

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2433 E Adobe, Mesa, AZ 85213

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	Excelling
2004-05	Excelling
2003-04	Excelling

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

School Overview

Principal/Administrator : Ms. Catherine A. Pletchette
 Schedule : 07:30 AM to 04:30 PM
 Grades : 7-9
 Web Address : www.mesa.k12.az.us/~poston/
 Phone Number : (480) 472-2100
 Fax Number : (480) 472-2107
 E-mail : capletch@mpsaz.org

Mission

The mission of Poston Junior High School's staff is to work with parents to help each student acquire the attitudes and academic, creative, personal, physical and technological skills necessary to contribute and adapt within a constantly changing, global society.

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	N/A

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

School / Academic Goals

- ü To improve each student's reading, writing and mathematics performance while increasing critical thinking and real-life application skills.
- ü To increase proficiency in using technology as a learning tool.
- ü To develop student educational achievement across all academic areas and through extracurricular and service-learning activities.
- ü To reinforce each student's academic readiness and responsibility for learning.

Enrollment

October 1, 2005 School Year Student Enrollment : 1419
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 250

Instructional Programs

- ü Reading Across the Curriculum
- ü Writing Across the Curriculum
- ü Mathematics Across the Curriculum
- ü Academic Readiness Emphasis
- ü Gifted and Special Education
- ü Fine Arts
- ü Practical Arts
- ü Physical Education

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

Partner with parents and guardians in providing a quality junior high education program. Ensure a smooth transition from the elementary and to the high school level. Maintain high academic and behavior standards. Effectively teach established curriculum. Assure a safe, clean and orderly campus. Provide a nurturing learning environment. Discipline with dignity. Maintain open lines of communication. Promote professional growth. Budget monies appropriately. Be a source of pride to the community.

Parents

Provide basic needs and emotional support for students. Reinforce high academic and behavior standards. Model positive attitudes toward education and respect for school community. Ensure student's regular attendance and homework completion.

Transportation Policy

Busing is provided for students living more than one and one-half miles from their assigned school. Busing is not provided for open enrollment students. Specialized transportation is available for special education students (as addressed in their IEP).

