ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

# Peoria High School

# ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

11200 N 83rd Ave, Peoria, AZ 85345

Peoria Unified School District

## AZ LEARNS[1]

### High School Achievement Profile [(a)]

| | |
|---|---|
| 2004-05 | Highly Performing |
| 2003-04 | Performing |
| 2002-03 | Performing |

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

## No Child Left Behind

### Adequate Yearly Progress [(b)]

| | |
|---|---|
| 2004-05 | Met |
| 2003-04 | Met |
| 2002-03 | Met |

### School Improvement Status [(b)]

| | |
|---|---|
| 2004-05 | N/A |
| 2003-04 | N/A |
| 2002-03 | N/A |

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

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.

## School Overview

| | |
|---|---|
| Principal/Administrator : | Dr. Kayla Carter |
| Schedule : | 06:45 AM to 03:00 PM |
| Grades : | 9-12 |
| 2005 Enrollment : | 2214 |
| Web Address : | www.peoriaud.k12.az.us/pusd/9-12 |
| Phone Number : | (623) 486-6300 |
| Fax Number : | (623) 486-6330 |
| E-mail : | kcarter@peoriaud.k12.az.us |

## Mission

The mission of Peoria High School is to prepare all students for success by promoting high educational expectations and providing an educational environment which allows students to reach their intellectual, creative, physical and social potential.

## School / Academic Goals

- Our challenge is to prepare our students so they are successful in meeting the changing demands of the 21st Century.
- A focused and comprehensive plan of study (passports) will be provided for every students. Every student will actively participate in this process throughout his/her high school career.

## Enrollment

| | |
|---|---|
| October 1, 2004 School Year Student Enrollment : | 2469 |
| Accepting New Students in 2005-06 Under Open Enrollment Law : [2] | Yes |
| Number of Students Attending Under Open Enrollment in 2004-05 : | 346 |

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

## Instructional Programs

- MESA - Math Engineering Science Assn
- 24 Dual Enrollment Classes
- Advanced Placement; Honors Courses
- Senior Internship Program
- Biomechanics
- Career and Technology Education
- Media Productions
- American Sign Language

## Calendar Information

| | |
|---|---|
| Number of Instruction Days : | 179 |
| 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

The responsibility of all PUSD employees to provide students with the best learning environment and the best opportunities to learn. In addition to providing a safe, attractive school campus, each school maintains high parent involvement.

### Parents

Attend school activities, monitor the academic progress, be closely involved in the educational planning and communicate with school personnel regarding their student. Provide the appropriate ethical and moral background for their student's success.

## Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary but beyond two miles of Peoria High. Transportation is also provided for eligible special education students to Peoria High School or other facilities.

## School Honors

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

| Award/Honor | Year |
|---|---|
| #1 MESA Program in the State of Arizona | 2002 |
| Agriculture Program Best in Arizona | 2002 |
| Silver Apple Recipient | 2004 |
| CTE Teacher of the Year | 2005 |

## Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

### 10th 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 | 701 | -- | 69846 | 98 | -- | 100 | 694 | -- | 699 | 7 | -- | 21 | 10 | -- | 11 | 63 | -- | 49 | 20 | -- | 18 |
| All Students (Prior Year) | 671 | 2747 | 65934 | 98 | 98 | 100 | 500 | 508 | 492 | 28 | 21 | 43 | 27 | 23 | 18 | 34 | 35 | 24 | 12 | 21 | 15 |
| Female | 351 | -- | 34328 | 99 | -- | 99 | 693 | -- | 702 | 8 | -- | 19 | 8 | -- | 12 | 64 | -- | 51 | 21 | -- | 18 |
| Male | 350 | -- | 35509 | 98 | -- | 100 | 696 | -- | 696 | 7 | -- | 23 | 11 | -- | 11 | 62 | -- | 48 | 20 | -- | 18 |
| African American | 62 | 156 | 3535 | 95 | 99 | 100 | 664 | 685 | 677 | 11 | 19 | 31 | 9 | 8 | 15 | 75 | 61 | 46 | 5 | 11 | 8 |
| Hispanic | 235 | -- | 23363 | 99 | -- | 100 | 690 | -- | 680 | 14 | -- | 32 | 10 | -- | 16 | 61 | -- | 45 | 15 | -- | 7 |
| Asian/Pacific Islander | 23 | 95 | 1742 | 96 | 98 | 99 | 741 | 733 | 733 | 0 | 6 | 8 | 10 | 3 | 7 | 62 | 49 | 46 | 29 | 41 | 38 |
| American Indian/Alaskan Native | 17 | -- | 4785 | 100 | -- | 100 | 623 | -- | 671 | 0 | -- | 39 | 25 | -- | 17 | 69 | -- | 39 | 6 | -- | 5 |
| White | 364 | -- | 36421 | 98 | -- | 99 | 702 | -- | 714 | 4 | -- | 12 | 8 | -- | 8 | 62 | -- | 54 | 26 | -- | 26 |
| Students with Disabilities | 72 | -- | 7690 | 96 | -- | 100 | 462 | -- | 593 | 24 | -- | 64 | 22 | -- | 14 | 50 | -- | 21 | 4 | -- | 2 |
| Students without Disabilities | 629 | -- | 62220 | 99 | -- | 99 | 721 | -- | 712 | 6 | -- | 16 | 8 | -- | 11 | 64 | -- | 53 | 22 | -- | 20 |
| Limited English Proficient Students | 44 | 85 | 5834 | 100 | 100 | 100 | 365 | 501 | 612 | 13 | 20 | 46 | 28 | 20 | 20 | 55 | 49 | 31 | 4 | 11 | 3 |
| Migrant Students | -- | -- | 117 | -- | -- | NA | -- | -- | 677 | -- | -- | 44 | -- | -- | 18 | -- | -- | 35 | -- | -- | 3 |
| Economically Disadvantaged | 139 | 189 | 21421 | 89 | 82 | 92 | 708 | 708 | 686 | 12 | 12 | 35 | 12 | 11 | 15 | 67 | 67 | 43 | 9 | 10 | 7 |
| Non-Economically Disadvantaged | 562 | -- | 48489 | 100 | -- | 100 | 691 | -- | 704 | 6 | -- | 15 | 9 | -- | 10 | 62 | -- | 52 | 23 | -- | 23 |

