



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

705 S 32nd Street, Mesa, AZ 85204

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Highly Performing
2003-04 Excelling

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

School Overview

Principal/Administrator : Mr. Greg Fowler
Schedule : 07:30 AM to 04:30 PM
Grades : 7-9
Web Address : www.mesa.k12.az.us
Phone Number : (480) 472-1500
Fax Number : (480) 472-1616
E-mail : gafowler@mpsaz.org

Mission

The mission of Taylor Junior High is to provide opportunities for students to develop as successful lifelong learners, informed decision makers and responsible citizens.

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

- Students will improve written communication skills.
Students will improve their ability to read and understand a variety of materials.
Students will demonstrate competence in math skills.
x

Enrollment

October 1, 2005 School Year Student Enrollment : 1298
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 355

Instructional Programs

- ü Advanced Placement
- ü On-site Special Education
- ü Gifted
- ü Title I Reading and Math
- ü READ 180
- ü AVID

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Provide standards-based quality programs and instruction. Safe environment for students. High academic standards. Encourage parent involvement. Develop self-esteem, positive self-image and responsibility in students. Provide guidance service.

Parents

Work closely with teachers for education of each student. Ensure students attend daily and on time. Notify school of medical needs or other conditions which may affect performance. Foster involvement of student at school and encourage participation.

Transportation Policy

Busing is provided for all students living more than two miles from their assigned school. Busing 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 AZ Junior High Business Teacher of the Year	2003
ü AZ Junior High Science Teacher Recognition	2003
ü City Champs in tennis, cross country, and basketball	2005
ü Staff Featured as Master Educators	2003

