

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

21100 North 27th Avenue, Phoenix, AZ 85027

Deer 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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Performing Plus
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Dr. Dan Courson
 Schedule : 07:00 AM to 04:00 PM
 Grades : 7-8
 Web Address : dvms.dvusd.org/
 Phone Number : (623) 445-3300
 Fax Number : (623) 445-3380
 E-mail : dan.courson@dv.dvusd.org

Mission

The mission of DVMS is to educate and nurture all students so they will experience academic, personal and social growth. We believe that all students can learn and will achieve individual success.

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 Increase student achievement in reading as measured by the AIMS test.
- ü Increase student achievement in mathematics as measured by the AIMS test.
- ü Increase student achievement in writing as measured by the AIMS test.
- ü Increase opportunities for parent and community involvement.

Enrollment

October 1, 2005 School Year Student Enrollment : 972
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 6

Instructional Programs

- Advanced Education Program
- Algebra
- Standards-based Curriculum
- Special Education Services
- At-risk Mentoring Program
- Extended Day Opportunities in Math
- Extended Day Opportunities in Reading
- ELL Resource Support

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

DVMS provides assistance and information to all students and parents during spring and fall orientations. Students are given agendas that specify policies/procedures, student expectations and organizational/study tips that ensure success.

Parents

It is helpful when parents review their son/daughter's school work; read their son/daughter's agenda each day; communicate with teachers/counselors; report absences; attend parent-teacher conferences; and attend school events and meetings.

Transportation Policy

Transportation is provided by the Deer Valley Unified School District. Students residing outside a 1.5-mile radius are transported via bus. Those within the radius must walk or provide their own transportation.

