

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

855 W. 8th Ave, Mesa, AZ 85210

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 : Mrs. Nancy Guerra Roberts
 Schedule : 07:30 AM to 04:00 PM
 Grades : 7-9
 Web Address : mpsaz.org/powell
 Phone Number : (480) 472-1100
 Fax Number : (480) 472-1110
 E-mail : ngroberts@mpsaz.org

Mission

The mission of Powell Junior High is to provide students with the tools to communicate effectively and cooperate with others, while acquiring the skills, knowledge, and experiences needed to be successful as independent and life-long learners. Students will learn to accept responsibility and to be accountable for their choices as they prepare to work and live as positive contributing members of society in the 21st century.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	SI Year 1
2004-05	Warning Year
2003-04	N/A

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

School / Academic Goals

- ü Students will meet the state standards and objectives as evidenced by growth on AIMS. The academic focus will be placed on teaching writing, math and reading skills to meet state standards.
- ü Students will demonstrate individual growth on district assessments.
- ü Students will be provided with additional opportunities for academic support through tutoring, home room focus lessons and saturday school.

Enrollment

October 1, 2005 School Year Student Enrollment : 1350
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 93

Instructional Programs

- ü Computer Assisted Instruction
- ü AVID Program
- ü AM/PM Tutoring
- ü On-site Special Education
- ü Saturday School
- ü English Second Language

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 52 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Powell's responsibility to parents and students is to provide our students with every opportunity possible to achieve academic success. In order to help our students achieve academic success students are provided with a weekly planner. The planner is used as a weekly communication between parents and students. Students are also given extra opportunities beyond the normal school day to obtain tutoring. The safety and social development of our students is also an important responsibility .

Parents

Parent's responsibility includes: weekly review of student planner, promoting school attendance, active participation in classes and extracurricular activities, providing a place conducive to completing homework, and daily conversations about school. The parents responsibility is also to contact their student's teacher when they are concerned about their student's progress.

Transportation Policy

Busing is provided for students living more than a mile and a half from the school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the student's IEP.

