



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2826 E Grovers, Phoenix, AZ 85032

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	Performing
2004-05	Performing
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Ms. Elaine Jacobs  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : 7-8  
 Web Address : epage.pvUSD.k12.az.us/vvmswebsite/index.htm  
 Phone Number : (602) 493-6013  
 Fax Number : (602) 867-8669  
 E-mail : ejacobs@pvschools.net

Mission

The mission of Vista Verde Middle School is to equip all students with the knowledge and life skills necessary to become productive members of society.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	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 / Academic Goals

- ü To develop a two-period English block
- ü To increase staff development opportunities for differentiating instruction in order to assist students to meet the AIMS.
- ü To increase student involvement in academically rigorous programs
- ü To train all English, special education and ELL teachers in research-based reading programs in preparation for an English block

Enrollment

October 1, 2005 School Year Student Enrollment : 872  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 63

Instructional Programs

- ü Multi-level Performing Arts Program
- ü Honors Program
- ü Advanced Placement Opportunities
- ü Exploratory Electives
- ü Interdisciplinary Teaming
- ü AVID program
- ü Middle Years IB program beginning 8/06

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/14/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

VVMS developed a Parent/School Compact, a copy of which all parents receive. Parents can expect: a safe and clean environment; quality teachers who are prepared to teach daily, which includes a positive attitude, high and realistic expectations for students, appropriately challenging activities, excitement about student accomplishments; child-centered lessons aligned to state standards; respect toward parents and students; timely communication via phone, e-mail, and regular mail.

Parents

The school expects parents to: encourage students to use their planners; ensure daily and timely school attendance; encourage students to be rested and eat regular meals; demonstrate respect toward all school staff and peers; encourage students to be prepared to work; provide a home environment and time for daily homework/studying; attend parent/teacher conferences; read Vista Verde correspondence; access technology, if possible; stay abreast of schoolwork; monitor student dress.

Transportation Policy

Bus transportation services are provided for all students who reside farther than one and one-half miles from the school. We also offer a late bus for students participating in after school activities.

School Honors

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

Award/Honor	Year
ü District Festival Track Champions	2005
ü Individual Writing Awards in PVUSD-sponsored Contests	2005
ü KNIX Teacher of the Week honoree	2005
ü AZ Republic Newspapers in Education Student Winner	2005

