



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1600 W. Queen Creek Road, Chandler, AZ 85248

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	Excelling
2004-05	Highly Performing
2003-04	Excelling

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

School Overview

Principal/Administrator : Ms. Susan Avey
 Schedule : 07:30 AM to 04:30 PM
 Grades : 7-8
 Web Address : ww2.chandler.k12.az.us/
 Phone Number : (480) 883-5500
 Fax Number : (480) 883-5520
 E-mail : avey.susie@chandler.k12.az.us

Mission

Bogle is committed to providing each student with a quality education by promoting academic excellence and responsible social development in a safe school environment, in order for each child to become a successful and contributing member 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	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 Bogle will increase the total percent of students meeting or exceeding the standards as measured by the AIMS and Terranova tests in the area of READING for the school year of 2006-2007.
- Ü Bogle will increase the total percent of students meeting or exceeding the standards as measured by the AIMS and Terranova tests in the area of MATH for the school year of 2006-2007.

Enrollment

October 1, 2005 School Year Student Enrollment : 1077
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 51

Instructional Programs

- ü Honors Classes
- ü On-site Special Education
- ü ELL & Sheltered English Immersion
- ü Elective Program Selection
- ü CUSD Academically Talented Program: CATS
- ü AVID Advancement via Indiv. Determin.
- ü READ 180 Lab

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/24/2005
Last Day of School :	5/30/2006

Shared Responsibilities

School

Parents are informed using report cards, progress reports, parent/teacher conferences, newsletters, phone calls, cards, electronic gradebook, Open House, phone master, PTO, community TV/newspaper articles, school website, and STI Home Program.

Parents

Parents are responsible for reporting absences and providing health history/emergency contact information. They become partners in the learning process by participating in conferences, monitoring homework, serving on committees, and attending functions.

Transportation Policy

Transportation is provided to grade 7-8 students who reside 1.5 miles or more from school; or students whose IEPs indicate a need. Student/parent signatures are required on a CUSD Transportation Agreement outlining student responsibilities on the bus.

School Honors

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

Award/Honor	Year
ü Migrant Close-Up Scholarship-Washington D.C.	2005
ü District Geography Bee Winner	2006
ü Honeywell Educators at Space Academy Scholarship	2006
ü Athletic Champs: X-Cntry, Bsbll, Soccer, Track	2006

