

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6720 East Continental, Scottsdale, AZ 85257

Scottsdale 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	Performing
2004-05	Performing
2003-04	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Mr. Dan Cooper
 Schedule : 07:30 AM to 04:30 PM
 Grades : 7-8
 Web Address : www.susd.org/supai
 Phone Number : (480) 484-5800
 Fax Number : (480) 484-5801
 E-mail : dcooper@susd.org

Mission

Supai offers a safe, adolescent-friendly environment that meets the needs of our students through proven instructional strategies including: differentiated instruction, cooperative learning, and brain-based instructional strategies. Reading and Language Arts are blocked into our innovative HuLa (Humanities and Language arts) curriculum. Math students learn using the latest technology: Science labs are state of the art. Student activities strengthen character, self-esteem and resiliency.

School / Academic Goals

- ü To increase individual student academic achievement and personal growth by offering a deep, rich, integrated curriculum and employing proven, effective instructional practices.
- ü To provide a positive, respectful and safe learning environment that focuses on the whole child and takes into account the special needs of young adolescents.
- ü To provide students with high quality instruction on the use of and application of modern technology and to provide teachers with the best instructional tools and training to help increase student achievement.
- ü Teachers are provided with effective training to implement instructional practices and strategies that are proven to increase student achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 632
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 19

Instructional Programs

- ü Academic Core Curriculum
- ü Exploratory and Elective Courses
- ü Leadership Classes
- ü English Immersion Studies
- ü Gifted Classes
- ü Special Ed including co-taught classes
- ü Academic Enrichment Classes
- ü Rigorous Academic Standards

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/21/2005
Last Day of School :	6/7/2006

Shared Responsibilities

School

Create a partnership with parents to provide a stimulating and challenging academic program; to provide a climate conducive to learning; to communicate and encourage full participation at school; to ensure the safety of students; and to maintain a highly qualified professional staff.

Parents

Provide a supportive home environment conducive to learning, motivate our children, serve as role models, and participate in school activities. Help their children to understand and abide by the district's Uniform Code of Student Conduct and the school's rules. Set high expectations for teaching and learning.

Transportation Policy

Transportation is provided for students who live more than one mile from school. Service is also provided for special education students whose IEPs require it. Safety and welfare of student riders is the first consideration.

School Honors

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

Award/Honor	Year
ü Teacher of the Year - Mayor's Committee on Disabilities	2005
ü Future Cities Club won Best Program Award	2003
ü Charros Teacher of the Year Award	2002