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	429	5532	78546	97	96	97	566	556	543	8	10	15	11	14	18	58	54	52	23	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	198	2692	38645	99	97	98	568	557	545	6	9	13	11	14	18	61	56	54	23	20	15
Male	231	2839	39792	95	95	97	565	556	542	10	11	17	12	15	17	55	53	50	23	21	15
African American	24	226	4205	100	95	97	544	536	524	21	16	22	8	16	22	58	57	49	13	11	7
Hispanic	143	1826	31177	95	95	97	545	530	524	14	19	22	15	22	23	59	51	48	11	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	NC	257	4689	NC	94	95	NC	525	515	NC	23	28	NC	22	25	NC	48	43	NC	7	4
White	250	3090	36450	98	96	97	580	575	563	4	4	7	9	10	12	56	57	57	31	30	23
Students with Disabilities	37	392	8093	76	71	82	512	497	489	22	39	50	38	28	24	38	30	23	3	3	2
Students without Disabilities	392	5140	70453	99	98	100	569	560	549	7	8	11	9	13	17	59	56	56	25	22	16
Limited English Proficient Students	31	505	9323	91	94	94	488	492	491	48	45	47	23	28	28	29	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	190	2500	34694	96	94	96	551	533	524	12	18	23	13	21	23	61	51	48	14	10	7
Non-Economically Disadvantaged	239	3032	43852	98	97	99	578	575	559	5	4	10	10	9	13	55	57	56	31	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	418	5530	79045	94	96	98	532	521	512	5	7	10	14	21	25	71	63	58	11	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	197	2703	38860	99	97	98	539	527	519	3	5	7	13	19	22	69	65	62	15	11	8
Male	221	2826	40075	91	94	97	526	515	505	6	9	12	15	22	28	72	61	54	7	8	6
African American	23	228	4250	96	95	98	517	507	500	9	9	12	13	24	31	74	64	54	4	3	3
Hispanic	139	1811	31314	92	95	98	516	497	493	9	14	16	20	30	34	65	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	NC	256	4719	NC	94	96	NC	494	489	NC	9	15	NC	41	39	NC	46	45	NC	4	2
White	244	3101	36730	95	97	98	543	538	532	2	2	4	11	13	16	73	71	68	15	14	12
Students with Disabilities	26	386	8552	53	70	87	492	469	463	19	26	35	27	44	40	54	29	23	NA	2	1
Students without Disabilities	392	5144	70493	99	99	100	533	524	517	4	6	7	13	19	24	72	66	62	11	10	8
Limited English Proficient Students	30	493	9355	88	92	95	450	456	456	43	37	37	43	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	183	2483	34922	92	94	96	518	500	493	8	12	15	19	30	34	67	53	48	5	4	3
Non-Economically Disadvantaged	235	3047	44123	96	98	99	543	538	527	2	3	6	10	13	18	73	71	66	15	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	442	5561	79657	100	96	99	555	564	566	4	3	3	11	8	8	85	88	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	200	2711	39120	100	97	99	571	578	580	4	2	2	6	4	4	91	93	92	NA	1	2
Male	242	2849	40423	99	95	98	541	551	553	5	4	5	15	12	12	80	83	83	NA	1	1
African American	25	228	4290	100	95	99	541	555	560	8	5	4	12	9	9	80	86	86	NA	NA	1
Hispanic	149	1839	31642	99	96	99	543	546	552	5	6	5	13	12	11	82	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	NC	257	4760	NC	94	97	NC	545	547	NC	4	5	NC	16	14	NC	80	81	NC	0	0
White	256	3103	36929	100	97	99	562	576	579	3	2	2	10	5	5	87	92	91	NA	1	2
Students with Disabilities	48	420	9069	98	76	92	503	508	508	10	10	11	42	31	30	48	55	58	NA	3	1
Students without Disabilities	394	5141	70588	100	98	100	559	568	573	3	3	2	7	6	5	90	90	91	NA	1	1
Limited English Proficient Students	34	507	9521	100	94	96	491	495	507	24	16	13	24	26	24	53	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	196	2508	35341	99	95	97	544	548	551	5	5	5	16	12	12	79	82	83	NA	0	0
Non-Economically Disadvantaged	246	3053	44316	100	98	100	563	577	578	3	2	2	7	4	5	90	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	406	5357	78400	94	95	97	573	568	554	12	16	21	17	16	19	53	50	47	18	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	210	2653	38686	95	96	98	573	566	554	10	15	20	18	16	20	55	53	49	17	16	12
Male	196	2703	39636	92	94	96	574	569	554	14	18	23	16	16	18	50	47	46	20	20	13
African American	17	211	4193	94	91	97	555	538	533	29	27	32	12	27	23	47	39	40	12	8	5
Hispanic	143	1741	30732	94	95	97	549	537	534	23	30	31	22	22	24	45	41	40	9	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	NC	231	4536	NC	92	95	NC	539	528	NC	28	35	NC	26	25	NC	40	37	NC	6	4
White	236	3062	37038	94	95	97	590	588	575	4	7	11	14	11	14	57	57	56	25	25	19
Students with Disabilities	27	311	7840	51	62	81	517	508	498	44	46	60	30	24	18	26	26	20	NA	4	2
Students without Disabilities	379	5046	70560	99	98	99	576	571	560	10	14	17	16	15	19	55	51	50	20	19	14
Limited English Proficient Students	26	468	8956	84	92	95	507	498	502	54	63	56	27	21	25	19	15	18	NA	1	1
Migrant Students	--	30	676	--	81	95	--	521	523	--	43	38	--	20	25	--	37	36	--	NA	1
Economically Disadvantaged	192	2339	33014	91	93	95	556	542	534	19	27	31	22	21	24	46	43	40	13	8	5
Non-Economically Disadvantaged	214	3018	45386	96	96	99	588	587	569	6	8	15	12	12	15	58	55	52	23	25	18