School Honors

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

Award/Honor	Year
ü State Music Awards	2006
ü State and District Writing Awards	2006
ü District Art Awards	2006
ü Sports Championships	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	479	5532	78546	98	96	97	578	556	543	4	10	15	9	14	18	53	54	52	34	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	250	2692	38645	100	97	98	576	557	545	4	9	13	10	14	18	56	56	54	30	20	15
Male	229	2839	39792	96	95	97	580	556	542	5	11	17	9	15	17	48	53	50	38	21	15
African American	NC	226	4205	NC	95	97	NC	536	524	NC	16	22	NC	16	22	NC	57	49	NC	11	7
Hispanic	79	1826	31177	100	95	97	547	530	524	14	19	22	15	22	23	57	51	48	14	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	12	257	4689	75	94	95	542	525	515	NA	23	28	25	22	25	67	48	43	8	7	4
White	370	3090	36450	98	96	97	587	575	563	2	4	7	7	10	12	51	57	57	40	30	23
Students with Disabilities	31	392	8093	86	71	82	512	497	489	32	39	50	19	28	24	45	30	23	3	3	2
Students without Disabilities	448	5140	70453	99	98	100	582	560	549	2	8	11	8	13	17	53	56	56	36	22	16
Limited English Proficient Students	17	505	9323	100	94	94	500	492	491	41	45	47	24	28	28	35	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	149	2500	34694	99	94	96	546	533	524	11	18	23	19	21	23	58	51	48	12	10	7
Non-Economically Disadvantaged	330	3032	43852	97	97	99	593	575	559	2	4	10	5	9	13	50	57	56	44	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	475	5530	79045	97	96	98	532	521	512	5	7	10	15	21	25	66	63	58	15	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	247	2703	38860	98	97	98	540	527	519	2	5	7	13	19	22	67	65	62	17	11	8
Male	228	2826	40075	96	94	97	524	515	505	7	9	12	17	22	28	64	61	54	11	8	6
African American	NC	228	4250	NC	95	98	NC	507	500	NC	9	12	NC	24	31	NC	64	54	NC	3	3
Hispanic	77	1811	31314	97	95	98	502	497	493	16	14	16	23	30	34	56	52	48	5	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	12	256	4719	75	94	96	496	494	489	8	9	15	33	41	39	50	46	45	8	4	2
White	369	3101	36730	98	97	98	541	538	532	2	2	4	12	13	16	69	71	68	17	14	12
Students with Disabilities	27	386	8552	75	70	87	476	469	463	26	26	35	33	44	40	37	29	23	4	2	1
Students without Disabilities	448	5144	70493	99	99	100	535	524	517	3	6	7	14	19	24	68	66	62	15	10	8
Limited English Proficient Students	16	493	9355	94	92	95	452	456	456	38	37	37	50	47	48	13	17	15	NA	NA	0
Migrant Students	NC	31	682	NC	89	96	NC	480	480	NC	23	23	NC	35	37	NC	42	39	NC	NA	1
Economically Disadvantaged	146	2483	34922	97	94	96	503	500	493	12	12	15	27	30	34	54	53	48	6	4	3
Non-Economically Disadvantaged	329	3047	44123	97	98	99	545	538	527	1	3	6	9	13	18	71	71	66	18	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	468	5561	79657	96	96	99	583	564	566	1	3	3	4	8	8	94	88	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	245	2711	39120	98	97	99	594	578	580	0	2	2	2	4	4	96	93	92	2	1	2
Male	223	2849	40423	94	95	98	572	551	553	2	4	5	7	12	12	91	83	83	NA	1	1
African American	NC	228	4290	NC	95	99	NC	555	560	NC	5	4	NC	9	9	NC	86	86	NC	NA	1
Hispanic	78	1839	31642	99	96	99	564	546	552	3	6	5	8	12	11	90	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	11	257	4760	69	94	97	564	545	547	NA	4	5	27	16	14	73	80	81	NA	0	0
White	362	3103	36929	96	97	99	588	576	579	1	2	2	3	5	5	95	92	91	1	1	2
Students with Disabilities	23	420	9069	64	76	92	518	508	508	9	10	11	30	31	30	61	55	58	NA	3	1
Students without Disabilities	445	5141	70588	98	98	100	586	568	573	1	3	2	3	6	5	96	90	91	1	1	1
Limited English Proficient Students	16	507	9521	94	94	96	524	495	507	6	16	13	25	26	24	69	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	143	2508	35341	95	95	97	563	548	551	1	5	5	10	12	12	89	82	83	NA	0	0
Non-Economically Disadvantaged	325	3053	44316	96	98	100	592	577	578	1	2	2	2	4	5	96	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	460	5357	78400	97	95	97	601	568	554	3	16	21	8	16	19	58	50	47	30	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	210	2653	38686	98	96	98	596	566	554	4	15	20	9	16	20	62	53	49	25	16	12
Male	250	2703	39636	97	94	96	604	569	554	3	18	23	8	16	18	54	47	46	35	20	13
African American	11	211	4193	100	91	97	540	538	533	18	27	32	45	27	23	36	39	40	NA	8	5
Hispanic	65	1741	30732	98	95	97	560	537	534	12	30	31	17	22	24	60	41	40	11	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	11	231	4536	79	92	95	585	539	528	NA	28	35	27	26	25	55	40	37	18	6	4
White	364	3062	37038	98	95	97	610	588	575	2	7	11	5	11	14	57	57	56	35	25	19
Students with Disabilities	16	311	7840	59	62	81	528	508	498	13	46	60	25	24	18	56	26	20	6	4	2
Students without Disabilities	444	5046	70560	100	98	99	602	571	560	3	14	17	8	15	19	58	51	50	31	19	14
Limited English Proficient Students	13	468	8956	93	92	95	503	498	502	62	63	56	15	21	25	15	15	18	8	1	1
Migrant Students	--	30	676	--	81	95	--	521	523	--	43	38	--	20	25	--	37	36	--	NA	1
Economically Disadvantaged	127	2339	33014	96	93	95	574	542	534	7	27	31	14	21	24	61	43	40	18	8	5
Non-Economically Disadvantaged	333	3018	45386	98	96	99	610	587	569	2	8	15	6	12	15	56	55	52	35	25	18