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	263	2078	78546	99	99	97	535	571	543	17	7	15	19	9	18	52	55	52	12	29	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	114	982	38645	97	100	98	537	574	545	17	6	13	17	8	18	54	55	54	12	31	15
Male	149	1096	39792	99	99	97	533	568	542	18	8	17	21	10	17	50	56	50	11	27	15
African American	14	44	4205	100	100	97	516	534	524	21	16	22	14	23	22	64	48	49	NA	14	7
Hispanic	99	259	31177	98	100	97	520	527	524	24	22	22	22	19	23	46	50	48	7	9	7
Asian/Pacific Islander	NC	68	1940	NC	100	99	NC	600	580	NC	NA	5	NC	4	9	NC	53	53	NC	43	33
American Indian/Alaskan Native	16	32	4689	94	97	95	497	523	515	44	22	28	19	22	25	38	50	43	NA	6	4
White	130	1675	36450	98	99	97	553	579	563	9	4	7	16	7	12	57	56	57	18	32	23
Students with Disabilities	41	199	8093	100	98	82	472	504	489	56	39	50	27	26	24	17	29	23	NA	6	2
Students without Disabilities	222	1879	70453	98	100	100	544	578	549	10	3	11	18	8	17	58	58	56	14	31	16
Limited English Proficient Students	45	102	9323	100	100	94	503	498	491	40	44	47	22	25	28	33	25	24	4	5	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	145	340	34694	98	99	96	527	528	524	21	22	23	20	19	23	50	51	48	8	8	7
Non-Economically Disadvantaged	118	1738	43852	99	100	99	545	579	559	13	4	10	18	8	13	53	56	56	16	33	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	265	2081	79045	99	100	98	502	535	512	12	4	10	32	14	25	51	67	58	5	14	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	115	982	38860	98	100	98	514	544	519	7	3	7	26	11	22	61	68	62	6	18	8
Male	150	1099	40075	100	100	97	493	528	505	17	6	12	37	17	28	43	67	54	4	10	6
African American	14	44	4250	100	100	98	489	505	500	21	14	12	21	16	31	57	68	54	NA	2	3
Hispanic	99	258	31314	98	100	99	485	496	493	17	16	16	44	31	34	35	50	48	3	3	2
Asian/Pacific Islander	NC	68	1949	NC	100	99	NC	547	536	NC	3	4	NC	7	15	NC	72	66	NC	18	15
American Indian/Alaskan Native	17	33	4719	100	100	96	475	495	489	24	15	15	41	30	39	35	55	45	NA	NA	2
White	131	1678	36730	99	100	98	521	543	532	6	2	4	24	11	16	63	70	68	8	16	12
Students with Disabilities	41	202	8552	100	99	87	446	476	463	41	27	35	37	36	40	22	35	23	NA	2	1
Students without Disabilities	224	1879	70493	99	100	100	510	541	517	7	2	7	31	12	24	56	71	62	6	15	8
Limited English Proficient Students	45	101	9355	100	100	95	461	460	456	33	35	37	44	47	48	22	18	15	NA	1	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	146	341	34922	99	99	96	495	498	493	13	13	15	40	33	34	43	51	48	4	4	3
Non-Economically Disadvantaged	119	1740	44123	100	100	99	511	543	527	12	3	6	23	11	18	60	71	66	6	16	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	267	2082	79657	100	100	99	547	586	566	4	1	3	15	5	8	80	90	87	0	4	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	116	985	39120	99	100	99	568	599	580	2	0	2	9	2	4	90	91	92	NA	6	2
Male	151	1097	40423	100	99	98	530	575	553	7	2	5	20	7	12	73	90	83	1	2	1
African American	14	44	4290	100	100	99	527	563	560	7	2	4	14	9	9	79	89	86	NA	NA	1
Hispanic	101	260	31642	100	100	99	536	555	552	6	3	5	17	12	11	77	84	84	NA	0	0
Asian/Pacific Islander	NC	68	1948	NC	100	99	NC	606	589	NC	NA	1	NC	1	3	NC	90	91	NC	9	4
American Indian/Alaskan Native	17	33	4760	100	100	97	510	547	547	18	9	5	6	6	14	76	85	81	NA	NA	0
White	131	1677	36929	99	99	99	561	592	579	2	1	2	15	3	5	82	92	91	1	5	2
Students with Disabilities	41	201	9069	100	99	92	464	525	508	15	6	11	46	25	30	39	68	58	NA	0	1
Students without Disabilities	226	1881	70588	100	100	100	558	592	573	3	0	2	9	2	5	88	93	91	0	4	1
Limited English Proficient Students	45	100	9521	100	100	96	499	519	507	13	8	13	24	19	24	62	73	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	147	342	35341	99	99	97	543	553	551	3	3	5	18	14	12	79	83	83	NA	1	0
Non-Economically Disadvantaged	120	1740	44316	100	100	100	551	593	578	6	1	2	12	3	5	82	92	90	1	5	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	350	2187	78400	100	100	97	533	577	554	30	12	21	23	13	19	44	54	47	3	21	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	172	1064	38686	100	100	98	535	578	554	24	11	20	26	13	20	47	57	49	3	19	12
Male	178	1123	39636	100	100	96	531	576	554	35	14	23	20	13	18	41	51	46	4	22	13
African American	14	57	4193	100	97	97	497	535	533	64	28	32	14	32	23	21	35	40	NA	5	5
Hispanic	144	299	30732	100	100	97	520	530	534	40	33	31	28	25	24	31	37	40	1	5	5
Asian/Pacific Islander	NC	73	1827	NC	100	99	NC	617	594	NC	7	8	NC	3	12	NC	48	49	NC	42	31
American Indian/Alaskan Native	22	35	4536	96	97	95	534	544	528	23	23	35	32	23	25	41	46	37	5	9	4
White	162	1723	37038	100	100	97	546	586	575	19	8	11	19	10	14	56	58	56	6	23	19
Students with Disabilities	44	185	7840	100	100	81	485	509	498	64	54	60	14	17	18	23	27	20	NA	2	2
Students without Disabilities	306	2002	70560	100	100	99	539	583	560	25	9	17	25	12	19	47	57	50	4	22	14
Limited English Proficient Students	52	97	8956	100	100	95	488	492	502	75	67	56	21	20	25	4	13	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	207	368	33014	100	100	95	526	529	534	36	35	31	26	24	24	36	38	40	3	3	5
Non-Economically Disadvantaged	143	1819	45386	99	100	99	543	587	569	21	8	15	20	11	15	55	57	52	4	24	18

