

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1407 North Alta Mesa Dr, Mesa, AZ 85205

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	Highly Performing
2003-04	Excelling

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

School Overview

Principal/Administrator : Mrs. Eileen Cahoon
 Schedule : 08:00 AM to 04:00 PM
 Grades : 7-9
 Web Address : www.mesa.k12.az.us/shepherd
 Phone Number : (480) 472-1801
 Fax Number : (480) 472-1888
 E-mail : ecahoon@mpsaz.org

Mission

Shepherd Junior High School's mission is to create a community of life-long learners through challenging programs designed to provide the social and educational skills needed for successful entry into a quickly changing, competitive world.

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 Students will demonstrate reading skills by analyzing and interpreting fiction and non-fiction. They will develop vocabulary, increase comprehension, and use critical thinking skills in alignment with standards as measured by assessments.
- ü Students will demonstrate skills in mathematics by analyzing, interpreting, and predicting graphic data. They will determine probability, and use problem-solving techniques in alignment with standards as measured by assessments.
- ü Students will demonstrate writing skills by using the writing process and the 'Six Traits of Writing' in various genres in alignment with standards as measured by assessments.
- ü Student will be provided a wide range of core and elective classes to develop and enhance their personal skills.

Enrollment

October 1, 2005 School Year Student Enrollment : 1478
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 196

Instructional Programs

- ü ELP/Gifted
- ü Special Education
- ü At-risk Courses
- ü Period Before School - A Hour
- ü After School - Extended Day Program
- ü Project Lead the Way
- ü School Within a School
- ü Extensive Performing Arts 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

The school promotes high student achievement through curriculum aligned with state standards taught by highly qualified teachers. Reasonable assurances of safe environment are provided through training, drills, and well-planned emergency procedures. The staff monitors for school identification and encourages responsible behavior. Information is communicated through 'The Shepherd Scoop' and student planners.

Parents

Parents are responsible for providing proper learning, appropriate attire, nourishment, immunizations, and ensuring their child attends school. Parents provide student data and are encouraged to communicate with teachers. Parent responsibilities include checking student planners, assisting in homework completion, and assuring that students have IDs and all materials necessary for learning.

Transportation Policy

Busing is provided for students living over 1.5 miles from school. Intramural/ninth grade sports participants are bused to and from competitions. Busing for special education is addressed in the IEP. Busing is not provided for open-enrollment students.