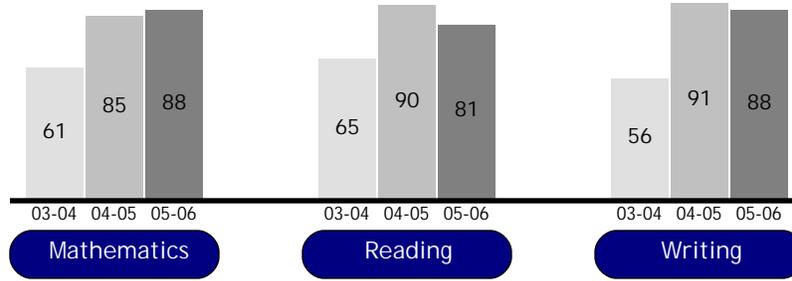
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	465	5417	79179	98	96	98	548	526	519	5	9	11	14	22	27	70	63	58	11	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	211	2669	38974	99	97	99	551	531	524	5	7	8	13	21	25	72	66	61	11	6	5
Male	254	2746	40124	98	95	97	545	522	513	5	11	13	15	23	28	69	60	54	12	6	4
African American	11	218	4243	100	94	98	498	507	506	18	13	14	27	30	32	55	55	51	NA	2	3
Hispanic	64	1754	30987	97	96	98	514	498	498	14	18	17	34	34	36	44	46	45	8	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	12	241	4573	86	96	96	529	502	494	8	15	16	25	32	41	67	51	42	NA	2	1
White	369	3089	37467	99	96	98	555	545	539	3	3	5	10	14	17	74	74	70	13	9	8
Students with Disabilities	20	369	8567	74	73	88	461	470	467	30	35	39	30	37	38	40	26	22	NA	2	1
Students without Disabilities	445	5048	70612	100	98	99	551	530	524	4	7	7	13	21	25	71	66	62	12	6	5
Limited English Proficient Students	12	470	9013	86	92	95	442	454	461	50	47	40	42	44	48	8	9	12	NA	NA	0
Migrant Students	--	34	680	--	92	96	--	481	487	--	21	20	--	47	43	--	32	36	--	NA	1
Economically Disadvantaged	128	2372	33345	97	95	96	524	503	499	10	16	17	23	33	36	62	49	46	5	2	1
Non-Economically Disadvantaged	337	3045	45834	99	97	99	557	544	533	3	4	7	11	14	19	73	74	67	14	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	462	5437	79734	98	96	99	570	548	554	1	3	3	12	22	19	87	75	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	210	2698	39243	98	98	99	580	561	568	NA	2	2	10	15	12	88	82	85	1	1	1
Male	252	2738	40413	97	95	98	561	536	541	2	4	4	13	29	26	86	67	70	NA	0	0
African American	11	221	4285	100	96	99	549	543	548	NA	2	3	27	27	22	73	71	74	NA	0	0
Hispanic	65	1761	31254	98	96	99	537	524	539	5	6	5	25	33	25	69	60	70	2	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	12	241	4613	86	96	97	565	526	535	NA	6	4	8	33	29	92	60	67	NA	0	0
White	365	3102	37668	98	97	99	576	564	569	0	1	1	9	14	13	90	84	85	1	0	1
Students with Disabilities	18	376	8943	67	75	92	476	484	495	11	13	11	56	55	51	33	30	38	NA	3	1
Students without Disabilities	444	5061	70791	100	98	100	572	552	561	0	2	2	10	19	15	89	78	83	1	0	0
Limited English Proficient Students	14	479	9138	100	94	97	466	464	492	14	20	13	71	56	46	14	24	40	NA	NA	NA
Migrant Students	--	35	687	--	95	97	--	501	528	--	9	6	--	49	28	--	43	65	--	NA	NA
Economically Disadvantaged	128	2395	33718	97	95	97	551	527	538	2	5	5	20	33	26	78	62	69	1	0	0
Non-Economically Disadvantaged	334	3042	46016	98	97	100	577	565	567	1	1	2	9	13	14	90	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	95	71	NA	54	98	66	55	50	97	70	61	54
	Language	96	78	64	58	98	66	58	52	96	75	65	58
	Mathematics	97	85	75	62	98	69	58	50	97	76	65	54
8	Reading	96	68	NA	55	97	68	57	51	97	73	63	58
	Language	95	72	58	52	97	64	55	50	97	68	59	56
	Mathematics	97	83	73	61	97	72	62	53	96	83	67	58
9	Reading	96	60	NA	42	95	69	60	51	95	73	63	52
	Language	96	67	54	42	95	67	59	50	95	70	63	50
	Mathematics	97	84	76	63	94	71	62	50	95	75	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)
- 1 Non-certified Employee(s)
- 7 Teacher(s)
- 8 Parent(s)
- 0 Community Member(s)
- 6 Student(s)

