

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3250 East Hermosa Vista Dr, 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 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. Kenneth W. Erickson  
 Schedule : 08:00 AM to 04:30 PM  
 Grades : 7-9  
 Web Address : [www.mpsaz.org/stapley](http://www.mpsaz.org/stapley)  
 Phone Number : (480) 472-2700  
 Fax Number : (480) 472-2828  
 E-mail : [kwericks@mpsaz.org](mailto:kwericks@mpsaz.org)

### Mission

The staff, parents and community of Stapley Junior High believe all students can learn and achieve mastery of essential skills. Our purpose is to create a safe learning environment where all students can achieve high levels of performance. A positive learning environment is generated by fostering attitudes of respect and responsibility. Through academic performance and school participation, students can be motivated to become lifelong learners and productive members of our society.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2005-06	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 There is a school wide focus on reading. All departments will work to improve reading comprehension. In addition, the school has initiated a sustained silent reading program.
- ü All students will improve comprehension in content vocabulary.
- ü Math teachers will identify students in the Approaches and Falls Far Below category of AIMS and implement specific strategies for enrichment.
- ü English teachers will utilize Step Up To Writing strategies to reteach students scoring in the Approaches and Falls Far Below categories of AIMS.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1306  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2005-06 : 91

Instructional Programs

- ü Gifted Classes
- ü Honors Classes
- ü On-site Special Education
- ü Step Up Stapley Academic Orientation 7th
- ü Step Up to Writing- English
- ü Fast Track Science Program
- ü Reading/Writing Accross The Curriculum
- ü Thinking Maps in Core Areas

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Stapley is responsible for creating and maintaining a safe environment in which all students can learn. We believe communication with parents is essential for high academic achievement of our students. Communication between the school and parents is accomplished via a quarterly newsletter, progress reports, report cards, student handbook, school web site, open houses, and parent/student orientation meetings. Stapley has both a Booster Club and SIAC.

Parents

Parents are responsible for ensuring that their children come to school ready to learn. Parents of the community support the philosophy and school rules at Stapley allowing the staff to provide the best learning environment possible. Students should be encouraged by parents to do their best in school and told of the great value of education. Parents must work closely with their child's teachers to help the child succeed academically.