School Honors

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

Award/Honor	Year
ü AVID Demonstration School	2005
ü North Central Association Accredited	2005
ü Met MPS Student Achievement Goals	2005
ü Met MPS Parent and Student Survey Goals	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	475	5532	78546	96	96	97	519	556	543	23	10	15	27	14	18	44	54	52	5	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	228	2692	38645	97	97	98	523	557	545	20	9	13	22	14	18	54	56	54	4	20	15
Male	247	2839	39792	95	95	97	515	556	542	27	11	17	32	15	17	35	53	50	6	21	15
African American	33	226	4205	100	95	97	517	536	524	24	16	22	24	16	22	48	57	49	3	11	7
Hispanic	300	1826	31177	97	95	97	513	530	524	26	19	22	28	22	23	41	51	48	4	8	7
Asian/Pacific Islander	10	132	1940	100	98	99	NA	575	580	NA	5	5	NA	9	9	NA	58	53	NA	27	33
American Indian/Alaskan Native	47	257	4689	90	94	95	524	525	515	21	23	28	23	22	25	51	48	43	4	7	4
White	85	3090	36450	93	96	97	532	575	563	15	4	7	27	10	12	49	57	57	8	30	23
Students with Disabilities	35	392	8093	65	71	82	469	497	489	71	39	50	11	28	24	17	30	23	NA	3	2
Students without Disabilities	440	5140	70453	100	98	100	522	560	549	20	8	11	29	13	17	46	56	56	6	22	16
Limited English Proficient Students	111	505	9323	96	94	94	488	492	491	50	45	47	29	28	28	22	27	24	NA	0	1
Migrant Students	--	32	674	--	91	95	--	513	515	--	31	28	--	22	27	--	44	40	--	3	5
Economically Disadvantaged	383	2500	34694	97	94	96	517	533	524	24	18	23	27	21	23	45	51	48	4	10	7
Non-Economically Disadvantaged	92	3032	43852	92	97	99	526	575	559	21	4	10	29	9	13	39	57	56	11	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	473	5530	79045	96	96	98	491	521	512	16	7	10	36	21	25	45	63	58	3	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	232	2703	38860	98	97	98	499	527	519	12	5	7	30	19	22	53	65	62	5	11	8
Male	241	2826	40075	93	94	97	482	515	505	19	9	12	42	22	28	37	61	54	2	8	6
African American	33	228	4250	100	95	98	494	507	500	12	9	12	33	24	31	48	64	54	6	3	3
Hispanic	296	1811	31314	95	95	98	482	497	493	20	14	16	39	30	34	39	52	48	2	3	2
Asian/Pacific Islander	10	133	1949	100	99	99	NA	530	536	NA	4	4	NA	17	15	NA	68	66	NA	11	15
American Indian/Alaskan Native	46	256	4719	88	94	96	496	494	489	7	9	15	35	41	39	59	46	45	NA	4	2
White	88	3101	36730	97	97	98	512	538	532	8	2	4	27	13	16	57	71	68	8	14	12
Students with Disabilities	33	386	8552	61	70	87	456	469	463	39	26	35	45	44	40	12	29	23	3	2	1
Students without Disabilities	440	5144	70493	100	99	100	493	524	517	14	6	7	35	19	24	47	66	62	3	10	8
Limited English Proficient Students	108	493	9355	93	92	95	456	456	456	42	37	37	39	47	48	19	17	15	NA	NA	0
Migrant Students	--	31	682	--	89	96	--	480	480	--	23	23	--	35	37	--	42	39	--	NA	1
Economically Disadvantaged	378	2483	34922	96	94	96	488	500	493	16	12	15	39	30	34	43	53	48	2	4	3
Non-Economically Disadvantaged	95	3047	44123	95	98	99	500	538	527	15	3	6	26	13	18	52	71	66	7	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	486	5561	79657	98	96	99	537	564	566	6	3	3	15	8	8	79	88	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	235	2711	39120	100	97	99	554	578	580	6	2	2	6	4	4	88	93	92	NA	1	2
Male	251	2849	40423	97	95	98	521	551	553	6	4	5	24	12	12	71	83	83	NA	1	1
African American	33	228	4290	100	95	99	546	555	560	3	5	4	21	9	9	76	86	86	NA	NA	1
Hispanic	303	1839	31642	98	96	99	530	546	552	8	6	5	15	12	11	77	82	84	NA	1	0
Asian/Pacific Islander	10	133	1948	100	99	99	NA	581	589	NA	1	1	NA	5	3	NA	92	91	NA	2	4
American Indian/Alaskan Native	49	257	4760	94	94	97	541	545	547	2	4	5	20	16	14	78	80	81	NA	0	0
White	91	3103	36929	100	97	99	552	576	579	4	2	2	10	5	5	86	92	91	NA	1	2
Students with Disabilities	49	420	9069	91	76	92	483	508	508	10	10	11	51	31	30	39	55	58	NA	3	1
Students without Disabilities	437	5141	70588	99	98	100	543	568	573	6	3	2	11	6	5	84	90	91	NA	1	1
Limited English Proficient Students	113	507	9521	97	94	96	484	495	507	19	16	13	26	26	24	56	57	63	NA	0	0
Migrant Students	--	32	694	--	91	98	--	532	546	--	6	5	--	16	12	--	78	82	--	NA	1
Economically Disadvantaged	388	2508	35341	98	95	97	535	548	551	7	5	5	14	12	12	79	82	83	NA	0	0
Non-Economically Disadvantaged	98	3053	44316	98	98	100	545	577	578	3	2	2	17	4	5	80	92	90	NA	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	405	5357	78400	97	95	97	528	568	554	34	16	21	26	16	19	36	50	47	4	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	208	2653	38686	99	96	98	530	566	554	33	15	20	25	16	20	38	53	49	4	16	12
Male	197	2703	39636	95	94	96	527	569	554	36	18	23	26	16	18	32	47	46	5	20	13
African American	29	211	4193	91	91	97	531	538	533	31	27	32	38	27	23	17	39	40	14	8	5
Hispanic	262	1741	30732	98	95	97	521	537	534	39	30	31	26	22	24	33	41	40	2	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	41	231	4536	95	92	95	524	539	528	37	28	35	32	26	25	32	40	37	NA	6	4
White	66	3062	37038	94	95	97	557	588	575	18	7	11	17	11	14	55	57	56	11	25	19
Students with Disabilities	27	311	7840	69	62	81	493	508	498	67	46	60	15	24	18	19	26	20	NA	4	2
Students without Disabilities	378	5046	70560	99	98	99	531	571	560	32	14	17	26	15	19	37	51	50	5	19	14
Limited English Proficient Students	108	468	8956	95	92	95	497	498	502	63	63	56	23	21	25	12	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	321	2339	33014	97	93	95	526	542	534	36	27	31	26	21	24	34	43	40	4	8	5
Non-Economically Disadvantaged	84	3018	45386	94	96	99	539	587	569	27	8	15	25	12	15	42	55	52	6	25	18