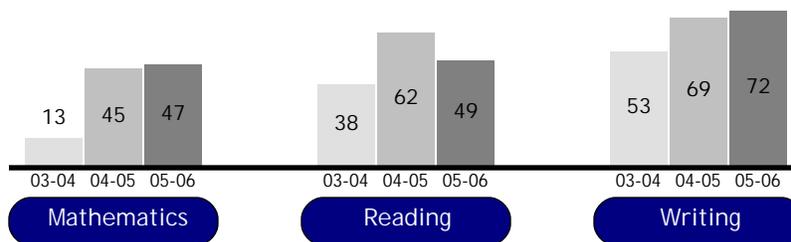
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	349	2189	79179	100	100	98	501	542	519	17	6	11	35	15	27	48	69	58	1	10	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	172	1064	38974	100	100	99	509	549	524	10	4	8	35	12	25	53	73	61	1	11	5
Male	177	1125	40124	99	100	97	494	535	513	23	9	13	35	17	28	42	65	54	NA	9	4
African American	14	57	4243	100	97	98	475	509	506	43	21	14	29	25	32	21	49	51	7	5	3
Hispanic	143	298	30987	100	100	98	488	498	498	24	22	17	36	29	36	40	47	45	NA	2	1
Asian/Pacific Islander	NC	73	1832	NC	100	99	NC	560	543	NC	3	4	NC	8	17	NC	78	69	NC	11	10
American Indian/Alaskan Native	22	35	4573	96	97	96	498	506	494	5	9	16	55	43	41	41	46	42	NA	3	1
White	162	1726	37467	100	100	98	515	550	539	10	3	5	31	11	17	57	74	70	1	11	8
Students with Disabilities	44	187	8567	100	100	88	444	479	467	57	33	39	39	33	38	5	33	22	NA	2	1
Students without Disabilities	305	2002	70612	100	100	99	509	547	524	11	4	7	34	13	25	54	72	62	1	11	5
Limited English Proficient Students	52	97	9013	100	100	95	452	452	461	50	51	40	46	43	48	4	6	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	207	368	33345	100	100	96	492	496	499	20	20	17	40	33	36	40	45	46	0	1	1
Non-Economically Disadvantaged	142	1821	45834	99	100	99	515	551	533	12	4	7	28	11	19	59	74	67	1	12	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	346	2182	79734	99	100	99	544	579	554	5	2	3	23	10	19	71	87	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	171	1064	39243	99	100	99	563	594	568	2	1	2	16	5	12	81	92	85	1	2	1
Male	175	1118	40413	98	99	98	526	565	541	8	3	4	30	15	26	62	82	70	NA	1	0
African American	14	57	4285	100	97	99	518	547	548	NA	2	3	43	26	22	57	70	74	NA	2	0
Hispanic	141	296	31254	99	99	99	531	536	539	6	7	5	28	24	25	66	70	70	NA	NA	0
Asian/Pacific Islander	NC	73	1837	NC	100	99	NC	597	579	NC	3	1	NC	5	9	NC	88	87	NC	4	2
American Indian/Alaskan Native	22	35	4613	96	97	97	552	561	535	NA	NA	4	23	20	29	77	80	67	NA	NA	0
White	161	1721	37668	99	100	99	558	587	569	4	1	1	17	7	13	77	91	85	1	1	1
Students with Disabilities	42	183	8943	95	99	92	462	511	495	21	10	11	55	42	51	24	48	38	NA	1	1
Students without Disabilities	304	1999	70791	99	100	100	554	585	561	3	1	2	19	7	15	78	91	83	1	1	0
Limited English Proficient Students	51	96	9138	98	99	97	488	477	492	14	20	13	55	48	46	31	32	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	205	365	33718	100	99	97	536	535	538	4	6	5	30	26	26	66	68	69	NA	NA	0
Non-Economically Disadvantaged	141	1817	46016	98	100	100	555	588	567	6	1	2	13	7	14	79	91	84	1	2	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	94	51	NA	54	99	45	63	50	97	44	70	54
	Language	95	54	78	58	99	49	67	52	97	52	75	58
	Mathematics	93	50	76	62	99	42	61	50	97	44	68	54
8	Reading	93	52	NA	55	98	50	65	51	99	44	72	58
	Language	96	46	71	52	98	49	64	50	99	44	68	56
	Mathematics	94	50	74	61	98	43	65	53	99	41	70	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

