

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1255 N. Dobson Road, Chandler, AZ 85224

Chandler 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 Highly Performing
2004-05 Highly Performing
2003-04 Highly Performing

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

School Overview

Principal/Administrator : Mr. Jim Anderson
Schedule : 07:30 AM to 04:30 PM
Grades : 7-8
Web Address : ww2.chandler.k12.az.us/andersen-jr-high
Phone Number : (480) 883-5300
Fax Number : (480) 883-5320
E-mail : anderson.jim@chandler.k12.az.us

Mission

Our mission is to instill a desire for lifelong learning. Develop students who are able to learn, read, write, speak, and compute; take responsibility for their actions; use technology to acquire, analyze, and apply information to creatively solve problems.

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 Focus on improving skills in math problem solving and computation, reading comprehension, vocabulary, and written communication.
- ü Continue emphasis on improved student responsibility (academic achievement, completion of work, self-motivation and attendance).

Enrollment

October 1, 2005 School Year Student Enrollment : 1053
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 72

Instructional Programs

- ü Inclusion of students with special needs
- ü Honors/Advanced/Gifted Classes
- ü English as a Second Language
- ü Spanish/French

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Andersen JHS provides a safe environment in which high academic standards and attention to social-emotional growth are a priority. Teachers are organized into teams to assure careful attention to student progress and close communication with home. Teachers meet weekly in curricular teams to develop common unit plans, common assessments, and ensure a high standard of instruction. AJHS has implemented a number of programs to help students be successful. Contact us for more information.

Parents

Andersen JHS works in partnership with parents to promote student success. Parents are asked to assist by ensuring daily attendance, proper nutrition, adequate rest, completion of homework, regular contact with teachers and a commitment to education.

Transportation Policy

Most AJHS students live within walking distance. Transportation is provided to students living outside the one and one-half mile perimeter. Appropriate transportation is provided to assist students with special needs or handicapping conditions.

School Honors

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

Award/Honor	Year
ü Knowledge Bowl - 1st in Arizona 5 Consecutive Years	2005
ü Stock Market Simulation Competition - 1st in State	2003
ü Project Citizen: 1st in AZ/3rd in US	2000
ü Future City Competition Winner	2000