Transportation Policy

Busing is provided for 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 All Music Groups--Superior Ratings at competions	2005
ü MPS Moviefest: Best of Show Award	2005
ü Ftbll,Bskball, Tennis, Cheer, X-country, V-ball, Cheer	2005
ü MARC Center Teacher of the Year	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	451	5532	78546	97	96	97	571	556	543	5	10	15	12	14	18	57	54	52	26	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	231	2692	38645	97	97	98	570	557	545	5	9	13	12	14	18	58	56	54	26	20	15
Male	220	2839	39792	97	95	97	572	556	542	5	11	17	12	15	17	55	53	50	27	21	15
African American	10	226	4205	100	95	97	NA	536	524	NA	16	22	NA	16	22	NA	57	49	NA	11	7
Hispanic	37	1826	31177	97	95	97	534	530	524	8	19	22	27	22	23	57	51	48	8	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	39	257	4689	93	94	95	508	525	515	28	23	28	28	22	25	38	48	43	5	7	4
White	357	3090	36450	98	96	97	581	575	563	2	4	7	9	10	12	59	57	57	31	30	23
Students with Disabilities	37	392	8093	80	71	82	498	497	489	30	39	50	32	28	24	35	30	23	3	3	2
Students without Disabilities	414	5140	70453	99	98	100	576	560	549	3	8	11	10	13	17	58	56	56	29	22	16
Limited English Proficient Students	NC	505	9323	NC	94	94	NC	492	491	NC	45	47	NC	28	28	NC	27	24	NC	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	67	2500	34694	94	94	96	517	533	524	21	18	23	31	21	23	43	51	48	4	10	7
Non-Economically Disadvantaged	384	3032	43852	98	97	99	580	575	559	2	4	10	9	9	13	59	57	56	30	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	452	5530	79045	98	96	98	540	521	512	3	7	10	13	21	25	69	63	58	15	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	231	2703	38860	97	97	98	547	527	519	2	5	7	10	19	22	70	65	62	18	11	8
Male	221	2826	40075	98	94	97	533	515	505	5	9	12	15	22	28	67	61	54	13	8	6
African American	10	228	4250	100	95	98	NA	507	500	NA	9	12	NA	24	31	NA	64	54	NA	3	3
Hispanic	35	1811	31314	92	95	98	513	497	493	3	14	16	29	30	34	66	52	48	3	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	40	256	4719	95	94	96	488	494	489	13	9	15	43	41	39	43	46	45	3	4	2
White	359	3101	36730	98	97	98	548	538	532	2	2	4	8	13	16	73	71	68	17	14	12
Students with Disabilities	38	386	8552	83	70	87	470	469	463	21	26	35	42	44	40	34	29	23	3	2	1
Students without Disabilities	414	5144	70493	99	99	100	545	524	517	1	6	7	10	19	24	72	66	62	16	10	8
Limited English Proficient Students	NC	493	9355	NC	92	95	NC	456	456	NC	37	37	NC	47	48	NC	17	15	NC	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	67	2483	34922	94	94	96	493	500	493	9	12	15	37	30	34	52	53	48	1	4	3
Non-Economically Disadvantaged	385	3047	44123	98	98	99	548	538	527	2	3	6	9	13	18	72	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	450	5561	79657	97	96	99	573	564	566	1	3	3	5	8	8	92	88	87	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	231	2711	39120	97	97	99	586	578	580	1	2	2	1	4	4	96	93	92	3	1	2
Male	219	2849	40423	97	95	98	560	551	553	2	4	5	9	12	12	89	83	83	1	1	1
African American	10	228	4290	100	95	99	NA	555	560	NA	5	4	NA	9	9	NA	86	86	NA	NA	1
Hispanic	37	1839	31642	97	96	99	553	546	552	5	6	5	8	12	11	84	82	84	3	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	39	257	4760	93	94	97	542	545	547	3	4	5	13	16	14	82	80	81	3	0	0
White	356	3103	36929	98	97	99	578	576	579	1	2	2	4	5	5	94	92	91	2	1	2
Students with Disabilities	36	420	9069	78	76	92	534	508	508	8	10	11	14	31	30	69	55	58	8	3	1
Students without Disabilities	414	5141	70588	99	98	100	576	568	573	1	3	2	4	6	5	94	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	NC	32	694	NC	91	98	NC	532	546	NC	6	5	NC	16	12	NC	78	82	NC	NA	1
Economically Disadvantaged	66	2508	35341	93	95	97	547	548	551	3	5	5	9	12	12	85	82	83	3	0	0
Non-Economically Disadvantaged	384	3053	44316	98	98	100	578	577	578	1	2	2	4	4	5	93	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	385	5357	78400	98	95	97	592	568	554	9	16	21	10	16	19	52	50	47	29	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	184	2653	38686	97	96	98	592	566	554	7	15	20	11	16	20	53	53	49	29	16	12
Male	201	2703	39636	99	94	96	592	569	554	10	18	23	9	16	18	52	47	46	28	20	13
African American	NC	211	4193	NC	91	97	NC	538	533	NC	27	32	NC	27	23	NC	39	40	NC	8	5
Hispanic	29	1741	30732	100	95	97	552	537	534	21	30	31	17	22	24	55	41	40	7	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	34	231	4536	94	92	95	526	539	528	26	28	35	29	26	25	44	40	37	NA	6	4
White	305	3062	37038	98	95	97	605	588	575	5	7	11	7	11	14	54	57	56	34	25	19
Students with Disabilities	23	311	7840	85	62	81	512	508	498	39	46	60	26	24	18	35	26	20	NA	4	2
Students without Disabilities	362	5046	70560	99	98	99	596	571	560	7	14	17	9	15	19	54	51	50	31	19	14
Limited English Proficient Students	NC	468	8956	NC	92	95	NC	498	502	NC	63	56	NC	21	25	NC	15	18	NC	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	57	2339	33014	97	93	95	534	542	534	26	27	31	25	21	24	47	43	40	2	8	5
Non-Economically Disadvantaged	328	3018	45386	98	96	99	602	587	569	5	8	15	8	12	15	53	55	52	34	25	18

