

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

101 South Greenfield Road, Gilbert, AZ 85296

Gilbert Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Ms. Jill Bowers
 Schedule : 07:00 AM to 04:30 PM
 Grades : 7-8
 Web Address : gilbert.k12.az.us/info/schools/grjhs/grjhs.ht
 Phone Number : (480) 813-1770
 Fax Number : (480) 813-7279
 E-mail : Jill_Bowers@gilbert.k12.az.us

Mission

It is the mission of Greenfield Junior High School to create a community of lifelong learners, responsible decision makers and productive citizens who are able to work cooperatively in a rapidly changing world.

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 Students will complete core curriculum and pass the district exams with a competency of 80 percent or above.
- ü Greenfield Junior High will improve students achievement in math with an emphasis on procedures and problem solving.
- ü Greenfield Junior High will strive to complete its goal of 'Above and Beyond.'

Enrollment

October 1, 2005 School Year Student Enrollment : 935
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 99

Instructional Programs

- Ü Alternative Education
- Ü Honors Classes
- Ü On-site Special Education
- Ü Elective Program
- Ü Responsibility Program
- Ü Character Counts
- Ü Adaptive physical education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 48 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

GRJHS adheres to high academic standards for all students and assists them in reaching these goals through various programs. GRJHS provides a safe environment with supervision before, during and after school hours.

Parents

Parents are responsible for the health and well-being of their children, to see that they report to school on time; ready to learn, with materials and homework; to report any health issues to the school that might impact the child's ability to learn.

Transportation Policy

Students may ride a bus if they live one and one half (1.5) miles or more from Greenfield Junior High School (9 square miles; 9 buses are provided.)

School Honors

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

Award/Honor	Year
Ü Tribute to Spec/Ed Teacher of the Year	2003
Ü CMLA Teacher of the Year 1994-2003	2003
Ü Excelling School	2004