School Honors

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

Award/Honor	Year
ü Masonic Essay Contest - 1st and 2nd Place	2003
ü Current Events Challenge - 1st through 3rd Place	2004
ü City Championship - Girls Softball, 7 Consecutive Years	2004
ü Sertoma Constitution Essay Contest - 1st and 2nd Place	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	453	5532	78546	98	96	97	578	556	543	3	10	15	5	14	18	62	54	52	30	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	234	2692	38645	98	97	98	579	557	545	2	9	13	6	14	18	62	56	54	30	20	15
Male	218	2839	39792	98	95	97	576	556	542	4	11	17	5	15	17	62	53	50	29	21	15
African American	12	226	4205	100	95	97	551	536	524	8	16	22	NA	16	22	83	57	49	8	11	7
Hispanic	74	1826	31177	97	95	97	553	530	524	11	19	22	8	22	23	65	51	48	16	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	355	3090	36450	98	96	97	584	575	563	1	4	7	5	10	12	61	57	57	34	30	23
Students with Disabilities	15	392	8093	65	71	82	545	497	489	7	39	50	20	28	24	67	30	23	7	3	2
Students without Disabilities	438	5140	70453	100	98	100	579	560	549	3	8	11	5	13	17	62	56	56	30	22	16
Limited English Proficient Students	10	505	9323	100	94	94	NA	492	491	NA	45	47	NA	28	28	NA	27	24	NA	0	1
Migrant Students	--	32	674	--	91	95	--	513	515	--	31	28	--	22	27	--	44	40	--	3	5
Economically Disadvantaged	93	2500	34694	97	94	96	556	533	524	9	18	23	8	21	23	63	51	48	20	10	7
Non-Economically Disadvantaged	360	3032	43852	98	97	99	583	575	559	1	4	10	5	9	13	62	57	56	32	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	457	5530	79045	99	96	98	538	521	512	1	7	10	11	21	25	77	63	58	11	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	237	2703	38860	99	97	98	543	527	519	1	5	7	8	19	22	76	65	62	15	11	8
Male	219	2826	40075	98	94	97	533	515	505	2	9	12	14	22	28	77	61	54	7	8	6
African American	12	228	4250	100	95	98	515	507	500	NA	9	12	25	24	31	75	64	54	NA	3	3
Hispanic	75	1811	31314	99	95	98	524	497	493	5	14	16	15	30	34	71	52	48	9	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	358	3101	36730	99	97	98	542	538	532	0	2	4	10	13	16	78	71	68	12	14	12
Students with Disabilities	19	386	8552	83	70	87	497	469	463	NA	26	35	53	44	40	47	29	23	NA	2	1
Students without Disabilities	438	5144	70493	100	99	100	540	524	517	1	6	7	9	19	24	78	66	62	11	10	8
Limited English Proficient Students	10	493	9355	100	92	95	NA	456	456	NA	37	37	NA	47	48	NA	17	15	NA	NA	0
Migrant Students	--	31	682	--	89	96	--	480	480	--	23	23	--	35	37	--	42	39	--	NA	1
Economically Disadvantaged	93	2483	34922	97	94	96	522	500	493	4	12	15	15	30	34	75	53	48	5	4	3
Non-Economically Disadvantaged	364	3047	44123	99	98	99	542	538	527	1	3	6	10	13	18	77	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	453	5561	79657	98	96	99	581	564	566	1	3	3	2	8	8	96	88	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	236	2711	39120	99	97	99	594	578	580	0	2	2	0	4	4	98	93	92	1	1	2
Male	216	2849	40423	97	95	98	567	551	553	2	4	5	3	12	12	94	83	83	0	1	1
African American	12	228	4290	100	95	99	572	555	560	NA	5	4	NA	9	9	100	86	86	NA	NA	1
Hispanic	74	1839	31642	97	96	99	565	546	552	5	6	5	5	12	11	88	82	84	1	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	355	3103	36929	98	97	99	585	576	579	0	2	2	1	5	5	98	92	91	1	1	2
Students with Disabilities	16	420	9069	70	76	92	567	508	508	NA	10	11	6	31	30	94	55	58	NA	3	1
Students without Disabilities	437	5141	70588	100	98	100	582	568	573	1	3	2	2	6	5	96	90	91	1	1	1
Limited English Proficient Students	NC	507	9521	NC	94	96	NC	495	507	NC	16	13	NC	26	24	NC	57	63	NC	0	0
Migrant Students	--	32	694	--	91	98	--	532	546	--	6	5	--	16	12	--	78	82	--	NA	1
Economically Disadvantaged	93	2508	35341	97	95	97	563	548	551	5	5	5	4	12	12	90	82	83	NA	0	0
Non-Economically Disadvantaged	360	3053	44316	98	98	100	586	577	578	NA	2	2	1	4	5	98	92	90	1	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	456	5357	78400	97	95	97	585	568	554	7	16	21	13	16	19	58	50	47	22	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	229	2653	38686	100	96	98	580	566	554	6	15	20	16	16	20	59	53	49	19	16	12
Male	227	2703	39636	94	94	96	591	569	554	7	18	23	10	16	18	57	47	46	26	20	13
African American	13	211	4193	93	91	97	550	538	533	8	27	32	31	27	23	62	39	40	NA	8	5
Hispanic	64	1741	30732	98	95	97	567	537	534	16	30	31	16	22	24	53	41	40	16	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	364	3062	37038	97	95	97	590	588	575	5	7	11	12	11	14	59	57	56	24	25	19
Students with Disabilities	24	311	7840	86	62	81	535	508	498	33	46	60	29	24	18	29	26	20	8	4	2
Students without Disabilities	432	5046	70560	98	98	99	588	571	560	5	14	17	12	15	19	59	51	50	23	19	14
Limited English Proficient Students	11	468	8956	100	92	95	502	498	502	55	63	56	36	21	25	9	15	18	NA	1	1
Migrant Students	NC	30	676	NC	81	95	NC	521	523	NC	43	38	NC	20	25	NC	37	36	NC	NA	1
Economically Disadvantaged	99	2339	33014	96	93	95	565	542	534	14	27	31	16	21	24	59	43	40	11	8	5
Non-Economically Disadvantaged	357	3018	45386	97	96	99	591	587	569	5	8	15	12	12	15	58	55	52	25	25	18