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	511	2447	78546	94	96	97	565	567	543	8	8	15	11	11	18	59	55	52	23	26	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	263	1218	38645	95	97	98	572	569	545	5	7	13	9	10	18	61	57	54	25	27	15
Male	248	1225	39792	93	95	97	558	565	542	11	9	17	13	13	17	56	54	50	20	25	15
African American	32	161	4205	94	94	97	543	541	524	9	13	22	16	19	22	69	57	49	6	11	7
Hispanic	173	672	31177	90	95	97	540	536	524	17	18	22	15	19	23	58	52	48	10	11	7
Asian/Pacific Islander	30	130	1940	100	98	99	619	607	580	3	2	5	3	3	9	27	41	53	67	55	33
American Indian/Alaskan Native	10	36	4689	100	95	95	NA	544	515	NA	17	28	NA	11	25	NA	64	43	NA	8	4
White	266	1443	36450	96	96	97	579	581	563	2	3	7	8	7	12	62	57	57	28	33	23
Students with Disabilities	36	240	8093	58	77	82	521	509	489	17	32	50	31	25	24	50	38	23	3	5	2
Students without Disabilities	475	2207	70453	99	99	100	568	573	549	7	5	11	9	10	17	59	57	56	24	28	16
Limited English Proficient Students	42	172	9323	86	93	94	501	497	491	43	43	47	19	26	28	36	30	24	2	1	1
Migrant Students	NC	11	674	NC	100	95	NC	536	515	NC	NA	28	NC	45	27	NC	36	40	NC	18	5
Economically Disadvantaged	159	567	34694	88	92	96	538	532	524	18	19	23	16	20	23	57	53	48	9	8	7
Non-Economically Disadvantaged	352	1880	43852	98	97	99	577	577	559	3	4	10	9	9	13	60	56	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	524	2467	79045	97	97	98	520	526	512	9	6	10	22	19	25	60	64	58	9	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	266	1222	38860	96	97	98	530	533	519	6	5	7	18	17	22	65	66	62	12	12	8
Male	258	1241	40075	97	96	97	509	520	505	13	8	12	26	22	28	54	61	54	7	9	6
African American	34	164	4250	100	95	98	502	508	500	15	10	12	26	26	31	56	59	54	3	4	3
Hispanic	182	681	31314	95	96	98	495	496	493	19	15	16	32	35	34	45	46	48	4	4	2
Asian/Pacific Islander	30	131	1949	100	99	99	564	550	536	3	2	4	3	8	15	63	72	66	30	18	15
American Indian/Alaskan Native	10	34	4719	100	89	96	NA	519	489	NA	6	15	NA	24	39	NA	68	45	NA	3	2
White	268	1453	36730	97	97	98	535	540	532	3	2	4	15	12	16	70	72	68	12	14	12
Students with Disabilities	49	258	8552	79	83	87	467	477	463	33	26	35	43	41	40	22	30	23	2	3	1
Students without Disabilities	475	2209	70493	99	99	100	525	531	517	7	4	7	20	17	24	63	68	62	10	12	8
Limited English Proficient Students	44	171	9355	90	93	95	447	455	456	59	39	37	30	48	48	11	13	15	NA	NA	0
Migrant Students	NC	11	682	NC	100	96	NC	475	480	NC	18	23	NC	55	37	NC	27	39	NC	NA	1
Economically Disadvantaged	170	580	34922	94	94	96	492	492	493	21	16	15	30	36	34	45	45	48	4	3	3
Non-Economically Disadvantaged	354	1887	44123	98	98	99	533	537	527	4	3	6	18	14	18	67	69	66	12	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	539	2503	79657	99	98	99	574	584	566	3	2	3	5	4	8	92	92	87	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	275	1244	39120	100	99	99	588	593	580	1	1	2	4	2	4	95	94	92	NA	3	2
Male	264	1255	40423	99	97	98	559	575	553	6	3	5	6	5	12	89	90	83	NA	2	1
African American	35	167	4290	100	97	99	580	578	560	NA	4	4	6	5	9	94	88	86	NA	4	1
Hispanic	192	700	31642	100	99	99	547	560	552	8	5	5	10	8	11	82	85	84	NA	1	0
Asian/Pacific Islander	30	132	1948	100	100	99	601	608	589	NA	1	1	NA	NA	3	100	93	91	NA	6	4
American Indian/Alaskan Native	10	37	4760	100	97	97	NA	574	547	NA	5	5	NA	3	14	NA	89	81	NA	3	0
White	272	1462	36929	99	98	99	590	595	579	NA	0	2	2	2	5	98	96	91	NA	2	2
Students with Disabilities	59	278	9069	95	90	92	532	543	508	5	6	11	19	17	30	76	77	58	NA	0	1
Students without Disabilities	480	2225	70588	100	99	100	579	589	573	3	2	2	3	2	5	94	94	91	NA	3	1
Limited English Proficient Students	50	180	9521	100	98	96	474	507	507	22	14	13	30	22	24	48	64	63	NA	NA	0
Migrant Students	NC	11	694	NC	100	98	NC	560	546	NC	9	5	NC	NA	12	NC	91	82	NC	NA	1
Economically Disadvantaged	180	598	35341	99	97	97	547	559	551	7	5	5	11	9	12	82	86	83	NA	1	0
Non-Economically Disadvantaged	359	1905	44316	99	99	100	587	592	578	1	1	2	2	2	5	97	94	90	NA	3	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	470	2290	78400	94	96	97	569	575	554	12	11	21	17	14	19	55	56	47	15	19	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	231	1120	38686	95	96	98	572	575	554	11	9	20	15	14	20	59	59	49	15	18	12
Male	239	1169	39636	92	95	96	565	575	554	13	13	23	20	14	18	51	53	46	15	20	13
African American	32	159	4193	86	95	97	550	555	533	6	15	32	31	19	23	63	62	40	NA	4	5
Hispanic	176	690	30732	93	95	97	548	547	534	23	23	31	20	21	24	48	45	40	9	10	5
Asian/Pacific Islander	25	116	1827	100	97	99	611	615	594	4	4	8	4	7	12	52	47	49	40	41	31
American Indian/Alaskan Native	NC	29	4536	NC	97	95	NC	549	528	NC	24	35	NC	14	25	NC	52	37	NC	10	4
White	230	1296	37038	94	96	97	583	589	575	5	4	11	14	10	14	60	62	56	20	24	19
Students with Disabilities	29	193	7840	51	73	81	516	517	498	28	35	60	45	31	18	24	32	20	3	3	2
Students without Disabilities	441	2097	70560	99	98	99	572	579	560	11	9	17	15	13	19	57	58	50	16	21	14
Limited English Proficient Students	39	148	8956	95	94	95	509	506	502	46	50	56	33	27	25	21	23	18	NA	NA	1
Migrant Students	NC	13	676	NC	93	95	NC	527	523	NC	38	38	NC	31	25	NC	31	36	NC	NA	1
Economically Disadvantaged	155	538	33014	90	93	95	549	544	534	21	23	31	23	22	24	46	47	40	10	7	5
Non-Economically Disadvantaged	315	1752	45386	95	97	99	578	584	569	8	7	15	15	12	15	59	58	52	18	23	18