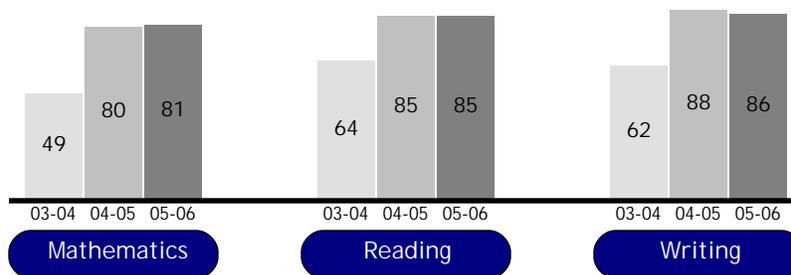
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	384	5417	79179	98	96	98	551	526	519	4	9	11	11	22	27	73	63	58	12	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	185	2669	38974	98	97	99	556	531	524	1	7	8	11	21	25	74	66	61	14	6	5
Male	199	2746	40124	98	95	97	547	522	513	7	11	13	11	23	28	72	60	54	10	6	4
African American	NC	218	4243	NC	94	98	NC	507	506	NC	13	14	NC	30	32	NC	55	51	NC	2	3
Hispanic	29	1754	30987	100	96	98	510	498	498	10	18	17	38	34	36	52	46	45	NA	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	34	241	4573	94	96	96	504	502	494	18	15	16	24	32	41	59	51	42	NA	2	1
White	305	3089	37467	98	96	98	561	545	539	2	3	5	8	14	17	76	74	70	14	9	8
Students with Disabilities	22	369	8567	81	73	88	486	470	467	23	35	39	45	37	38	27	26	22	5	2	1
Students without Disabilities	362	5048	70612	99	98	99	554	530	524	3	7	7	9	21	25	76	66	62	12	6	5
Limited English Proficient Students	NC	470	9013	NC	92	95	NC	454	461	NC	47	40	NC	44	48	NC	9	12	NC	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	56	2372	33345	95	95	96	503	503	499	23	16	17	25	33	36	52	49	46	NA	2	1
Non-Economically Disadvantaged	328	3045	45834	98	97	99	559	544	533	1	4	7	9	14	19	77	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	380	5437	79734	97	96	99	572	548	554	1	3	3	12	22	19	84	75	78	2	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	187	2698	39243	99	98	99	584	561	568	NA	2	2	6	15	12	90	82	85	4	1	1
Male	193	2738	40413	95	95	98	561	536	541	3	4	4	17	29	26	79	67	70	1	0	0
African American	NC	221	4285	NC	96	99	NC	543	548	NC	2	3	NC	27	22	NC	71	74	NC	0	0
Hispanic	28	1761	31254	97	96	99	537	524	539	NA	6	5	36	33	25	64	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	35	241	4613	97	96	97	515	526	535	9	6	4	43	33	29	49	60	67	NA	0	0
White	300	3102	37668	96	97	99	582	564	569	1	1	1	6	14	13	91	84	85	2	0	1
Students with Disabilities	16	376	8943	59	75	92	506	484	495	13	13	11	44	55	51	31	30	38	13	3	1
Students without Disabilities	364	5061	70791	99	98	100	574	552	561	1	2	2	10	19	15	87	78	83	2	0	0
Limited English Proficient Students	NC	479	9138	NC	94	97	NC	464	492	NC	20	13	NC	56	46	NC	24	40	NC	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	56	2395	33718	95	95	97	523	527	538	4	5	5	45	33	26	52	62	69	NA	0	0
Non-Economically Disadvantaged	324	3042	46016	97	97	100	580	565	567	1	1	2	6	13	14	90	85	84	3	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	96	65	NA	54	97	68	55	50	96	73	61	54
	Language	97	75	64	58	97	71	58	52	96	79	65	58
	Mathematics	96	82	75	62	97	70	58	50	96	76	65	54
8	Reading	96	66	NA	55	98	69	57	51	97	78	63	58
	Language	97	69	58	52	98	66	55	50	95	73	59	56
	Mathematics	98	79	73	61	98	71	62	53	97	80	67	58
9	Reading	97	61	NA	42	96	69	60	51	96	76	63	52
	Language	96	64	54	42	96	69	59	50	96	78	63	50
	Mathematics	96	82	76	63	95	72	62	50	98	79	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

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

Council Duties

- Ü Parent/Educator Relations
- Ü General ECA Funds
- Ü Student Discipline/Dress Code
- Ü Extracurricular Activities
- Ü North Central Association Accreditation
- Ü 301 Budget Decisions

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	70.00
Other Professional Staff	5.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	5	5	0	0
7 to 9 years	1	8	0	0
10 or more years	9	28	3	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	234
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 4 Computer Labs
- Ü Auditorium
- Ü 2 Wireless computer labs
- Ü Audio Visual media studio

Extracurricular Activities

- Ü National Junior Honor Society
- Ü 9th Grade Interscholastic Sports
- Ü Native American Club
- Ü Yearbook Club
- Ü Computer Club
- Ü National Academic League Team
- Ü Student Government
- Ü Photography Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Recreational Activities
- Ü Job Placement Services
- Ü Career Center

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Stapley Junior High consistently scores above the state and national averages on the Terra Nova in Math, Language and Reading at all grade levels.
  
- ü Ninety percent of the Stapley Junior High eighth grade students scored meets or exceeds on the 2005 AIMS Writing test.
  
- ü Stapley Junior High won the City and State Championships in the National Academic League competition. In addition, the team competed in the national competition.
  
- ü Stapley NJHS and Student Government raised over \$6000.00 to aid in the Tsunami relief efforts this past 2004-05. Stapley Student Government led all clubs on campus to raise over \$19,100.00 to aid Hurricane Katrina victims in the fall of 2005.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	97	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

Stapley is committed to ensuring a safe and secure environment for our students. Clear and concise student behavior rules and expectations are set and aggressively, fairly, and consistently enforced. We also have a School Resource Officer on campus.

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

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	Ken Erickson	(480) 472-2780
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Diane Furnish	(480) 472-2793
School Nutrition Programs	Jill Benza	(480) 472-0900
Parent Organization	Sabercat Booster Club	(480) 472-2780
Student Health/Nurse	Ronda Doolen	(480) 472-2798

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.