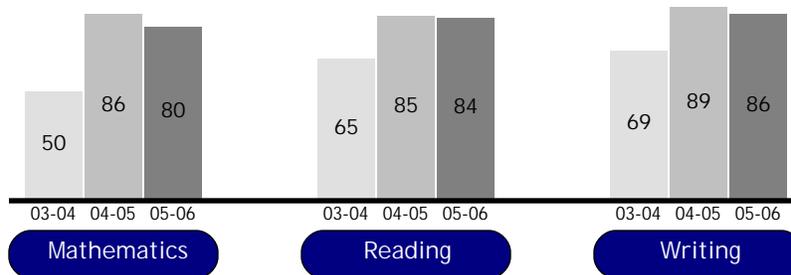
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	460	5417	79179	98	96	98	547	526	519	3	9	11	13	22	27	72	63	58	12	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	230	2669	38974	100	97	99	547	531	524	2	7	8	13	21	25	76	66	61	9	6	5
Male	230	2746	40124	95	95	97	548	522	513	3	11	13	13	23	28	69	60	54	14	6	4
African American	13	218	4243	93	94	98	505	507	506	15	13	14	23	30	32	62	55	51	NA	2	3
Hispanic	64	1754	30987	98	96	98	530	498	498	8	18	17	16	34	36	72	46	45	5	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	368	3089	37467	98	96	98	553	545	539	1	3	5	13	14	17	73	74	70	13	9	8
Students with Disabilities	28	369	8567	100	73	88	497	470	467	14	35	39	54	37	38	25	26	22	7	2	1
Students without Disabilities	432	5048	70612	98	98	99	550	530	524	2	7	7	11	21	25	75	66	62	12	6	5
Limited English Proficient Students	11	470	9013	100	92	95	463	454	461	45	47	40	36	44	48	18	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	101	2372	33345	98	95	96	526	503	499	8	16	17	21	33	36	64	49	46	7	2	1
Non-Economically Disadvantaged	359	3045	45834	98	97	99	553	544	533	1	4	7	11	14	19	75	74	67	13	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	456	5437	79734	97	96	99	567	548	554	1	3	3	13	22	19	86	75	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	229	2698	39243	100	98	99	577	561	568	0	2	2	8	15	12	92	82	85	NA	1	1
Male	227	2738	40413	94	95	98	557	536	541	1	4	4	18	29	26	81	67	70	NA	0	0
African American	12	221	4285	86	96	99	560	543	548	NA	2	3	25	27	22	75	71	74	NA	0	0
Hispanic	64	1761	31254	98	96	99	556	524	539	2	6	5	16	33	25	83	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	365	3102	37668	97	97	99	570	564	569	1	1	1	12	14	13	87	84	85	NA	0	1
Students with Disabilities	25	376	8943	89	75	92	505	484	495	8	13	11	52	55	51	40	30	38	NA	3	1
Students without Disabilities	431	5061	70791	97	98	100	570	552	561	0	2	2	11	19	15	89	78	83	NA	0	0
Limited English Proficient Students	11	479	9138	100	94	97	487	464	492	18	20	13	45	56	46	36	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	98	2395	33718	95	95	97	553	527	538	1	5	5	19	33	26	80	62	69	NA	0	0
Non-Economically Disadvantaged	358	3042	46016	97	97	100	571	565	567	1	1	2	11	13	14	88	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?	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	98	71	NA	54	99	65	55	50	99	75	61	54
	Language	99	74	64	58	99	67	58	52	98	75	65	58
	Mathematics	98	82	75	62	99	71	58	50	98	76	65	54
8	Reading	99	68	NA	55	100	64	57	51	97	73	63	58
	Language	99	71	58	52	100	64	55	50	97	70	59	56
	Mathematics	99	81	73	61	100	73	62	53	96	76	67	58
9	Reading	99	62	NA	42	98	70	60	51	96	73	63	52
	Language	99	63	54	42	98	69	59	50	96	72	63	50
	Mathematics	100	84	76	63	96	71	62	50	96	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

- 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 Site-based Goal Input
- Ü Extracurricular Activities
- Ü Dress Code Guidelines
- Ü Extended Student Travel
- Ü School Safety Issues
- Ü Budget for 301 Menu Money

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.50	Teacher	65.10
Other Professional Staff	7.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	5	4	0	0
7 to 9 years	1	3	0	0
10 or more years	17	28	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	268
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 Three Computer Labs
- Ü Computerized Card Catalog
- Ü Adjacent Swimming Pool

Extracurricular Activities

- Ü 7th-9th Intramural and Freshman Sports
- Ü Students Against Destructive Decisions
- Ü National Academic League
- Ü National Junior Honor Society
- Ü Variety of Student Clubs
- Ü Extensive Performing Arts Program
- Ü Project Lead the Way
- Ü Year,book, Student Newspaper and Photo

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Services
- Ü Career Services
- Ü Peer Mediation
- Ü Planet Shepherd Orientation

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Orchestra, Band and Choir Programs received superior ratings at district and state adjudicated festivals.

- ü Both boys baseball and tennis teams were city champions.

- ü On district social studies exams, Shepherd students excelled at all grade levels.

- ü Students scored above state and district averages in the reading, writing and mathematics Standards of AIMS (Arizona's Instrument to Measure Standards).

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

Procedures are developed for fire drills, lock-down and emergency evacuation which are practiced with staff and students. A Silent Witness program allows for anonymous reporting of incidents affecting the safe learning environment.

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) :

24

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	Eileen Cahoon	(480) 472-1801
Transportation Policy	Transportation Dept.	(480) 472-0178
Community Resources	Eileen Cahoon	(480) 472-1801
School Nutrition Programs	Jeff Fox	(480) 472-1840
Parent Organization	Eileen Cahoon	(480) 472-1801
Student Health/Nurse	Christina Mahoney	(480) 472-1812

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.