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

Council Duties

- Ü Establishing/Monitoring School Imp. Plan
- Ü Budgetary Decisions
- Ü Curriculum
- Ü Oversight of School Programs
- Ü Technology
- Ü Scheduling/Staffing

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
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	1	0	0
4 to 6 years	5	6	0	0
7 to 9 years	3	0	0	0
10 or more years	7	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	131
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	4%

Resources Available at School Site

Special Facilities

- Ü 3 Computer Labs/Modern Science Labs
- Ü Auditorium with Modern Performance Stage
- Ü Team Pods with Large Common Area
- Ü State of the Art Media Center

Extracurricular Activities

- Ü Student Leadership/Government
- Ü Parks and Rec after School Programing
- Ü Interscholastic Sports
- Ü Chess Club
- Ü Family Science Night
- Ü Band, Orchestra, Choir and Drama
- Ü National Junior Honor Society
- Ü Yearbook, WEB Where Everyone Belongs

Social Services

- Ü Scoial Worker
- Ü McKessen Community Center
- Ü Health Center
- Ü Community Specialist
- Ü Parent Educator
- Ü Full time School Counselor
- Ü SPI Counseling Services
- Ü Lion's Quest Character Development

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Marching band won award for the best marching band at the Parada del Sol. Jazz Band earned Superior with distinction at Jazz on the Mountainside competition. Symphonic band earned an excellent rating at the Scottsdale Concert Band Festival.

ü Our students swept first, second and third place in the Masonic Lodge essay contest in 2004-2005. One of our students finished second in the state contest.

ü 22 students inducted into the National Junior Honor Society.

A Supai teacher was honored by Charros for her nomination for SUSD Teacher of the Year.

A teacher was honored as Supai teacher of the year by Central AZ Middle Level Assoc.

ü Our students were selected to participate in the Mars Explorer with NASA at ASU.

Second Place selection for 7th grade student in SUSD Poetry Contest

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	91	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

The School Resource Officer teaches programs to the students. Schoolwide safety is addressed through structured discipline procedures. Conflict resolution skills are taught and modeled. Inservice was provided to staff on Bully Proofing strategies. Students are also taught bully-proofing and parents, students and staff sign an anti-bullying pledge. The six pillars of Character Counts are taught, discussed and reinforced regularly.

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) :

15

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	Dan Cooper	(480) 484-5810
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Clif McKenzie	(480) 484-6186
School Nutrition Programs	Sue Bettenhausen	(480) 484-8686
Parent Organization	Wendy Miller	(480) 484-5800
Student Health/Nurse	Monica Gray	(480) 484-5811

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.

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 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.