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	408	2578	78546	99	97	97	535	558	543	20	9	15	16	12	18	53	58	52	11	20	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	185	1246	38645	99	97	98	539	560	545	17	8	13	16	12	18	56	60	54	11	20	15
Male	222	1328	39792	99	97	97	533	557	542	23	11	17	16	12	17	50	57	50	11	20	15
African American	27	82	4205	100	92	97	531	541	524	7	7	22	26	18	22	63	67	49	4	7	7
Hispanic	122	515	31177	98	95	97	510	521	524	34	24	22	20	23	23	43	47	48	2	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	10	34	4689	100	94	95	NA	539	515	NA	21	28	NA	24	25	NA	38	43	NA	18	4
White	242	1878	36450	99	98	97	549	569	563	14	6	7	12	9	12	57	62	57	17	24	23
Students with Disabilities	50	226	8093	89	75	82	474	501	489	72	41	50	18	22	24	10	35	23	NA	3	2
Students without Disabilities	358	2352	70453	100	100	100	544	563	549	13	6	11	16	11	17	59	61	56	13	22	16
Limited English Proficient Students	46	162	9323	96	94	94	482	483	491	61	56	47	22	22	28	17	21	24	NA	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	192	649	34694	96	93	96	518	526	524	27	19	23	20	22	23	49	54	48	4	5	7
Non-Economically Disadvantaged	216	1929	43852	100	99	99	550	569	559	14	6	10	13	9	13	56	60	56	18	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	411	2617	79045	100	98	98	503	526	512	12	7	10	30	19	25	53	64	58	5	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	186	1261	38860	99	98	98	511	534	519	10	5	7	25	15	22	60	66	62	5	14	8
Male	224	1351	40075	100	98	97	497	518	505	14	8	12	34	22	28	47	63	54	5	7	6
African American	27	87	4250	100	98	98	504	515	500	NA	6	12	41	29	31	59	56	54	NA	9	3
Hispanic	123	527	31314	99	98	98	482	491	493	22	19	16	41	33	34	37	45	48	1	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	10	36	4719	100	100	96	NA	508	489	NA	14	15	NA	25	39	NA	50	45	NA	11	2
White	244	1897	36730	100	99	98	515	535	532	9	3	4	23	14	16	61	70	68	7	13	12
Students with Disabilities	53	263	8552	95	87	87	447	469	463	53	30	35	36	38	40	11	30	23	NA	2	1
Students without Disabilities	358	2354	70493	100	100	100	512	531	517	6	4	7	29	16	24	59	68	62	6	12	8
Limited English Proficient Students	47	167	9355	98	97	95	448	448	456	45	47	37	51	42	48	4	11	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	195	667	34922	98	95	96	486	495	493	19	15	15	39	32	34	41	49	48	1	3	3
Non-Economically Disadvantaged	216	1950	44123	100	100	99	519	536	527	6	4	6	21	14	18	64	69	66	8	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	411	2661	79657	100	100	99	566	579	566	3	2	3	9	4	8	87	92	87	0	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	187	1280	39120	100	100	99	584	591	580	1	1	2	4	2	4	95	95	92	1	2	2
Male	223	1378	40423	99	100	98	552	568	553	5	3	5	13	7	12	81	89	83	0	1	1
African American	27	88	4290	100	99	99	581	577	560	NA	5	4	NA	1	9	100	92	86	NA	2	1
Hispanic	123	543	31642	99	100	99	549	553	552	6	6	5	16	10	11	78	83	84	NA	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	10	36	4760	100	100	97	NA	576	547	NA	NA	5	NA	6	14	NA	94	81	NA	NA	0
White	244	1925	36929	100	100	99	573	586	579	2	1	2	6	3	5	91	94	91	1	2	2
Students with Disabilities	52	302	9069	93	100	92	487	529	508	13	5	11	37	21	30	50	71	58	NA	3	1
Students without Disabilities	359	2359	70588	100	100	100	578	585	573	2	2	2	5	2	5	93	94	91	1	2	1
Limited English Proficient Students	47	175	9521	98	100	96	496	499	507	15	15	13	34	27	24	51	57	63	NA	1	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	196	693	35341	98	99	97	555	558	551	5	5	5	13	8	12	82	86	83	NA	1	0
Non-Economically Disadvantaged	215	1968	44316	100	100	100	577	586	578	2	1	2	5	3	5	92	93	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	442	2561	78400	100	97	97	539	568	554	27	14	21	24	16	19	43	52	47	6	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	222	1281	38686	100	96	98	536	568	554	26	13	20	25	17	20	46	54	49	3	16	12
Male	218	1277	39636	100	98	96	543	569	554	28	15	23	22	15	18	40	51	46	10	19	13
African American	25	77	4193	100	97	97	523	536	533	36	29	32	20	25	23	40	43	40	4	4	5
Hispanic	140	480	30732	100	95	97	516	530	534	42	34	31	26	23	24	31	39	40	1	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	263	1916	37038	100	98	97	555	579	575	17	9	11	23	14	14	51	56	56	10	21	19
Students with Disabilities	70	222	7840	100	76	81	489	509	498	70	48	60	17	20	18	13	30	20	NA	3	2
Students without Disabilities	372	2339	70560	100	100	99	548	573	560	19	11	17	25	16	19	49	54	50	8	19	14
Limited English Proficient Students	52	162	8956	100	93	95	494	496	502	67	65	56	15	16	25	17	18	18	NA	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	195	597	33014	99	92	95	524	533	534	36	30	31	24	24	24	38	42	40	2	5	5
Non-Economically Disadvantaged	247	1964	45386	100	99	99	552	579	569	19	9	15	23	14	15	47	55	52	10	22	18

