

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5858 E Sweetwater, Scottsdale, AZ 85254

Paradise Valley 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	Excelling
2003-04	Excelling

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

### School Overview

Principal/Administrator : Ms. Carol Kendrick  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : 7-8  
 Web Address : desertshadows.pvUSD.k12.az.us  
 Phone Number : (602) 493-6000  
 Fax Number : (602) 494-9266  
 E-mail : ckendrick@pvschools.net

### Mission

Desert Shadows Middle School helps each child achieve his/her full potential in a safe and enjoyable learning environment.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

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

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

### School / Academic Goals

- ü Develop a school improvement plan following the District Long Range Plan.
- ü Revisit the standards with the elementary schools and high schools in our area to coordinate a seamless 6th to 9th grade transition.
- ü Implement a professional learning community on differentiated instruction.

### Enrollment

October 1, 2005 School Year Student Enrollment : 761  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 67

Instructional Programs

- ü Cross Academic Teams
- ü Gifted-Honors Classes in English & Math
- ü Algebra and Geometry Math Programs
- ü Foreign Language Program
- ü Two Periods of English
- ü Additional Math Mastery Class
- ü Art, Band, Chorus, Orchestra

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

DSMS provides a safe learning environment, fostering responsibility and respect. The foundation of the curriculum is the Arizona standards. The teaching staff provides daily opportunities for mastery of these standards. Counseling and psychological services are provided. Parents are able to access their child's grades and attendance 24/7 via the Internet.

Parents

Parents are expected to take the educational opportunities presented seriously. Parents are our partners and are expected to support the school and provide a proper home environment for optimal student success. Parents participate by attending conferences, open house and student functions; serving on committees; supporting the staff; reinforcing school rules; and monitoring student responsibility for completing all assignments.

Transportation Policy

Transportation is provided by the Paradise Valley School District for our attendance area for any student living more than 1.5 miles from the school. Open enrollment and/or transfer students must provide their own transportation.

School Honors

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

Award/Honor	Year
ü Principal: Department of Education "Circle of Honor"	2006
ü Central AZ Middle Level Teacher Awards	2005
ü Principal: Arizona's Distinguished Administrator	2004
ü Chan. 3 Silver Apple Award; Phx Coyote Teacher of Year	2003