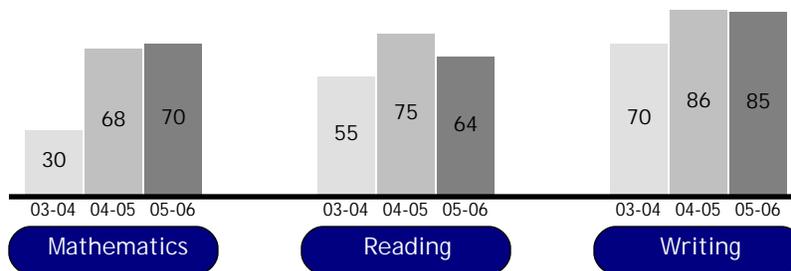
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	491	2334	79179	98	97	98	522	533	519	10	7	11	26	21	27	59	65	58	5	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	237	1137	38974	98	98	99	535	540	524	5	4	8	21	18	25	67	70	61	8	9	5
Male	254	1195	40124	98	97	97	510	526	513	14	10	13	31	24	28	52	61	54	2	5	4
African American	34	162	4243	92	97	98	507	521	506	6	7	14	35	31	32	56	59	51	3	3	3
Hispanic	185	706	30987	98	98	98	499	504	498	19	17	17	35	32	36	43	49	45	2	2	1
Asian/Pacific Islander	25	117	1832	100	98	99	547	557	543	4	1	4	4	9	17	88	78	69	4	12	10
American Indian/Alaskan Native	NC	28	4573	NC	93	96	NC	519	494	NC	NA	16	NC	46	41	NC	46	42	NC	7	1
White	241	1321	37467	99	97	98	540	547	539	3	2	5	19	14	17	70	74	70	8	10	8
Students with Disabilities	49	236	8567	86	89	88	472	480	467	27	24	39	53	44	38	20	31	22	NA	1	1
Students without Disabilities	442	2098	70612	99	98	99	528	538	524	8	5	7	23	18	25	64	69	62	6	8	5
Limited English Proficient Students	39	150	9013	95	96	95	458	457	461	49	47	40	38	43	48	13	11	12	NA	NA	0
Migrant Students	NC	14	680	NC	100	96	NC	479	487	NC	14	20	NC	57	43	NC	29	36	NC	NA	1
Economically Disadvantaged	165	552	33345	96	95	96	501	500	499	16	16	17	33	34	36	50	49	46	NA	1	1
Non-Economically Disadvantaged	326	1782	45834	99	98	99	533	543	533	6	4	7	22	17	19	64	70	67	8	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	502	2366	79734	100	99	99	570	577	554	1	1	3	14	10	19	84	89	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	243	1152	39243	100	99	99	585	589	568	0	0	2	8	5	12	91	93	85	1	1	1
Male	259	1213	40413	100	99	98	555	566	541	1	2	4	20	14	26	78	84	70	0	1	0
African American	37	166	4285	100	99	99	561	574	548	NA	1	3	19	14	22	81	84	74	NA	1	0
Hispanic	191	718	31254	100	99	99	551	555	539	2	3	5	25	18	25	72	79	70	1	1	0
Asian/Pacific Islander	25	117	1837	100	98	99	596	600	579	NA	NA	1	4	3	9	96	96	87	NA	1	2
American Indian/Alaskan Native	NC	30	4613	NC	100	97	NC	574	535	NC	NA	4	NC	13	29	NC	87	67	NC	NA	0
White	242	1335	37668	99	98	99	583	588	569	NA	0	1	6	5	13	93	93	85	1	1	1
Students with Disabilities	55	244	8943	96	92	92	516	523	495	2	3	11	47	40	51	51	56	38	NA	1	1
Students without Disabilities	447	2122	70791	100	100	100	576	583	561	1	1	2	10	6	15	88	92	83	1	1	0
Limited English Proficient Students	43	155	9138	100	99	97	495	496	492	9	12	13	51	41	46	40	47	40	NA	NA	NA
Migrant Students	NC	14	687	NC	100	97	NC	544	528	NC	NA	6	NC	29	28	NC	71	65	NC	NA	NA
Economically Disadvantaged	172	566	33718	100	97	97	548	548	538	2	3	5	23	21	26	74	76	69	NA	0	0
Non-Economically Disadvantaged	330	1800	46016	100	99	100	581	586	567	NA	1	2	10	6	14	89	93	84	1	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?	N
	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	95	59	NA	54	99	52	57	50	98	59	63	54
	Language	97	66	67	58	99	55	59	52	99	61	67	58
	Mathematics	96	61	65	62	99	52	55	50	95	65	67	54
8	Reading	96	63	NA	55	99	59	57	51	99	59	67	58
	Language	96	63	60	52	99	56	56	50	100	56	63	56
	Mathematics	96	64	62	61	99	58	59	53	95	63	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/