School Honors

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

Award/Honor	Year
• District Grant for School Science Project	2005
• District Grant for Reading Project	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	446	2859	78546	100	99	97	542	561	543	12	7	15	18	12	18	56	60	52	13	22	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	231	1428	38645	100	99	98	548	562	545	8	5	13	17	11	18	59	63	54	16	21	15
Male	214	1419	39792	100	99	97	535	560	542	17	9	17	20	12	17	53	57	50	10	23	15
African American	16	90	4205	100	100	97	544	541	524	13	12	22	19	18	22	56	58	49	13	12	7
Hispanic	112	344	31177	100	99	97	527	539	524	19	13	22	24	18	23	46	57	48	11	12	7
Asian/Pacific Islander	NC	91	1940	NC	99	99	NC	593	580	NC	2	5	NC	8	9	NC	48	53	NC	42	33
American Indian/Alaskan Native	NC	32	4689	NC	97	95	NC	550	515	NC	3	28	NC	19	25	NC	69	43	NC	9	4
White	301	2291	36450	100	99	97	546	564	563	10	6	7	16	11	12	61	60	57	13	23	23
Students with Disabilities	68	297	8093	99	95	82	495	506	489	34	37	50	29	25	24	37	34	23	NA	4	2
Students without Disabilities	378	2562	70453	100	100	100	548	567	549	8	4	11	16	10	17	60	63	56	15	24	16
Limited English Proficient Students	29	58	9323	100	100	94	497	502	491	38	34	47	28	28	28	34	36	24	NA	2	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	87	257	34694	100	97	96	525	536	524	16	13	23	29	23	23	47	54	48	8	10	7
Non-Economically Disadvantaged	359	2602	43852	100	99	99	546	564	559	11	7	10	16	11	13	58	60	56	14	23	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	448	2862	79045	100	99	98	509	527	512	12	5	10	22	17	25	60	69	58	7	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	232	1430	38860	100	99	98	515	534	519	10	4	7	17	13	22	63	72	62	10	12	8
Male	215	1419	40075	100	99	97	502	520	505	13	7	12	27	20	28	56	66	54	4	7	6
African American	16	90	4250	100	100	98	520	514	500	NA	6	12	19	21	31	81	70	54	NA	3	3
Hispanic	112	344	31314	100	99	98	486	506	493	23	13	16	30	24	34	41	58	48	5	5	2
Asian/Pacific Islander	NC	91	1949	NC	99	99	NC	551	536	NC	2	4	NC	12	15	NC	66	66	NC	20	15
American Indian/Alaskan Native	NC	32	4719	NC	97	96	NC	518	489	NC	NA	15	NC	13	39	NC	88	45	NC	NA	2
White	303	2293	36730	100	99	98	515	530	532	9	4	4	19	16	16	65	70	68	8	10	12
Students with Disabilities	70	300	8552	100	96	87	456	473	463	34	27	35	30	40	40	27	30	23	9	4	1
Students without Disabilities	378	2562	70493	100	100	100	516	532	517	7	3	7	20	14	24	66	73	62	7	10	8
Limited English Proficient Students	29	58	9355	100	100	95	444	452	456	52	43	37	38	45	48	10	12	15	NA	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	87	257	34922	100	97	96	493	508	493	18	10	15	28	28	34	51	56	48	3	7	3
Non-Economically Disadvantaged	361	2605	44123	100	99	99	513	529	527	10	5	6	20	16	18	62	70	66	8	10	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	441	2858	79657	99	99	99	565	582	566	1	1	3	11	4	8	85	93	87	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	231	1429	39120	100	99	99	578	593	580	0	0	2	6	2	4	90	95	92	4	2	2
Male	209	1416	40423	98	98	98	549	571	553	2	2	5	18	7	12	79	90	83	0	1	1
African American	16	90	4290	100	100	99	575	575	560	NA	2	4	6	2	9	88	94	86	6	1	1
Hispanic	111	343	31642	99	99	99	549	567	552	4	2	5	18	8	11	77	89	84	2	1	0
Asian/Pacific Islander	NC	91	1948	NC	99	99	NC	594	589	NC	1	1	NC	1	3	NC	95	91	NC	3	4
American Indian/Alaskan Native	NC	33	4760	NC	100	97	NC	581	547	NC	NA	5	NC	3	14	NC	97	81	NC	NA	0
White	297	2289	36929	98	99	99	569	584	579	1	1	2	10	4	5	87	93	91	2	2	2
Students with Disabilities	66	298	9069	96	96	92	512	533	508	6	6	11	33	21	30	53	71	58	8	2	1
Students without Disabilities	375	2560	70588	99	99	100	571	587	573	1	1	2	7	3	5	91	95	91	1	2	1
Limited English Proficient Students	29	58	9521	100	100	96	505	518	507	3	5	13	52	36	24	45	59	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	85	256	35341	98	96	97	551	565	551	4	2	5	16	9	12	78	88	83	2	1	0
Non-Economically Disadvantaged	356	2602	44316	99	99	100	568	584	578	1	1	2	10	4	5	87	93	90	2	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	505	2776	78400	100	99	97	546	572	554	25	11	21	20	14	19	46	56	47	9	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	222	1346	38686	100	99	98	551	575	554	21	10	20	19	14	20	51	58	49	9	19	12
Male	282	1429	39636	100	99	96	542	570	554	28	13	23	20	14	18	43	55	46	10	17	13
African American	20	80	4193	100	100	97	534	549	533	40	20	32	5	21	23	45	49	40	10	10	5
Hispanic	138	384	30732	100	98	97	529	550	534	30	21	31	28	23	24	39	45	40	3	11	5
Asian/Pacific Islander	16	85	1827	100	100	99	551	595	594	19	7	8	19	11	12	56	53	49	6	29	31
American Indian/Alaskan Native	10	30	4536	100	97	95	NA	556	528	NA	23	35	NA	17	25	NA	50	37	NA	10	4
White	321	2196	37038	100	99	97	553	576	575	22	9	11	18	12	14	48	59	56	12	19	19
Students with Disabilities	105	304	7840	100	95	81	501	510	498	56	51	60	21	20	18	22	27	20	1	1	2
Students without Disabilities	400	2472	70560	100	100	99	556	580	560	17	6	17	19	14	19	53	60	50	11	20	14
Limited English Proficient Students	46	80	8956	100	95	95	498	507	502	61	55	56	26	26	25	13	15	18	NA	4	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	76	221	33014	99	96	95	529	546	534	36	23	31	20	19	24	42	51	40	3	6	5
Non-Economically Disadvantaged	429	2555	45386	100	99	99	549	575	569	23	10	15	20	14	15	47	57	52	10	19	18