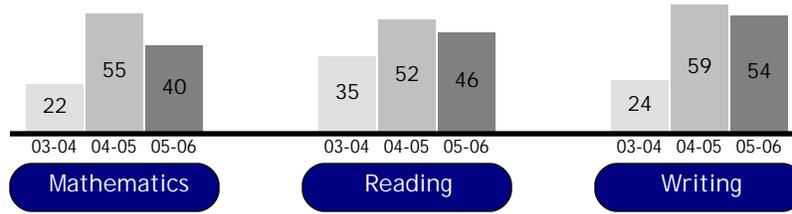
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	406	5417	79179	97	96	98	496	526	519	18	9	11	36	22	27	45	63	58	1	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	207	2669	38974	98	97	99	504	531	524	15	7	8	33	21	25	51	66	61	0	6	5
Male	199	2746	40124	96	95	97	489	522	513	21	11	13	39	23	28	38	60	54	2	6	4
African American	30	218	4243	94	94	98	498	507	506	7	13	14	53	30	32	40	55	51	NA	2	3
Hispanic	257	1754	30987	96	96	98	489	498	498	23	18	17	38	34	36	39	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	42	241	4573	98	96	96	493	502	494	14	15	16	43	32	41	43	51	42	NA	2	1
White	70	3089	37467	100	96	98	522	545	539	10	3	5	17	14	17	70	74	70	3	9	8
Students with Disabilities	29	369	8567	74	73	88	465	470	467	41	35	39	38	37	38	21	26	22	NA	2	1
Students without Disabilities	377	5048	70612	99	98	99	499	530	524	16	7	7	36	21	25	47	66	62	1	6	5
Limited English Proficient Students	106	470	9013	93	92	95	459	454	461	43	47	40	47	44	48	9	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	319	2372	33345	97	95	96	494	503	499	19	16	17	38	33	36	42	49	46	1	2	1
Non-Economically Disadvantaged	87	3045	45834	98	97	99	506	544	533	16	4	7	29	14	19	54	74	67	1	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	415	5437	79734	99	96	99	514	548	554	8	3	3	37	22	19	54	75	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	210	2698	39243	100	98	99	528	561	568	6	2	2	30	15	12	63	82	85	NA	1	1
Male	205	2738	40413	99	95	98	500	536	541	11	4	4	44	29	26	45	67	70	NA	0	0
African American	30	221	4285	94	96	99	536	543	548	NA	2	3	33	27	22	67	71	74	NA	0	0
Hispanic	265	1761	31254	99	96	99	507	524	539	10	6	5	40	33	25	50	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	43	241	4613	100	96	97	503	526	535	9	6	4	47	33	29	44	60	67	NA	0	0
White	70	3102	37668	100	97	99	536	564	569	6	1	1	27	14	13	67	84	85	NA	0	1
Students with Disabilities	39	376	8943	100	75	92	464	484	495	18	13	11	62	55	51	21	30	38	NA	3	1
Students without Disabilities	376	5061	70791	99	98	100	519	552	561	7	2	2	35	19	15	58	78	83	NA	0	0
Limited English Proficient Students	112	479	9138	98	94	97	465	464	492	22	20	13	51	56	46	27	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	325	2395	33718	98	95	97	510	527	538	10	5	5	39	33	26	52	62	69	NA	0	0
Non-Economically Disadvantaged	90	3042	46016	100	97	100	530	565	567	4	1	2	32	13	14	63	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	95	43	NA	54	98	38	55	50	95	35	61	54
	Language	96	47	64	58	98	39	58	52	98	39	65	58
	Mathematics	95	55	75	62	97	42	58	50	95	39	65	54
8	Reading	94	40	NA	55	97	41	57	51	97	43	63	58
	Language	94	34	58	52	97	43	55	50	99	44	59	56
	Mathematics	95	55	73	61	97	48	62	53	96	41	67	58
9	Reading	92	34	NA	42	96	43	60	51	92	46	63	52
	Language	93	37	54	42	95	43	59	50	92	48	63	50
	Mathematics	91	64	76	63	95	45	62	50	94	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

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

Council Duties

- Ü Title I
- Ü Student Responsibility Issues
- Ü School Safety Issues
- Ü Parent Involvement/Community Relations
- Ü AIMS and Tera Nova Preparation
- Ü Parent Concerns Input

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	85.00
Other Professional Staff	6.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	4	0	0
4 to 6 years	9	8	0	0
7 to 9 years	0	8	0	0
10 or more years	9	33	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	79
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Classroom Computer Productivity Center
- Ü Media Center Computer Center
- Ü English / writing computer lab
- Ü Career Center

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Interscholastic and Intramural Sports
- Ü SKILLS USA
- Ü 31 different clubs
- Ü Service Learning
- Ü Drama
- Ü National Academic League

Social Services

- Ü Parent University
- Ü Positive Alternatives for Youth Program
- Ü School/Business/Community Partnerships
- Ü Crisis Intervention
- Ü Native American Counseling services
- Ü Banner Health Medical clinic
- Ü Dental clinic

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Powell was home to;
2-Mesa Association of Administrators scholarship winners, Spelling Bee District Champion, Winner of 1st place Poetry contest,
2- American Legion Award Winners and A High School All-Regional and All State Choir member
- ü Over 150 incoming 7th grade students applied to participate in the AVID (Achievement Via Individual Determination)high school and college preparatory program.
- ü 7 Powell students were selected for the Cantaremos Honor Choir, Powell's Native American Club won 3rd place in the Native American Connections Parade,
- ü Powell Football Team Co-City Champions 2006, Girl Volleyball 2006 City Champions, Powell Student Felecia Sigfuentes was recognized by the Governor for her paricipaton in "Cool Hands" Children's Benefit Foundation

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	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

Powell has two administrators, one team leader, two security guards, and a school resource officer (Mesa Police officer) who constantly patrol Powell's campus. All teachers are required to do a fifteen-minute duty either before or after school. We hold regular assemblies with our students to review trends we see in student decisions/choices.

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) :

27

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	Nancy Roberts	(480) 472-1020
Transportation Policy	Terry Hulse	(480) 472-6100
Community Resources	Joe O'Reilly	(480) 472-0223
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Nancy Roberts	(480) 472-1020
Student Health/Nurse	Marcy Lewis	(480) 472-1070

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.