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	380	2578	78546	98	97	97	570	558	543	4	9	15	10	12	18	65	58	52	21	20	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	187	1246	38645	99	97	98	566	560	545	5	8	13	14	12	18	61	60	54	20	20	15
Male	193	1328	39792	98	97	97	574	557	542	4	11	17	6	12	17	68	57	50	21	20	15
African American	NC	82	4205	NC	92	97	NC	541	524	NC	7	22	NC	18	22	NC	67	49	NC	7	7
Hispanic	24	515	31177	100	95	97	550	521	524	13	24	22	8	23	23	63	47	48	17	6	7
Asian/Pacific Islander	NC	67	1940	NC	99	99	NC	583	580	NC	NA	5	NC	13	9	NC	49	53	NC	37	33
American Indian/Alaskan Native	NC	34	4689	NC	94	95	NC	539	515	NC	21	28	NC	24	25	NC	38	43	NC	18	4
White	344	1878	36450	99	98	97	572	569	563	4	6	7	10	9	12	65	62	57	21	24	23
Students with Disabilities	37	226	8093	93	75	82	514	501	489	24	41	50	27	22	24	49	35	23	NA	3	2
Students without Disabilities	343	2352	70453	99	100	100	575	563	549	2	6	11	8	11	17	66	61	56	23	22	16
Limited English Proficient Students	NC	162	9323	NC	94	94	NC	483	491	NC	56	47	NC	22	28	NC	21	24	NC	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	25	649	34694	100	93	96	554	526	524	4	19	23	8	22	23	76	54	48	12	5	7
Non-Economically Disadvantaged	355	1929	43852	98	99	99	571	569	559	5	6	10	10	9	13	64	60	56	21	25	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	384	2617	79045	99	98	98	533	526	512	3	7	10	16	19	25	69	64	58	13	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	189	1261	38860	100	98	98	539	534	519	2	5	7	14	15	22	70	66	62	14	14	8
Male	195	1351	40075	99	98	97	528	518	505	3	8	12	18	22	28	68	63	54	11	7	6
African American	NC	87	4250	NC	98	98	NC	515	500	NC	6	12	NC	29	31	NC	56	54	NC	9	3
Hispanic	24	527	31314	100	98	98	516	491	493	13	19	16	17	33	34	67	45	48	4	3	2
Asian/Pacific Islander	NC	67	1949	NC	99	99	NC	541	536	NC	4	4	NC	10	15	NC	66	66	NC	19	15
American Indian/Alaskan Native	NC	36	4719	NC	100	96	NC	508	489	NC	14	15	NC	25	39	NC	50	45	NC	11	2
White	347	1897	36730	99	99	98	534	535	532	2	3	4	16	14	16	69	70	68	13	13	12
Students with Disabilities	40	263	8552	100	87	87	480	469	463	20	30	35	33	38	40	45	30	23	3	2	1
Students without Disabilities	344	2354	70493	99	100	100	539	531	517	1	4	7	14	16	24	72	68	62	14	12	8
Limited English Proficient Students	NC	167	9355	NC	97	95	NC	448	456	NC	47	37	NC	42	48	NC	11	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	25	667	34922	100	95	96	525	495	493	NA	15	15	20	32	34	68	49	48	12	3	3
Non-Economically Disadvantaged	359	1950	44123	99	100	99	534	536	527	3	4	6	16	14	18	69	69	66	13	13	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	386	2661	79657	100	100	99	596	579	566	1	2	3	1	4	8	93	92	87	5	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	190	1280	39120	100	100	99	606	591	580	NA	1	2	1	2	4	93	95	92	6	2	2
Male	196	1378	40423	99	100	98	587	568	553	1	3	5	2	7	12	93	89	83	4	1	1
African American	NC	88	4290	NC	99	99	NC	577	560	NC	5	4	NC	1	9	NC	92	86	NC	2	1
Hispanic	24	543	31642	100	100	99	576	553	552	NA	6	5	8	10	11	88	83	84	4	1	0
Asian/Pacific Islander	NC	68	1948	NC	100	99	NC	591	589	NC	1	1	NC	3	3	NC	96	91	NC	NA	4
American Indian/Alaskan Native	NC	36	4760	NC	100	97	NC	576	547	NC	NA	5	NC	6	14	NC	94	81	NC	NA	0
White	349	1925	36929	100	100	99	598	586	579	0	1	2	1	3	5	94	94	91	5	2	2
Students with Disabilities	40	302	9069	100	100	92	556	529	508	3	5	11	10	21	30	80	71	58	8	3	1
Students without Disabilities	346	2359	70588	100	100	100	600	585	573	0	2	2	0	2	5	95	94	91	5	2	1
Limited English Proficient Students	NC	175	9521	NC	100	96	NC	499	507	NC	15	13	NC	27	24	NC	57	63	NC	1	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	25	693	35341	100	99	97	595	558	551	NA	5	5	NA	8	12	88	86	83	12	1	0
Non-Economically Disadvantaged	361	1968	44316	100	100	100	596	586	578	1	1	2	1	3	5	93	93	90	5	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	363	2561	78400	97	97	97	600	568	554	5	14	21	8	16	19	54	52	47	33	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	176	1281	38686	97	96	98	605	568	554	3	13	20	8	17	20	52	54	49	37	16	12
Male	187	1277	39636	97	98	96	595	569	554	6	15	23	9	15	18	55	51	46	30	19	13
African American	NC	77	4193	NC	97	97	NC	536	533	NC	29	32	NC	25	23	NC	43	40	NC	4	5
Hispanic	17	480	30732	94	95	97	557	530	534	18	34	31	6	23	24	65	39	40	12	5	5
Asian/Pacific Islander	NC	60	1827	NC	98	99	NC	588	594	NC	5	8	NC	15	12	NC	47	49	NC	33	31
American Indian/Alaskan Native	NC	26	4536	NC	93	95	NC	544	528	NC	19	35	NC	19	25	NC	58	37	NC	4	4
White	334	1916	37038	97	98	97	601	579	575	4	9	11	8	14	14	53	56	56	34	21	19
Students with Disabilities	28	222	7840	76	76	81	506	509	498	29	48	60	18	20	18	39	30	20	14	3	2
Students without Disabilities	335	2339	70560	99	100	99	605	573	560	3	11	17	7	16	19	55	54	50	35	19	14
Limited English Proficient Students	NC	162	8956	NC	93	95	NC	496	502	NC	65	56	NC	16	25	NC	18	18	NC	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	24	597	33014	92	92	95	550	533	534	13	30	31	25	24	24	58	42	40	4	5	5
Non-Economically Disadvantaged	339	1964	45386	97	99	99	603	579	569	4	9	15	7	14	15	53	55	52	35	22	18