Council Duties

- Ü Academic Success/School Improvement
- Ü School/Community Relations
- Ü Student Issues
- Ü School Safety Issues
- Ü Behavior Management
- Ü Extracurricular Funding/Field Trips

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.40	Teacher	67.40
Other Professional Staff	6.50	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	6	6	0	0
7 to 9 years	3	6	0	0
10 or more years	10	27	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	547
Teachers with Emergency Certification.	12
Percent of teachers in the school with Emergency/Provisional Certification	16%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Flexible-Use Auditorium/Lecture Rooms
- Ü Library/Media Center
- Ü Computer/Productivity Labs
- Ü Full-Sized Swimming Pool

Extracurricular Activities

- Ü National Academic League
- Ü Service Learning
- Ü Fine Arts Performance Groups
- Ü National Junior Honor Society
- Ü AIA Athletics/Intramurals/Cheerleading
- Ü Yearbook
- Ü Student Council
- Ü Varied Student Clubs

Social Services

- Ü Breakfast/Lunch Programs
- Ü Health Services/Immunizations
- Ü Youth Sports/Recreation Programs/Pool
- Ü Community Classes
- Ü On-Campus Tutoring
- Ü Prevention Programs
- Ü College Bridging for Disadvantaged Youth
- Ü SRO/Juvenile Justice System/Case Workers

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Poston successfully reinforced students' academic readiness through implementation of the Poston Academic Readiness (PAR) program. Statistics show improved performance in arriving to class on time, with materials, and with homework completed.
- ü Poston students maintained high scores in mathematics, reading and writing as measured by the AIMS and TerraNova achievement tests administered in the spring of 2006.
- ü School-wide improvement goals were set and achieved in the areas of writing and mathematics as measured by the district academic incentive plan.
- ü Poston staff successfully achieved their Quality Service goals as measured by the annual parent and student surveys.

Student Activity Rates for School Year 2005-06

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

Poston Junior High School has an active program of prevention and rule/law enforcement through school, district, police and probation officials. Throughout the year, student behavior expectations, that are focused on respect, are taught and reinforced. We conduct regular safety checks. We have developed procedures to deal with emergency preparedness and crisis intervention.

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) :

30

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	Catherine Pletchette	(480) 472-2130
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Charles Cooper	(480) 472-2170
School Nutrition Programs	A. Pohlo/R. Profita	(480) 472-2070
Parent Organization	Patrice Bjornstad	(480) 472-2170
Student Health/Nurse	Mrs. Terry Holiday	(480) 472-2052

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.