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	461	2928	78546	100	97	97	575	577	543	6	4	15	6	7	18	61	61	52	26	28	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	217	1416	38645	100	97	98	577	578	545	6	3	13	6	7	18	63	62	54	26	28	15
Male	244	1512	39792	100	97	97	574	576	542	7	5	17	7	8	17	59	59	50	27	29	15
African American	14	139	4205	100	95	97	558	548	524	14	12	22	21	12	22	36	62	49	29	14	7
Hispanic	62	454	31177	100	94	97	544	555	524	16	7	22	13	13	23	58	66	48	13	14	7
Asian/Pacific Islander	19	133	1940	100	98	99	595	590	580	5	1	5	NA	6	9	53	56	53	42	37	33
American Indian/Alaskan Native	NC	29	4689	NC	94	95	NC	557	515	NC	10	28	NC	10	25	NC	62	43	NC	17	4
White	362	2173	36450	99	98	97	581	583	563	4	3	7	5	6	12	63	60	57	28	32	23
Students with Disabilities	49	242	8093	100	73	82	506	522	489	45	29	50	22	25	24	29	40	23	4	6	2
Students without Disabilities	412	2686	70453	100	100	100	583	581	549	2	2	11	4	6	17	65	62	56	29	30	16
Limited English Proficient Students	NC	65	9323	NC	92	94	NC	530	491	NC	17	47	NC	22	28	NC	57	24	NC	5	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	44	526	34694	98	92	96	559	556	524	9	6	23	9	13	23	66	66	48	16	14	7
Non-Economically Disadvantaged	417	2402	43852	100	98	99	577	581	559	6	3	10	6	6	13	60	59	56	28	31	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	461	2943	79045	100	97	98	543	542	512	2	3	10	12	11	25	69	71	58	17	15	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	217	1423	38860	100	98	98	552	549	519	1	2	7	7	9	22	71	70	62	20	19	8
Male	244	1520	40075	100	97	97	535	536	505	3	3	12	16	14	28	67	71	54	14	12	6
African American	14	137	4250	100	94	98	521	520	500	NA	7	12	21	26	31	71	61	54	7	7	3
Hispanic	62	458	31314	100	95	98	519	524	493	6	7	16	24	16	34	61	69	48	8	8	2
Asian/Pacific Islander	19	135	1949	100	99	99	539	545	536	5	4	4	11	9	15	74	72	66	11	16	15
American Indian/Alaskan Native	NC	30	4719	NC	97	96	NC	525	489	NC	3	15	NC	17	39	NC	77	45	NC	3	2
White	362	2183	36730	99	98	98	549	547	532	2	2	4	9	10	16	70	71	68	19	18	12
Students with Disabilities	49	256	8552	100	78	87	483	492	463	16	17	35	47	42	40	35	39	23	2	2	1
Students without Disabilities	412	2687	70493	100	100	100	549	546	517	1	1	7	8	8	24	73	74	62	18	17	8
Limited English Proficient Students	NC	66	9355	NC	93	95	NC	478	456	NC	29	37	NC	33	48	NC	38	15	NC	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	44	531	34922	98	93	96	528	521	493	7	7	15	18	20	34	61	67	48	14	6	3
Non-Economically Disadvantaged	417	2412	44123	100	98	99	545	547	527	2	2	6	11	9	18	70	71	66	17	17	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	461	2989	79657	100	99	99	583	589	566	1	1	3	5	3	8	93	94	87	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	217	1445	39120	100	99	99	595	600	580	1	1	2	0	1	4	96	96	92	2	2	2
Male	244	1544	40423	100	99	98	572	580	553	0	1	5	8	4	12	91	93	83	0	1	1
African American	14	144	4290	100	99	99	554	580	560	7	4	4	7	3	9	86	92	86	NA	NA	1
Hispanic	62	470	31642	100	97	99	573	580	552	2	2	5	8	5	11	90	93	84	NA	0	0
Asian/Pacific Islander	19	135	1948	100	99	99	591	594	589	NA	1	1	NA	1	3	89	93	91	11	4	4
American Indian/Alaskan Native	NC	31	4760	NC	100	97	NC	583	547	NC	NA	5	NC	6	14	NC	94	81	NC	NA	0
White	362	2209	36929	99	99	99	586	592	579	1	1	2	4	2	5	95	95	91	1	2	2
Students with Disabilities	48	301	9069	98	91	92	538	548	508	2	7	11	27	17	30	67	75	58	4	1	1
Students without Disabilities	413	2688	70588	100	100	100	587	593	573	1	1	2	2	1	5	97	97	91	1	2	1
Limited English Proficient Students	NC	69	9521	NC	97	96	NC	544	507	NC	6	13	NC	9	24	NC	86	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	45	552	35341	100	97	97	575	578	551	NA	2	5	9	4	12	91	93	83	NA	1	0
Non-Economically Disadvantaged	416	2437	44316	100	99	100	584	592	578	1	1	2	4	2	5	94	95	90	1	2	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	482	2976	78400	100	97	97	587	589	554	9	7	21	7	9	19	58	58	47	26	26	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	241	1446	38686	100	98	98	589	591	554	5	4	20	8	10	20	59	60	49	27	26	12
Male	240	1528	39636	100	96	96	585	588	554	13	9	23	7	9	18	56	57	46	25	25	13
African American	21	137	4193	100	93	97	570	566	533	10	15	32	10	18	23	71	53	40	10	14	5
Hispanic	59	463	30732	100	96	97	557	562	534	19	15	31	14	16	24	58	57	40	10	12	5
Asian/Pacific Islander	21	114	1827	100	100	99	619	613	594	NA	4	8	5	4	12	57	52	49	38	41	31
American Indian/Alaskan Native	NC	34	4536	NC	100	95	NC	580	528	NC	9	35	NC	3	25	NC	71	37	NC	18	4
White	374	2228	37038	100	97	97	591	595	575	7	5	11	7	8	14	57	59	56	28	28	19
Students with Disabilities	72	255	7840	100	75	81	507	529	498	50	38	60	22	20	18	26	37	20	1	4	2
Students without Disabilities	410	2721	70560	100	99	99	599	594	560	2	4	17	5	8	19	63	60	50	30	28	14
Limited English Proficient Students	NC	33	8956	NC	87	95	NC	530	502	NC	42	56	NC	18	25	NC	30	18	NC	9	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	54	453	33014	98	91	95	573	565	534	11	15	31	6	15	24	69	57	40	15	13	5
Non-Economically Disadvantaged	428	2523	45386	100	98	99	589	594	569	9	5	15	8	8	15	57	59	52	27	28	18