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)
- 7 Teacher(s)
- 7 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Development of Schedule
- Ü Goal Setting
- Ü Monitoring of Academic Programs
- Ü Staff Inservices
- Ü Establish Schoolwide Discipline Program
- Ü Establish Schoolwide Rdg/Math Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	55.00
Other Professional Staff	2.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	7	7	0	0
7 to 9 years	3	5	0	0
10 or more years	8	21	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	221
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Three Computer Labs
- Ü Computer Networked Classrooms
- Ü Video Editing Lab
- Ü Study Skills classes

Extracurricular Activities

- Ü Academic Knowledge Bowl
- Ü National Junior Honor Society
- Ü JagArt
- Ü School/Community Recreation Program
- Ü Student Council
- Ü Foreign Language Clubs
- Ü Four Seasons of Boys'/Girls' Sports
- Ü MEcCha

Social Services

- Ü Recreational Activities
- Ü Breakfast/Lunch Program
- Ü Lunchtime Activities Program
- Ü Counseling Services/Groups

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Test score improvement--highest middle-level scores in district. Students consistently demonstrate full-year's academic growth.

- ü Lowest number of student discipline referrals of CUSD junior highs, and the highest student attendance of all CUSD schools.

- ü Because of the implementation of study skills classes and our Friday activity study period the number of students receiving failing grades declined by 50% from last year to this year.

Student Activity Rates for School Year 2005-06

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

Our discipline program helps children realize that their actions demonstrate respect for the rights, safety and learning of others. By asking a series of questions, they're taught to think responsibly about what they've done and choices they've made.

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) :

0

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	Jim Anderson	(480) 883-5300
Transportation Policy	Cathy Brown	(480) 812-7276
Community Resources	Terry Locke	(480) 812-7650
School Nutrition Programs	Cathy Brown	(480) 812-7276
Parent Organization	Lora Schumacher	(480) 883-5307
Student Health/Nurse	Beverly Rodriguez	(480) 883-5302

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

ACHIEVEMENT PROFILES

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

5 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.