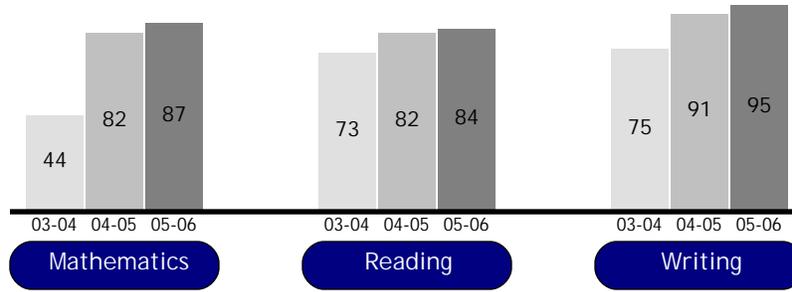
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	372	2627	79179	99	100	98	548	532	519	5	8	11	10	18	27	72	67	58	12	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	179	1309	38974	99	99	99	559	537	524	3	6	8	6	16	25	77	71	61	15	7	5
Male	193	1315	40124	100	100	97	537	528	513	8	10	13	15	21	28	68	62	54	10	7	4
African American	NC	77	4243	NC	97	98	NC	513	506	NC	13	14	NC	27	32	NC	55	51	NC	5	3
Hispanic	18	502	30987	100	100	98	521	494	498	17	22	17	17	33	36	67	44	45	NA	1	1
Asian/Pacific Islander	NC	61	1832	NC	100	99	NC	533	543	NC	8	4	NC	16	17	NC	70	69	NC	5	10
American Indian/Alaskan Native	NC	29	4573	NC	100	96	NC	515	494	NC	3	16	NC	41	41	NC	52	42	NC	3	1
White	342	1956	37467	99	100	98	549	543	539	5	4	5	10	14	17	72	73	70	13	9	8
Students with Disabilities	37	287	8567	100	98	88	463	476	467	35	31	39	22	37	38	30	29	22	14	3	1
Students without Disabilities	335	2340	70612	99	100	99	554	539	524	2	5	7	9	16	25	77	71	62	12	8	5
Limited English Proficient Students	NC	173	9013	NC	99	95	NC	448	461	NC	56	40	NC	37	48	NC	7	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	24	622	33345	92	96	96	517	498	499	13	18	17	21	33	36	58	48	46	8	1	1
Non-Economically Disadvantaged	348	2005	45834	100	100	99	550	543	533	5	5	7	10	14	19	73	72	67	12	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	373	2641	79734	100	100	99	582	566	554	NA	2	3	6	13	19	91	85	78	4	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	181	1320	39243	100	99	99	596	578	568	NA	1	2	1	7	12	93	91	85	6	1	1
Male	192	1318	40413	99	100	98	569	554	541	NA	3	4	10	18	26	88	79	70	2	0	0
African American	NC	78	4285	NC	99	99	NC	552	548	NC	3	3	NC	18	22	NC	79	74	NC	NA	0
Hispanic	18	507	31254	100	100	99	565	538	539	NA	6	5	NA	24	25	100	70	70	NA	0	0
Asian/Pacific Islander	NC	61	1837	NC	100	99	NC	569	579	NC	2	1	NC	11	9	NC	85	87	NC	2	2
American Indian/Alaskan Native	NC	29	4613	NC	100	97	NC	552	535	NC	3	4	NC	21	29	NC	76	67	NC	NA	0
White	343	1964	37668	100	100	99	583	574	569	NA	1	1	6	9	13	90	89	85	4	1	1
Students with Disabilities	36	293	8943	97	100	92	527	515	495	NA	7	11	31	40	51	53	50	38	17	3	1
Students without Disabilities	337	2348	70791	100	100	100	586	572	561	NA	1	2	3	9	15	95	89	83	2	1	0
Limited English Proficient Students	NC	177	9138	NC	100	97	NC	480	492	NC	18	13	NC	50	46	NC	32	40	NC	1	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	26	633	33718	100	98	97	566	541	538	NA	4	5	8	24	26	81	72	69	12	1	0
Non-Economically Disadvantaged	347	2008	46016	100	100	100	583	574	567	NA	1	2	5	9	14	91	89	84	3	1	1

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

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	96	71	NA	54	96	67	57	50	98	70	65	54
	Language	96	78	69	58	96	73	61	52	98	75	68	58
	Mathematics	95	77	73	62	96	69	59	50	98	72	65	54
8	Reading	94	67	NA	55	99	65	59	51	97	73	67	58
	Language	95	69	62	52	99	65	58	50	97	73	65	56
	Mathematics	94	79	71	61	99	70	63	53	95	80	67	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/](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

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

Council Duties

- Ü Parent/Educator Relations
- Ü Middle School Philosophy
- Ü Long-range Planning
- Ü Community Relations
- Ü Program Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	41.00
Other Professional Staff	5.00	Teacher Aide	3.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	4	3	0	0
7 to 9 years	0	1	0	0
10 or more years	6	22	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	163
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 Media Center
- Ü Computer and Technology Labs
- Ü Video Production Lab
- Ü Science Laboratories

Extracurricular Activities

- Ü Academic Clubs
- Ü Homework Help Room
- Ü Intramural Sports
- Ü Interscholastic Sports

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Excelling school: standardized test scores above district, state and national averages.
  
- ü Principal honored as a Department of Education exemplary principal "Circle of Honor."
  
- ü Successful implementation of a vehicle for parents to view their child's academic progress and daily homework assignments via the Internet.
  
- ü Principal honored as Arizona School Administrator's Distinguished Administrator at the Middle Level.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	96	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

The DSMS administration, staff, counselors and nurse are present and very knowledgeable about our students. Character education is the cornerstone of our school. Tolerance, Perseverance, Integrity, Honesty, Respect, and Attitude are key pieces to a successful life. The objective of student discipline is to reflect upon and change inappropriate behaviors. School wide discipline and anti-bullying plans are in place. Continued issues may include placement at an alternative setting.

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) :

5
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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	Carol Kendrick	(602) 493-6000
Transportation Policy	Doug Curry	(602) 493-6320
Community Resources	Carey Hausbeck	(602) 493-6000
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Keri Hatlestad	(602) 493-6000
Student Health/Nurse	Connie Verno	(602) 493-6005

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.

Footnotes

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.