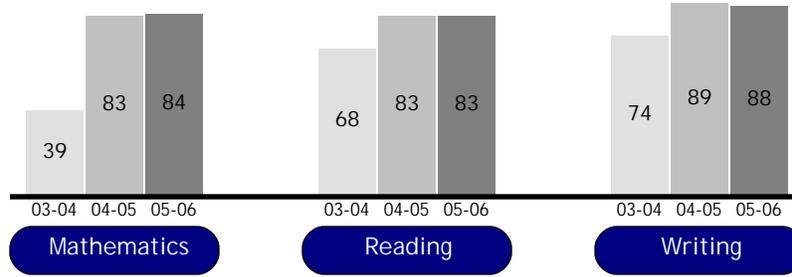
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	481	2975	79179	100	97	98	545	545	519	5	3	11	12	14	27	74	74	58	9	8	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	241	1445	38974	100	98	99	551	552	524	4	2	8	9	10	25	74	78	61	12	11	5
Male	239	1528	40124	100	96	97	539	538	513	5	4	13	15	18	28	74	71	54	6	6	4
African American	21	138	4243	100	94	98	532	534	506	5	4	14	10	22	32	86	68	51	NA	7	3
Hispanic	59	460	30987	100	96	98	514	522	498	12	6	17	25	25	36	61	67	45	2	2	1
Asian/Pacific Islander	21	112	1832	100	98	99	558	550	543	NA	2	4	10	11	17	81	79	69	10	9	10
American Indian/Alaskan Native	NC	34	4573	NC	100	96	NC	518	494	NC	9	16	NC	24	41	NC	68	42	NC	NA	1
White	373	2231	37467	100	97	98	550	550	539	4	3	5	10	11	17	75	76	70	11	10	8
Students with Disabilities	71	254	8567	99	75	88	477	493	467	30	22	39	35	38	38	32	37	22	3	2	1
Students without Disabilities	410	2721	70612	100	99	99	555	549	524	0	1	7	8	12	25	81	78	62	10	9	5
Limited English Proficient Students	NC	36	9013	NC	95	95	NC	465	461	NC	42	40	NC	47	48	NC	11	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	54	448	33345	98	90	96	526	522	499	11	6	17	13	27	36	74	65	46	2	2	1
Non-Economically Disadvantaged	427	2527	45834	100	98	99	547	548	533	4	3	7	12	12	19	74	76	67	10	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	482	3053	79734	100	99	99	571	574	554	1	1	3	11	10	19	88	89	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	240	1474	39243	99	100	99	585	588	568	0	0	2	6	4	12	93	95	85	0	1	1
Male	241	1577	40413	100	99	98	558	561	541	1	2	4	17	14	26	82	84	70	NA	0	0
African American	21	144	4285	100	98	99	573	565	548	NA	1	3	10	13	22	90	86	74	NA	NA	0
Hispanic	58	479	31254	98	100	99	554	560	539	3	2	5	14	15	25	81	82	70	2	0	0
Asian/Pacific Islander	21	114	1837	100	100	99	592	583	579	NA	NA	1	5	5	9	95	94	87	NA	1	2
American Indian/Alaskan Native	NC	35	4613	NC	100	97	NC	567	535	NC	NA	4	NC	14	29	NC	86	67	NC	NA	0
White	375	2281	37668	100	99	99	573	577	569	1	1	1	11	8	13	88	90	85	NA	0	1
Students with Disabilities	72	327	8943	100	97	92	511	515	495	6	9	11	44	42	51	50	49	38	NA	NA	1
Students without Disabilities	410	2726	70791	100	100	100	580	580	561	NA	0	2	6	6	15	94	94	83	0	0	0
Limited English Proficient Students	NC	37	9138	NC	97	97	NC	511	492	NC	8	13	NC	30	46	NC	62	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	53	482	33718	96	97	97	563	557	538	NA	2	5	8	17	26	92	81	69	NA	0	0
Non-Economically Disadvantaged	429	2571	46016	100	100	100	572	577	567	1	1	2	12	8	14	87	90	84	0	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?	Y
	Met Test Objectives?	N
	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	99	71	NA	54	97	66	63	50	98	75	75	54
	Language	99	78	74	58	97	69	66	52	98	76	75	58
	Mathematics	100	79	78	62	97	64	64	50	98	72	72	54
8	Reading	99	66	NA	55	97	62	60	51	98	75	73	58
	Language	99	67	64	52	97	61	60	50	98	67	67	56
	Mathematics	99	77	75	61	99	70	67	53	98	75	76	58

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

2 School Administrator(s)	Ü Textbook Selection
1 Non-certified Employee(s)	Ü Student Discipline
1 Teacher(s)	Ü Budget Distribution
5 Parent(s)	Ü Extracurricular Activities
1 Community Member(s)	Ü School Improvement Plan
1 Student(s)	Ü Pay For Performance

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	4.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	217
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Computer Labs	Ü Media Center
Ü Weight Room or Library	Ü Aquatic Center

Extracurricular Activities

Ü Junior High Athletic Program	Ü Student Council
Ü National Junior Honor Society	Ü FBLA
Ü VICA	Ü Math Counts
Ü Chess Club	Ü Sho Club

Social Services

Ü Counseling Services	Ü Responsibility Center
Ü Crisis Intervention	Ü Youth Council
Ü Literacy Classes	
Ü On Site Tutoring	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Seventh and eighth grade students achieved above the 88th percentile in math, 87th percentile in reading and 88th percentile in writing on the 2004--2005 DPA/AIMS test

- ü The six junior high schools in Gilbert lead the East Valley in achieving the top scores on the reading, math and writing on the DPA/AIMS test.

- ü Our 2004--2005AIMS scores resulted in an excelling label for Greenfield Junior High.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	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

We have a part-time SRO on our campus. Emergency and crisis plans are in place for our school. We also have a Transition Spec. and two counselors on our campus. Monthly drills for safety and fire alarm procedures are held to assure that safety remains a priority.

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) :

17

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	Mindy Baggett	(480) 813-1770
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Barb Venard	(480) 497-3351
School Nutrition Programs	Debbie McCarron	(480) 497-3370
Parent Organization	Barbara Guy	(480) 813-1770
Student Health/Nurse	Anya Shoemaker	(480) 813-1770

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.