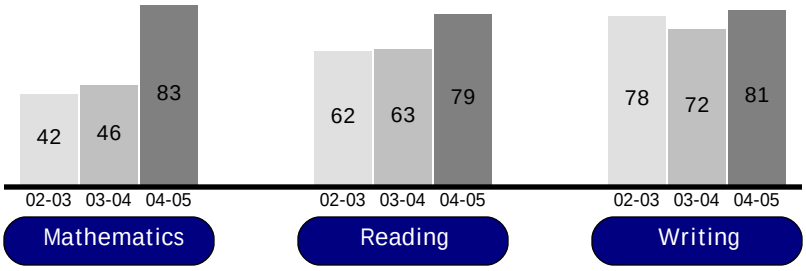
| Reading | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 722 | -- | 71311 | 99 | -- | 100 | 685 | -- | 694 | 3 | -- | 7 | 19 | -- | 21 | 71 | -- | 63 | 8 | -- | 9 |
| All Students (Prior Year) | 689 | 2819 | 68162 | 98 | 99 | 100 | 512 | 525 | 509 | 12 | 7 | 18 | 24 | 18 | 24 | 57 | 64 | 51 | 6 | 11 | 8 |
| Female | 362 | 1407 | 34899 | 100 | 99 | 100 | 686 | 712 | 700 | 2 | 1 | 5 | 17 | 11 | 19 | 72 | 76 | 66 | 8 | 12 | 10 |
| Male | 360 | -- | 36430 | 99 | -- | 100 | 684 | -- | 688 | 3 | -- | 9 | 20 | -- | 22 | 70 | -- | 61 | 7 | -- | 8 |
| African American | 67 | 163 | 3573 | 97 | 98 | 100 | 658 | 682 | 676 | 7 | 4 | 9 | 20 | 25 | 26 | 69 | 67 | 60 | 3 | 4 | 4 |
| Hispanic | 238 | -- | 24056 | 98 | -- | 100 | 677 | -- | 672 | 4 | -- | 13 | 23 | -- | 31 | 70 | -- | 53 | 3 | -- | 3 |
| Asian/Pacific Islander | 22 | 96 | 1731 | 92 | 98 | 98 | 723 | 711 | 717 | 0 | 4 | 3 | 10 | 9 | 13 | 81 | 76 | 68 | 10 | 12 | 16 |
| American Indian/Alaskan Native | 17 | -- | 5110 | 100 | -- | 100 | 616 | -- | 661 | 0 | -- | 14 | 31 | -- | 38 | 50 | -- | 46 | 19 | -- | 2 |
| White | 378 | -- | 36841 | 100 | -- | 99 | 695 | -- | 713 | 1 | -- | 3 | 16 | -- | 12 | 72 | -- | 72 | 11 | -- | 13 |
| Students with Disabilities | 83 | -- | 8021 | 100 | -- | 100 | 481 | -- | 590 | 10 | -- | 27 | 35 | -- | 42 | 53 | -- | 29 | 3 | -- | 1 |
| Students without Disabilities | 639 | -- | 63379 | 99 | -- | 100 | 711 | -- | 707 | 2 | -- | 5 | 17 | -- | 18 | 74 | -- | 68 | 8 | -- | 10 |
| Limited English Proficient Students | 43 | 84 | 6402 | 100 | 100 | 100 | 350 | 482 | 596 | 7 | 8 | 25 | 33 | 35 | 44 | 57 | 54 | 30 | 4 | 3 | 1 |
| Migrant Students | -- | -- | 548 | -- | -- | NA | -- | -- | 659 | -- | -- | 26 | -- | -- | 36 | -- | -- | 38 | -- | -- | 0 |
| Economically Disadvantaged | 146 | 199 | 22243 | 87 | 82 | 93 | 692 | 694 | 677 | 5 | 6 | 14 | 26 | 22 | 32 | 67 | 69 | 51 | 3 | 4 | 3 |
| Non-Economically Disadvantaged | 576 | -- | 49157 | 100 | -- | 100 | 683 | -- | 702 | 2 | -- | 4 | 17 | -- | 16 | 72 | -- | 69 | 9 | -- | 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 | 715 | -- | 70868 | 98 | -- | 100 | 679 | -- | 688 | 2 | -- | 5 | 17 | -- | 23 | 74 | -- | 63 | 7 | -- | 9 |
| All Students (Prior Year) | 688 | 2808 | 67629 | 98 | 99 | 100 | 543 | 560 | 524 | 12 | 8 | 22 | 15 | 12 | 16 | 70 | 75 | 59 | 2 | 5 | 3 |
| Female | 359 | 1403 | 34710 | 99 | 99 | 99 | 685 | 709 | 697 | 1 | 1 | 3 | 13 | 8 | 19 | 77 | 80 | 66 | 9 | 11 | 12 |
| Male | 356 | -- | 36176 | 98 | -- | 100 | 674 | -- | 678 | 2 | -- | 7 | 22 | -- | 27 | 70 | -- | 59 | 6 | -- | 7 |
| African American | 66 | 162 | 3557 | 96 | 98 | 99 | 659 | 685 | 675 | 2 | 1 | 7 | 24 | 19 | 25 | 66 | 74 | 62 | 9 | 6 | 6 |
| Hispanic | 237 | -- | 23868 | 98 | -- | 100 | 679 | -- | 670 | 2 | -- | 9 | 17 | -- | 33 | 76 | -- | 55 | 4 | -- | 4 |
| Asian/Pacific Islander | 22 | 96 | 1732 | 92 | 98 | 98 | 720 | 713 | 713 | 0 | 2 | 2 | 10 | 6 | 12 | 76 | 74 | 64 | 14 | 17 | 22 |
| American Indian/Alaskan Native | 16 | -- | 5001 | 100 | -- | 100 | 602 | -- | 661 | 0 | -- | 9 | 40 | -- | 41 | 47 | -- | 48 | 13 | -- | 2 |
| White | 374 | -- | 36710 | 99 | -- | 99 | 683 | -- | 702 | 2 | -- | 2 | 15 | -- | 15 | 74 | -- | 69 | 8 | -- | 13 |
| Students with Disabilities | 80 | -- | 7900 | 99 | -- | 100 | 476 | -- | 580 | 8 | -- | 22 | 30 | -- | 49 | 57 | -- | 28 | 5 | -- | 1 |
| Students without Disabilities | 635 | -- | 63054 | 98 | -- | 99 | 705 | -- | 701 | 1 | -- | 3 | 16 | -- | 20 | 76 | -- | 67 | 7 | -- | 10 |
| Limited English Proficient Students | 43 | 83 | 6308 | 100 | 100 | 100 | 351 | 483 | 591 | 2 | 6 | 19 | 35 | 31 | 47 | 54 | 58 | 33 | 9 | 6 | 1 |
| Migrant Students | -- | -- | 540 | -- | -- | NA | -- | -- | 658 | -- | -- | 16 | -- | -- | 42 | -- | -- | 41 | -- | -- | 1 |
| Economically Disadvantaged | 144 | 195 | 21994 | 86 | 80 | 92 | 691 | 693 | 673 | 3 | 4 | 10 | 24 | 21 | 36 | 70 | 73 | 52 | 3 | 3 | 3 |
| Non-Economically Disadvantaged | 571 | -- | 48960 | 100 | -- | 100 | 676 | -- | 694 | 1 | -- | 3 | 15 | -- | 18 | 75 | -- | 67 | 8 | -- | 12 |