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	537	2447	78546	94	96	97	576	567	543	5	8	15	10	11	18	54	55	52	30	26	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	252	1218	38645	95	97	98	575	569	545	5	7	13	10	10	18	56	57	54	29	27	15
Male	282	1225	39792	92	95	97	576	565	542	5	9	17	11	13	17	52	54	50	31	25	15
African American	33	161	4205	87	94	97	548	541	524	9	13	22	18	19	22	61	57	49	12	11	7
Hispanic	118	672	31177	92	95	97	543	536	524	14	18	22	21	19	23	53	52	48	12	11	7
Asian/Pacific Islander	34	130	1940	97	98	99	616	607	580	NA	2	5	3	3	9	41	41	53	56	55	33
American Indian/Alaskan Native	NC	36	4689	NC	95	95	NC	544	515	NC	17	28	NC	11	25	NC	64	43	NC	8	4
White	344	1443	36450	95	96	97	586	581	563	2	3	7	6	7	12	56	57	57	36	33	23
Students with Disabilities	51	240	8093	72	77	82	528	509	489	22	32	50	25	25	24	43	38	23	10	5	2
Students without Disabilities	486	2207	70453	98	99	100	580	573	549	3	5	11	9	10	17	55	57	56	32	28	16
Limited English Proficient Students	30	172	9323	94	93	94	506	497	491	37	43	47	33	26	28	30	30	24	NA	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	90	567	34694	91	92	96	525	532	524	20	19	23	27	20	23	49	53	48	4	8	7
Non-Economically Disadvantaged	447	1880	43852	95	97	99	586	577	559	2	4	10	7	9	13	55	56	56	35	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	538	2467	79045	95	97	98	536	526	512	3	6	10	14	19	25	71	64	58	12	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	251	1222	38860	95	97	98	541	533	519	3	5	7	10	17	22	75	66	62	12	12	8
Male	284	1241	40075	93	96	97	531	520	505	4	8	12	18	22	28	67	61	54	12	9	6
African American	33	164	4250	87	95	98	524	508	500	NA	10	12	21	26	31	79	59	54	NA	4	3
Hispanic	117	681	31314	91	96	98	502	496	493	11	15	16	31	35	34	53	46	48	5	4	2
Asian/Pacific Islander	35	131	1949	100	99	99	556	550	536	3	2	4	6	8	15	77	72	66	14	18	15
American Indian/Alaskan Native	NC	34	4719	NC	89	96	NC	519	489	NC	6	15	NC	24	39	NC	68	45	NC	3	2
White	346	1453	36730	95	97	98	546	540	532	1	2	4	9	12	16	75	72	68	15	14	12
Students with Disabilities	51	258	8552	72	83	87	499	477	463	10	26	35	35	41	40	51	30	23	4	3	1
Students without Disabilities	487	2209	70493	98	99	100	539	531	517	2	4	7	12	17	24	73	68	62	13	12	8
Limited English Proficient Students	28	171	9355	88	93	95	461	455	456	39	39	37	43	48	48	18	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	90	580	34922	91	94	96	489	492	493	12	16	15	37	36	34	49	45	48	2	3	3
Non-Economically Disadvantaged	448	1887	44123	95	98	99	545	537	527	1	3	6	10	14	18	75	69	66	14	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	545	2503	79657	96	98	99	590	584	566	1	2	3	1	4	8	94	92	87	3	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	253	1244	39120	96	99	99	596	593	580	2	1	2	NA	2	4	94	94	92	4	3	2
Male	289	1255	40423	95	97	98	584	575	553	1	3	5	2	5	12	94	90	83	3	2	1
African American	33	167	4290	87	97	99	584	578	560	3	4	4	NA	5	9	91	88	86	6	4	1
Hispanic	119	700	31642	93	99	99	568	560	552	4	5	5	4	8	11	88	85	84	3	1	0
Asian/Pacific Islander	35	132	1948	100	100	99	605	608	589	3	1	1	NA	NA	3	83	93	91	14	6	4
American Indian/Alaskan Native	NC	37	4760	NC	97	97	NC	574	547	NC	5	5	NC	3	14	NC	89	81	NC	3	0
White	350	1462	36929	96	98	99	596	595	579	0	0	2	1	2	5	97	96	91	2	2	2
Students with Disabilities	53	278	9069	75	90	92	555	543	508	6	6	11	4	17	30	89	77	58	2	0	1
Students without Disabilities	492	2225	70588	99	99	100	593	589	573	1	2	2	1	2	5	94	94	91	4	3	1
Limited English Proficient Students	28	180	9521	88	98	96	531	507	507	11	14	13	11	22	24	79	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	90	598	35341	91	97	97	560	559	551	4	5	5	6	9	12	89	86	83	1	1	0
Non-Economically Disadvantaged	455	1905	44316	97	99	100	596	592	578	1	1	2	0	2	5	95	94	90	4	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	471	2290	78400	94	96	97	589	575	554	4	11	21	13	14	19	59	56	47	23	19	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	214	1120	38686	97	96	98	585	575	554	4	9	20	12	14	20	63	59	49	21	18	12
Male	257	1169	39636	92	95	96	592	575	554	5	13	23	13	14	18	56	53	46	26	20	13
African American	31	159	4193	91	95	97	579	555	533	NA	15	32	23	19	23	65	62	40	13	4	5
Hispanic	119	690	30732	93	95	97	560	547	534	9	23	31	20	21	24	60	45	40	11	10	5
Asian/Pacific Islander	25	116	1827	93	97	99	638	615	594	8	4	8	4	7	12	24	47	49	64	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	288	1296	37038	95	96	97	597	589	575	2	4	11	9	10	14	62	62	56	26	24	19
Students with Disabilities	47	193	7840	66	73	81	544	517	498	17	35	60	28	31	18	49	32	20	6	3	2
Students without Disabilities	424	2097	70560	99	98	99	593	579	560	3	9	17	11	13	19	61	58	50	25	21	14
Limited English Proficient Students	20	148	8956	87	94	95	530	506	502	30	50	56	25	27	25	45	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	74	538	33014	88	93	95	551	544	534	9	23	31	27	22	24	57	47	40	7	7	5
Non-Economically Disadvantaged	397	1752	45386	96	97	99	595	584	569	4	7	15	10	12	15	60	58	52	26	23	18