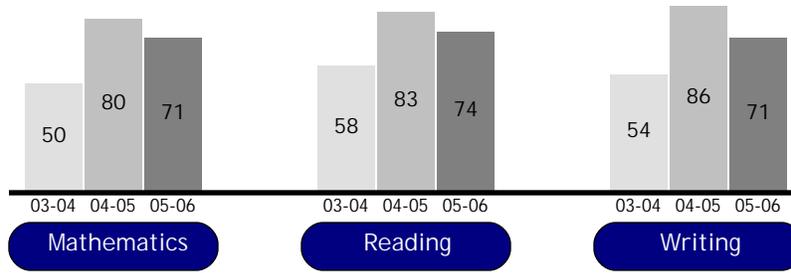
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	396	5417	79179	91	96	98	532	526	519	6	9	11	21	22	27	69	63	58	5	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	204	2669	38974	92	97	99	535	531	524	3	7	8	20	21	25	73	66	61	4	6	5
Male	192	2746	40124	90	95	97	529	522	513	8	11	13	22	23	28	65	60	54	5	6	4
African American	16	218	4243	89	94	98	528	507	506	6	13	14	25	30	32	69	55	51	NA	2	3
Hispanic	138	1754	30987	91	96	98	509	498	498	12	18	17	36	34	36	51	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	NC	241	4573	NC	96	96	NC	502	494	NC	15	16	NC	32	41	NC	51	42	NC	2	1
White	233	3089	37467	92	96	98	547	545	539	2	3	5	11	14	17	79	74	70	8	9	8
Students with Disabilities	17	369	8567	32	73	88	500	470	467	24	35	39	29	37	38	47	26	22	NA	2	1
Students without Disabilities	379	5048	70612	99	98	99	533	530	524	5	7	7	20	21	25	70	66	62	5	6	5
Limited English Proficient Students	23	470	9013	74	92	95	462	454	461	48	47	40	39	44	48	13	9	12	NA	NA	0
Migrant Students	--	34	680	--	92	96	--	481	487	--	21	20	--	47	43	--	32	36	--	NA	1
Economically Disadvantaged	186	2372	33345	88	95	96	519	503	499	10	16	17	28	33	36	60	49	46	2	2	1
Non-Economically Disadvantaged	210	3045	45834	95	97	99	544	544	533	2	4	7	14	14	19	77	74	67	7	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	434	5437	79734	100	96	99	543	548	554	2	3	3	27	22	19	71	75	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	221	2698	39243	100	98	99	555	561	568	0	2	2	18	15	12	82	82	85	NA	1	1
Male	213	2738	40413	100	95	98	530	536	541	3	4	4	37	29	26	61	67	70	NA	0	0
African American	19	221	4285	100	96	99	542	543	548	5	2	3	21	27	22	74	71	74	NA	0	0
Hispanic	152	1761	31254	100	96	99	529	524	539	2	6	5	38	33	25	61	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	NC	241	4613	NC	96	97	NC	526	535	NC	6	4	NC	33	29	NC	60	67	NC	0	0
White	252	3102	37668	100	97	99	551	564	569	1	1	1	21	14	13	79	84	85	NA	0	1
Students with Disabilities	52	376	8943	98	75	92	496	484	495	10	13	11	60	55	51	31	30	38	NA	3	1
Students without Disabilities	382	5061	70791	100	98	100	548	552	561	1	2	2	23	19	15	77	78	83	NA	0	0
Limited English Proficient Students	31	479	9138	100	94	97	487	464	492	3	20	13	77	56	46	19	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	211	2395	33718	100	95	97	532	527	538	3	5	5	35	33	26	63	62	69	NA	0	0
Non-Economically Disadvantaged	223	3042	46016	100	97	100	553	565	567	0	1	2	20	13	14	80	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.

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?	Y
	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	94	61	NA	54	98	57	55	50	92	72	61	54
	Language	98	67	64	58	98	58	58	52	97	70	65	58
	Mathematics	99	81	75	62	98	58	58	50	94	72	65	54
8	Reading	93	65	NA	55	98	61	57	51	91	67	63	58
	Language	97	62	58	52	98	60	55	50	99	58	59	56
	Mathematics	98	77	73	61	98	69	62	53	93	70	67	58
9	Reading	87	54	NA	42	94	64	60	51	92	68	63	52
	Language	93	58	54	42	94	62	59	50	92	70	63	50
	Mathematics	95	80	76	63	96	65	62	50	95	72	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/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Development
- Ü Parent/Educator Relations
- Ü Instructional Strategies
- Ü Student Discipline
- Ü School Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	74.00
Other Professional Staff	4.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	12	0	0	0
7 to 9 years	4	0	0	0
10 or more years	17	30	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	52
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü CAD Lab
- Ü Full Modern Performing Arts Facilities
- Ü Traditional and On-line Library Resource
- Ü Industrial Technology Labs

Extracurricular Activities

- Ü Unity/Service Club
- Ü National Academic League Team
- Ü Environmental Club
- Ü Full Sports Program
- Ü Leadership/Mentoring Programs

Social Services

- Ü Recreational Activities
- Ü Adult Education
- Ü Afterschool Program
- Ü Voting

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Highly rated performing arts programs; city champion athletic programs; award winning science and business teachers in 2003.
  
- ü A teacher in our science program was a finalist for state 2002 Teacher of the Year and for state Technology Innovator of the Year.
  
- ü Chess team ranked 7th in state.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	95	89	88	73
Graduation Rate <sup>6</sup>	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 instituted both mentoring and peer mediation programs. We have a comprehensive school safety plan in place. We have programs to increase student community service. We have a behavior program with clear standards and strong enforcement. We have a School Resource Officer who is active working with 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) :

21
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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	Greg Fowler	(480) 472-1500
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Mary Christensen	(480) 472-1501
School Nutrition Programs	Judy Vernon	(480) 472-1620
Parent Organization	Greg Fowler	(480) 472-1500
Student Health/Nurse	T.B.A.	(480) 472-1516

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](http://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](http://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](http://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.