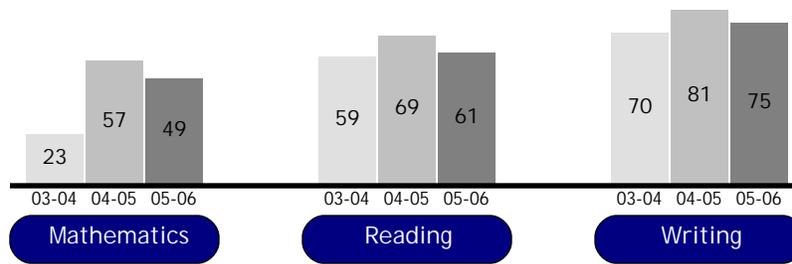
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	442	2627	79179	100	100	98	513	532	519	12	8	11	27	18	27	58	67	58	3	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	222	1309	38974	100	99	99	515	537	524	9	6	8	25	16	25	65	71	61	1	7	5
Male	218	1315	40124	100	100	97	510	528	513	16	10	13	30	21	28	50	62	54	4	7	4
African American	25	77	4243	100	97	98	511	513	506	16	13	14	32	27	32	44	55	51	8	5	3
Hispanic	140	502	30987	100	100	98	486	494	498	22	22	17	39	33	36	39	44	45	1	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	263	1956	37467	100	100	98	528	543	539	6	4	5	20	14	17	70	73	70	3	9	8
Students with Disabilities	70	287	8567	100	98	88	467	476	467	39	31	39	40	37	38	21	29	22	NA	3	1
Students without Disabilities	372	2340	70612	100	100	99	521	539	524	7	5	7	25	16	25	65	71	62	3	8	5
Limited English Proficient Students	52	173	9013	100	99	95	448	448	461	50	56	40	44	37	48	6	7	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	195	622	33345	99	96	96	496	498	499	17	18	17	34	33	36	47	48	46	1	1	1
Non-Economically Disadvantaged	247	2005	45834	100	100	99	526	543	533	8	5	7	22	14	19	66	72	67	4	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	441	2641	79734	100	100	99	551	566	554	3	2	3	22	13	19	75	85	78	0	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	221	1320	39243	100	99	99	568	578	568	1	1	2	11	7	12	87	91	85	0	1	1
Male	218	1318	40413	100	100	98	534	554	541	5	3	4	32	18	26	63	79	70	NA	0	0
African American	24	78	4285	96	99	99	552	552	548	NA	3	3	25	18	22	75	79	74	NA	NA	0
Hispanic	140	507	31254	100	100	99	534	538	539	5	6	5	31	24	25	64	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	263	1964	37668	100	100	99	562	574	569	2	1	1	17	9	13	81	89	85	0	1	1
Students with Disabilities	68	293	8943	100	100	92	512	515	495	7	7	11	57	40	51	35	50	38	NA	3	1
Students without Disabilities	373	2348	70791	100	100	100	558	572	561	2	1	2	16	9	15	82	89	83	0	1	0
Limited English Proficient Students	52	177	9138	100	100	97	485	480	492	15	18	13	50	50	46	35	32	40	NA	1	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	196	633	33718	99	98	97	539	541	538	4	4	5	29	24	26	67	72	69	NA	1	0
Non-Economically Disadvantaged	245	2008	46016	100	100	100	561	574	567	2	1	2	16	9	14	81	89	84	0	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.

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	56	NA	54	98	50	57	50	100	50	65	54
	Language	99	61	69	58	98	53	61	52	99	54	68	58
	Mathematics	92	64	73	62	97	48	59	50	99	48	65	54
8	Reading	95	55	NA	55	99	54	59	51	100	54	67	58
	Language	98	54	62	52	99	53	58	50	100	50	65	56
	Mathematics	96	58	71	61	99	54	63	53	100	48	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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Extracurricular Activities
- Ü School Improvement
- Ü School/Community Partnerships
- Ü Elementary-to-Middle School Transition
- Ü Parent/Educator Relations
- Ü School Safety

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	53.17
Other Professional Staff	4.30	Teacher Aide	3.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	8	3	0	0
7 to 9 years	0	1	0	0
10 or more years	6	30	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	407
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 Computer Labs
- Ü Broadcast Studio
- Ü Drama Rehearsal Lab
- Ü Tech 2000 Lab

Extracurricular Activities

- Ü Intramural Sports and Clubs
- Ü Festival Sports/Interscholastic Sports
- Ü Fine Arts/Performing Arts
- Ü National Junior Honor Society
- Ü Student Council
- Ü Diversity Club
- Ü Wake-Up Club

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Parks and Rec. Programs On-site
- Ü Clothing/Food Banks
- Ü Dental Clinic
- Ü Health Screenings

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Application completed to become an IB Middle Years Program Candidate School
  
- ü Completed first year of AVID (Advancement Via Individual Determination) program.
  
- ü Initiated a school-wide "Thinking Maps" program.
  
- ü Brought a national speaker, Jodee Blanco, to Vista Verde to address bullying/harassment with students, staff, community

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	92	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 ABC Discipline Plan was created by the staff of Vista Verde for the unique needs of our school. At the plan's core is the premise that each student is responsible for their own behavior.

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) :

3

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	Elaine Jacobs	(602) 493-6013
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Susi Bragg	(602) 493-6013
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Linda Woolley	(602) 493-6013
Student Health/Nurse	Karen Kitson	(602) 493-6012

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 100 Copies = \$29.00

\*\* 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.