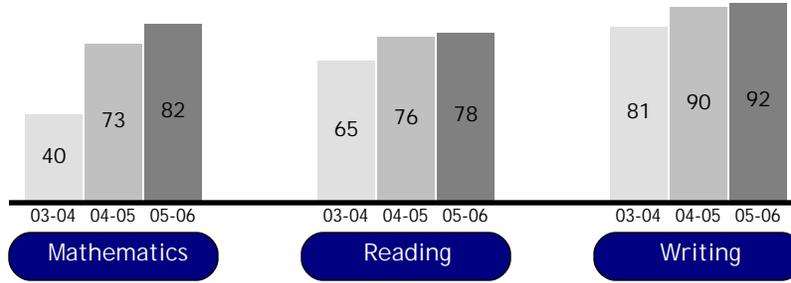
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	484	2334	79179	97	97	98	546	533	519	3	7	11	19	21	27	67	65	58	11	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	219	1137	38974	99	98	99	552	540	524	3	4	8	16	18	25	68	70	61	14	9	5
Male	265	1195	40124	95	97	97	540	526	513	3	10	13	22	24	28	66	61	54	9	5	4
African American	32	162	4243	94	97	98	537	521	506	3	7	14	34	31	32	59	59	51	3	3	3
Hispanic	122	706	30987	95	98	98	515	504	498	9	17	17	31	32	36	57	49	45	3	2	1
Asian/Pacific Islander	26	117	1832	96	98	99	575	557	543	NA	1	4	12	9	17	54	78	69	35	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	296	1321	37467	98	97	98	556	547	539	1	2	5	13	14	17	73	74	70	13	10	8
Students with Disabilities	61	236	8567	86	89	88	495	480	467	11	24	39	46	44	38	38	31	22	5	1	1
Students without Disabilities	423	2098	70612	99	98	99	552	538	524	2	5	7	15	18	25	71	69	62	12	8	5
Limited English Proficient Students	21	150	9013	91	96	95	471	457	461	33	47	40	48	43	48	19	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	79	552	33345	94	95	96	497	500	499	9	16	17	53	34	36	34	49	46	4	1	1
Non-Economically Disadvantaged	405	1782	45834	98	98	99	554	543	533	2	4	7	13	17	19	73	70	67	13	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	486	2366	79734	97	99	99	582	577	554	1	1	3	7	10	19	91	89	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	219	1152	39243	99	99	99	595	589	568	NA	0	2	4	5	12	94	93	85	2	1	1
Male	267	1213	40413	96	99	98	571	566	541	2	2	4	9	14	26	88	84	70	1	1	0
African American	33	166	4285	97	99	99	581	574	548	NA	1	3	15	14	22	79	84	74	6	1	0
Hispanic	124	718	31254	97	99	99	566	555	539	2	3	5	10	18	25	86	79	70	2	1	0
Asian/Pacific Islander	26	117	1837	96	98	99	601	600	579	NA	NA	1	4	3	9	92	96	87	4	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	295	1335	37668	98	98	99	587	588	569	1	0	1	5	5	13	94	93	85	1	1	1
Students with Disabilities	62	244	8943	87	92	92	531	523	495	2	3	11	32	40	51	61	56	38	5	1	1
Students without Disabilities	424	2122	70791	99	100	100	589	583	561	1	1	2	3	6	15	95	92	83	1	1	0
Limited English Proficient Students	21	155	9138	91	99	97	523	496	492	10	12	13	19	41	46	71	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	81	566	33718	96	97	97	549	548	538	2	3	5	21	21	26	74	76	69	2	0	0
Non-Economically Disadvantaged	405	1800	46016	98	99	100	588	586	567	1	1	2	4	6	14	94	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.

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	99	66	NA	54	96	61	57	50	95	72	63	54
	Language	98	70	67	58	96	63	59	52	95	75	67	58
	Mathematics	99	69	65	62	96	60	55	50	95	72	67	54
8	Reading	99	67	NA	55	99	58	57	51	96	73	67	58
	Language	99	66	60	52	99	59	56	50	96	70	63	56
	Mathematics	99	71	62	61	98	59	59	53	93	72	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

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

Council Duties

- Ü Curriculum Development
- Ü Prop 301 - Pay for Performance
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Operational Procedures
- Ü Community Partnerships

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	58.50
Other Professional Staff	2.50	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	6	0	0
4 to 6 years	1	5	0	0
7 to 9 years	2	7	0	0
10 or more years	4	26	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	196
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	3%

Resources Available at School Site

Special Facilities

- Ü Industrial Technology Lab
- Ü Classroom LCD Projectors
- Ü Three IBM Computer Labs - Smart Boards
- Ü READ 180 Lab

Extracurricular Activities

- Ü Student Council
- Ü Varsity Club
- Ü National Junior Honor Society
- Ü Drama Club
- Ü Kiwanis - Builder's Club
- Ü East Valley Athletic Conference - Sports
- Ü Dance Club
- Ü Knowledge Bowl Team

Social Services

- Ü Counseling Services
- Ü Tutoring/Intersession Remediation
- Ü Adopt-A-Family Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Arizona Department of Education: Arizona Learns Excelling School 2002-03, 2003-04, 2005-06.

- ü CUSD Clean School Award--1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006.

- ü 2005-06 Arizona State Knowledge Bowl Runner-Up;
CGCC Excellence in Mathematics Competition Overall Team Champions

- ü 2005-06 AVNET Science and Technology Fair (8) Award Winning Projects

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	90	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

A updated, detailed Crisis Plan is in place with monthly fire drills and quarterly lock-down drills to ensure a calm, orderly response in emergency situations. A full-time security guard and School Resource Officer are on premises daily. Students are involved in a schoolwide anti-bullying campaign and are taught to recognize behaviors, roles, and responsibilities related to bullying and harassment. Athletes and coaches participate in character education through the Victory With Honor program.

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) :

6

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	Susan Avey	(480) 883-5500
Transportation Policy	Sterling Skousen	(480) 812-7275
Community Resources	Jennifer Sifuentes	(480) 883-5500
School Nutrition Programs	Carmen Rutherford	(480) 883-5504
Parent Organization	Jennifer Sifuentes	(480) 883-5500
Student Health/Nurse	Maureen Briggs/Paulette Schnabel	(480) 883-5502

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.