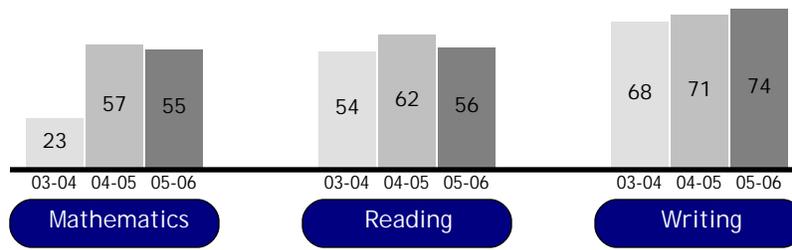
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	509	2795	79179	100	100	98	512	535	519	12	5	11	32	19	27	53	70	58	3	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	222	1349	38974	100	100	99	524	542	524	6	3	8	27	15	25	62	74	61	5	8	5
Male	286	1445	40124	100	100	97	503	527	513	16	7	13	36	22	28	46	66	54	2	5	4
African American	20	80	4243	100	100	98	531	528	506	20	10	14	20	25	32	45	55	51	15	10	3
Hispanic	139	385	30987	100	98	98	499	512	498	14	11	17	42	32	36	42	53	45	1	4	1
Asian/Pacific Islander	16	85	1832	100	100	99	532	547	543	6	4	4	25	12	17	56	76	69	13	8	10
American Indian/Alaskan Native	11	31	4573	100	100	96	504	512	494	18	13	16	27	32	41	55	52	42	NA	3	1
White	323	2213	37467	100	100	98	516	539	539	10	4	5	29	16	17	58	74	70	3	6	8
Students with Disabilities	109	321	8567	100	100	88	467	477	467	31	26	39	50	46	38	17	27	22	2	1	1
Students without Disabilities	400	2474	70612	100	100	99	523	542	524	6	2	7	28	15	25	63	76	62	4	7	5
Limited English Proficient Students	46	80	9013	100	95	95	457	461	461	39	38	40	52	48	48	9	15	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	76	223	33345	99	97	96	498	509	499	16	11	17	43	35	36	41	52	46	NA	2	1
Non-Economically Disadvantaged	433	2572	45834	100	100	99	515	537	533	11	4	7	30	17	19	55	72	67	4	7	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	508	2797	79734	100	100	99	549	565	554	1	1	3	24	14	19	74	84	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	222	1344	39243	100	99	99	567	580	568	0	0	2	11	7	12	88	92	85	0	1	1
Male	285	1452	40413	100	100	98	534	552	541	2	1	4	34	21	26	64	77	70	NA	0	0
African American	20	80	4285	100	100	99	553	560	548	NA	1	3	15	16	22	85	83	74	NA	NA	0
Hispanic	139	387	31254	100	98	99	540	550	539	2	1	5	27	23	25	70	75	70	1	1	0
Asian/Pacific Islander	16	85	1837	100	100	99	564	579	579	NA	NA	1	19	9	9	81	89	87	NA	1	2
American Indian/Alaskan Native	11	32	4613	100	100	97	534	528	535	NA	6	4	36	22	29	64	72	67	NA	NA	0
White	322	2212	37668	100	100	99	552	568	569	1	1	1	23	13	13	75	86	85	NA	0	1
Students with Disabilities	108	327	8943	100	100	92	500	512	495	4	3	11	62	53	51	33	44	38	1	0	1
Students without Disabilities	400	2470	70791	100	100	100	561	572	561	1	0	2	14	9	15	85	90	83	NA	0	0
Limited English Proficient Students	46	82	9138	100	98	97	496	505	492	4	2	13	57	55	46	37	41	40	2	1	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	76	224	33718	99	97	97	535	542	538	3	2	5	30	26	26	67	72	69	NA	NA	0
Non-Economically Disadvantaged	432	2573	46016	100	100	100	551	567	567	1	1	2	23	13	14	75	85	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.

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?	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	93	54	NA	54	96	48	59	50	97	52	65	54
	Language	93	60	69	58	96	53	61	52	96	58	67	58
	Mathematics	92	69	76	62	96	52	60	50	96	56	65	54
8	Reading	91	55	NA	55	98	49	58	51	100	54	68	58
	Language	92	50	61	52	98	49	57	50	100	50	61	56
	Mathematics	90	65	70	61	98	50	62	53	100	54	68	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)
- 2 Non-certified Employee(s)
- 16 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Academic Achievement: Reading & Writing
- Ü Academic Achievement: Math & Science
- Ü Awareness of Drug & Chemical Effects
- Ü Increase students' pro-social choices
- Ü Technology
- Ü Parent & Community Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	54.40
Other Professional Staff	7.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	8	0	0
4 to 6 years	14	0	0	0
7 to 9 years	2	4	0	0
10 or more years	10	4	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	240
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	10%

Resources Available at School Site

Special Facilities

- Ü Technology Labs & Mobile Computer Labs
- Ü Academic Skill Center
- Ü Media Center/Library

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Sports
- Ü Student Council
- Ü Yearbook
- Ü After School Enrichment

Social Services

- Ü Extended Day Tutoring Program
- Ü Academic Skills Center
- Ü Parent Classes
- Ü Breakfast Program
- Ü Parent Resource Center

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Former State Champions in Track and Field at the middle school level. Wrestling Program has won multiple state championships at the middle level. Eighth grade Boys Basketball Region Champions. Seventh grade Baseball Region Champions.

- ü DVMS offers the Pre-AP program for advanced students. Over 60 students participate in this comprehensive program.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Promotion Rate ⁵	93	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

DVMS has created a Crisis Response Plan; installed telephones in all classrooms; employed a Phoenix School Resource Officer; employed school monitors to supervise students; and instituted and practiced lockdown and fire drill procedures.

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) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dan Courson	(623) 445-3304
Transportation Policy	Nick Portinova	(623) 467-5072
Community Resources	Becky Schultz	(623) 445-3304
School Nutrition Programs	Geoff Habgood	(623) 445-4982
Parent Organization	Dan Courson	(623) 445-3304
Student Health/Nurse	Linda McLintock	(623) 445-3310

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.

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

Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.