19	56	74	67	4	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	392	5437	79734	99	96	99	515	548	554	7	3	3	40	22	19	52	75	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	208	2698	39243	99	98	99	530	561	568	5	2	2	31	15	12	63	82	85	1	1	1
Male	183	2738	40413	99	95	98	499	536	541	9	4	4	50	29	26	40	67	70	1	0	0
African American	21	221	4285	100	96	99	519	543	548	5	2	3	48	27	22	48	71	74	NA	0	0
Hispanic	190	1761	31254	99	96	99	503	524	539	9	6	5	44	33	25	46	60	70	NA	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	30	241	4613	100	96	97	504	526	535	10	6	4	53	33	29	37	60	67	NA	0	0
White	147	3102	37668	100	97	99	534	564	569	3	1	1	31	14	13	64	84	85	2	0	1
Students with Disabilities	48	376	8943	98	75	92	464	484	495	15	13	11	65	55	51	15	30	38	6	3	1
Students without Disabilities	344	5061	70791	100	98	100	522	552	561	6	2	2	37	19	15	57	78	83	NA	0	0
Limited English Proficient Students	71	479	9138	100	94	97	450	464	492	24	20	13	59	56	46	17	24	40	NA	NA	NA
Migrant Students	NC	35	687	NC	95	97	NC	501	528	NC	9	6	NC	49	28	NC	43	65	NC	NA	NA
Economically Disadvantaged	257	2395	33718	99	95	97	506	527	538	9	5	5	44	33	26	46	62	69	1	0	0
Non-Economically Disadvantaged	135	3042	46016	100	97	100	532	565	567	3	1	2	33	13	14	64	85	84	NA	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.

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?	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	96	55	NA	54	98	43	55	50	95	44	61	54
	Language	97	61	64	58	98	45	58	52	95	50	65	58
	Mathematics	97	71	75	62	98	47	58	50	91	50	65	54
8	Reading	95	52	NA	55	97	50	57	51	99	44	63	58
	Language	94	47	58	52	97	47	55	50	99	43	59	56
	Mathematics	96	64	73	61	97	55	62	53	90	48	67	58
9	Reading	95	50	NA	42	97	53	60	51	94	56	63	52
	Language	96	51	54	42	97	50	59	50	94	54	63	50
	Mathematics	96	77	76	63	95	56	62	50	96	59	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

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement
- Ü Instructional Programs/Strategies
- Ü Discipline
- Ü Attendance
- Ü Extracurricular Activities
- Ü School/Business/Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	62.40
Other Professional Staff	6.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	4	0	0
4 to 6 years	10	6	0	0
7 to 9 years	0	3	0	0
10 or more years	5	19	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	182
Teachers with Emergency Certification.	26
Percent of teachers in the school with Emergency/Provisional Certification	40%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Six Computer Labs
- Ü Computerized Media Center
- Ü Performing Arts Auditorium
- Ü Olympic Swimming Pool

Extracurricular Activities

- Ü Orchestra/Band/Choir Performing Groups
- Ü 9th Grade AIA Athletics
- Ü 7th & 8th Grade Intramural Athletics
- Ü Drama
- Ü National Junior Honor Society
- Ü Various Clubs/Organizations

Social Services

- Ü Recreational Activities
- Ü Referral to Community Services
- Ü Breakfast and Lunch Program
- Ü Mesa Police Resource Officer

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü AVID (Advancement Via Individual Determination): a college prep elective serving 150 students. Goal: first in family to attend a 4-year college. Rigorous studies include math, reading and English. 85% of AVID students achieved one year gain.

ü The 7th grade class met Kino goals for one year gain in reading, math and language.

ü The 8th grade class met Kino goals for one year gain in reading, math and language.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	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

We have an active program of prevention and enforcement through collaboration of all school staff, police and probation officials. Clear and concise student behavior rules and expectations are set and consistently enforced. We provide a Character Education curriculum through our STAR program.

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) :

13

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	Mr. Allen Flax	(480) 472-2401
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Mr. Allen Flax	(480) 472-2401
School Nutrition Programs	Ms. Georgette Owens	(480) 472-0908
Parent Organization	Mrs. Sarah Kiahosseini	(480) 472-2402
Student Health/Nurse	Ms. Catherine Mull	(480) 472-2420

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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

Total cost of printing: 12 Pages X .0243 Per page X 1200 Copies = \$350.00

** 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.