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)

### 10th 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 2004-05

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? | Not Evaluated |
| | Met Graduation Rate? | Y |
| | 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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

## Achievement Test Results

### Stanford 9 and TerraNova/AIMS DPA

| | | 2002-2003 (SAT9) | | | | 2003-2004 (SAT9) | | | | 2004-2005 (TerraNova) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | Content Area | % | Score | D | AZ | % | Score | D | AZ | % | Score | D | AZ |
| 9 | Reading | 99 | 43 | 49 | 41 | 92 | 46 | NA | 42 | 95 | 56 | 59 | 51 |
| | Language | 99 | 39 | 49 | 42 | 94 | 44 | 48 | 42 | 95 | 54 | 57 | 50 |
| | Mathematics | 100 | 63 | 69 | 60 | 94 | 65 | 68 | 63 | 95 | 52 | 57 | 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 | Council Duties |
|---|---|
| School Administrator(s) | ü |
| Non-certified Employee(s) | ü |
| Teacher(s) | ü |
| Parent(s) | ü |
| Community Member(s) | ü |
| Student(s) | ü |

## Staffing Information for School Year 2005-06

| Position | Number | Position | Number |
|---|---|---|---|
| Administrator | 5.00 | Teacher | 113.00 |
| Other Professional Staff | 12.00 | Teacher Aide | 14.00 |

## Years of Teaching Experience for School Year 2005-06

| Experience | Bachelor's | Master's | Doctorate | Other |
|---|---|---|---|---|
| 3 or fewer years | 10 | 9 | 0 | 0 |
| 4 to 6 years | 14 | 10 | 1 | 0 |
| 7 to 9 years | 11 | 8 | 0 | 0 |
| 10 or more years | 67 | 25 | 0 | 0 |

## Highly Qualified (NCLB) School Year 2004-05

| | |
|---|---|
| Core academic classes taught by Highly Qualified (NCLB) teachers. | 0 |
| Teachers with Emergency Certificaton. | 0 |
| Percent of teachers in the school with Emergency/Provisional Certification | N/A |
| Percent of core classes not taught by Hightly Qualified Teachers | 0% |

## Resources Available at School Site

### Special Facilities

- ü Fine Arts Center
- ü Career and Technical Education Center
- ü Culinary Arts
- ü Computer Lab

### Extracurricular Activities

- ü National Honor Society
- ü MESA
- ü CTE-FFA, Health Program, DECA, VICA
- ü ROTC
- ü Baseball and softball
- ü Football
- ü Basketball
- ü Volleyball

### Social Services

- ü Health Center
- ü School Psychologist
- ü Internship Coordinator
- ü Transition Spec. for Sp. Needs Students
- ü CubLinks
- ü MATH pals
- ü Student Advisor for At-Risk Students

## Indicators of Success Based on Historical Data from 2004-05

### School Achievements/Accomplishments 2004-05

- Reduction in dropout rate for the seventh consecutive year. Significant improvement in student achievement in state mandated testing (A.I.M.S./Terra Nova) and increased Advanced Placement scores.

- A continual increase in numbers of students taking AP/Honors and Dual Enrollment Classes.

## Student Activity Rates for School Year 2004-05

| | | Arizona | | |
|---|---|---|---|---|
| | % School | % K-6/UE | % 7-8 | % 9-12/US |
| Attendance Rate [4] | 98 | 95 | 94 | 95 |
| Transfers Out Rate [5] | 12 | 12 | 12 | 17 |
| Transfers In Rate [6] | 17 | 28 | 28 | 37 |
| Stability Rate [7] | 88 | 87 | 87 | 82 |
| Promotion Rate [8] | 89 | 96 | 95 | 81 |
| Retention Rate [9] | 3 | 1 | 1 | 3 |
| Dropout Rate [10] | 3 | 0 | 1 | 6 |
| Status Unknown [11] | 2 | 0 | 1 | 4 |
| Graduation Rate [12] | 86 | NA | NA | 79 |

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

Peoria High School has taken measures to provide students with a safe learning environment. All but one of our gates are locked after first period. The open gate is monitored. Safety procedures are in effect in case an emergency situation occurs.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) : 18

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 | Dr. Kayla Carter | (623) 486-6300 |
| Transportation Policy | Steve Highlen | (623) 486-6006 |
| Community Resources | Jim Cummings | (623) 486-6000 |
| School Nutrition Programs | Willie Gentry | (623) 487-5183 |
| Parent Organization | | |
| Student Health/Nurse | Mary Farmer | (623) 486-6300 |

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."

## ACHIEVEMENT PROFILES

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.

## Footnotes

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

12 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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