



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5130 West Grovers Avenue, Glendale, AZ 85308

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 Plus
2004-05	Performing
2003-04	Excelling

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

School Overview

Principal/Administrator : Mr. Don Morrison
 Schedule : 07:00 AM to 04:00 PM
 Grades : 7-8
 Web Address : desertsky.dvusd.org/
 Phone Number : (602) 467-6500
 Fax Number : (602) 467-6580
 E-mail : don.morrison@ds.dvusd.org

Mission

The Desert Sky Community prepares students to flourish in the Information Age.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Not 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

- ☐ Increase the percentage of students in each grade level who meet or exceed the state standards in reading, writing and math.
- ☐ Desert Sky will provide a safe, positive learning environment for all students and staff.

Enrollment

October 1, 2005 School Year Student Enrollment : 946
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 50

Instructional Programs

- Ü Core Academics: SCI/MA/LA/SS
- Ü Physical Education
- Ü On-site Special Education
- Ü Exploratory Classes

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

Desert Sky will provide a positive, safe learning environment that focuses on student achievement.

Parents

Parents are encouraged to volunteer at Desert Sky and invited to be members of our numerous site teams. Parents are encouraged to support student attendance, homework and communication.

Transportation Policy

The Board authorizes the administration to provide regular school bus transportation to and from school for students in grades seven through eight who live more than a one and one-half mile surface distance from school.

School Honors

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

Award/Honor	Year
Ü DVUSD #97 Teacher of the Year (1)	2004
Ü DVUSD #97 Pride Award Recipients (1)	2005
Ü Principal Co-wrote 'Turning Points' Study Guide	2003
Ü DSMS Band Won 1st Place in Gold Rush Days Parade	2003

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	450	2859	78546	97	99	97	551	561	543	9	7	15	16	12	18	62	60	52	13	22	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	218	1428	38645	97	99	98	553	562	545	6	5	13	15	11	18	65	63	54	14	21	15
Male	227	1419	39792	96	99	97	549	560	542	11	9	17	17	12	17	58	57	50	13	23	15
African American	24	90	4205	100	100	97	532	541	524	17	12	22	21	18	22	58	58	49	4	12	7
Hispanic	63	344	31177	94	99	97	535	539	524	11	13	22	24	18	23	57	57	48	8	12	7
Asian/Pacific Islander	17	91	1940	100	99	99	576	593	580	6	2	5	6	8	9	59	48	53	29	42	33
American Indian/Alaskan Native	12	32	4689	100	97	95	548	550	515	NA	3	28	17	19	25	75	69	43	8	9	4
White	330	2291	36450	96	99	97	555	564	563	8	6	7	15	11	12	62	60	57	15	23	23
Students with Disabilities	52	297	8093	87	95	82	512	506	489	35	37	50	27	25	24	35	34	23	4	4	2
Students without Disabilities	398	2562	70453	99	100	100	556	567	549	6	4	11	15	10	17	65	63	56	15	24	16
Limited English Proficient Students	NC	58	9323	NC	100	94	NC	502	491	NC	34	47	NC	28	28	NC	36	24	NC	2	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	56	257	34694	93	97	96	545	536	524	11	13	23	21	23	23	50	54	48	18	10	7
Non-Economically Disadvantaged	394	2602	43852	98	99	99	552	564	559	9	7	10	15	11	13	63	60	56	13	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	451	2862	79045	98	99	98	518	527	512	7	5	10	22	17	25	62	69	58	8	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	218	1430	38860	97	99	98	530	534	519	2	4	7	17	13	22	70	72	62	11	12	8
Male	227	1419	40075	96	99	97	508	520	505	11	7	12	28	20	28	55	66	54	7	7	6
African American	24	90	4250	100	100	98	502	514	500	NA	6	12	42	21	31	58	70	54	NA	3	3
Hispanic	63	344	31314	94	99	98	503	506	493	10	13	16	30	24	34	59	58	48	2	5	2
Asian/Pacific Islander	17	91	1949	100	99	99	548	551	536	6	2	4	6	12	15	71	66	66	18	20	15
American Indian/Alaskan Native	12	32	4719	100	97	96	524	518	489	NA	NA	15	17	13	39	83	88	45	NA	NA	2
White	330	2293	36730	96	99	98	521	530	532	7	4	4	21	16	16	62	70	68	10	10	12
Students with Disabilities	52	300	8552	87	96	87	472	473	463	33	27	35	38	40	40	27	30	23	2	4	1
Students without Disabilities	399	2562	70493	99	100	100	524	532	517	4	3	7	20	14	24	67	73	62	9	10	8
Limited English Proficient Students	NC	58	9355	NC	100	95	NC	452	456	NC	43	37	NC	45	48	NC	12	15	NC	NA	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	56	257	34922	93	97	96	511	508	493	5	10	15	36	28	34	46	56	48	13	7	3
Non-Economically Disadvantaged	395	2605	44123	98	99	99	520	529	527	7	5	6	21	16	18	65	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	451	2858	79657	98	99	99	570	582	566	1	1	3	5	4	8	94	93	87	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	217	1429	39120	96	99	99	584	593	580	0	0	2	1	2	4	99	95	92	NA	2	2
Male	228	1416	40423	96	98	98	557	571	553	2	2	5	8	7	12	90	90	83	NA	1	1
African American	24	90	4290	100	100	99	575	575	560	NA	2	4	4	2	9	96	94	86	NA	1	1
Hispanic	64	343	31642	96	99	99	559	567	552	3	2	5	5	8	11	92	89	84	NA	1	0
Asian/Pacific Islander	17	91	1948	100	99	99	580	594	589	NA	1	1	NA	1	3	100	95	91	NA	3	4
American Indian/Alaskan Native	12	33	4760	100	100	97	594	581	547	NA	NA	5	NA	3	14	100	97	81	NA	NA	0
White	329	2289	36929	96	99	99	571	584	579	1	1	2	5	4	5	94	93	91	NA	2	2
Students with Disabilities	52	298	9069	87	96	92	531	533	508	8	6	11	15	21	30	77	71	58	NA	2	1
Students without Disabilities	399	2560	70588	99	99	100	575	587	573	1	1	2	3	3	5	96	95	91	NA	2	1
Limited English Proficient Students	NC	58	9521	NC	100	96	NC	518	507	NC	5	13	NC	36	24	NC	59	63	NC	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	56	256	35341	93	96	97	562	565	551	2	2	5	5	9	12	93	88	83	NA	1	0
Non-Economically Disadvantaged	395	2602	44316	98	99	100	571	584	578	1	1	2	5	4	5	94	93	90	NA	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	457	2776	78400	97	99	97	568	572	554	12	11	21	14	14	19	59	56	47	14	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	237	1346	38686	99	99	98	569	575	554	11	10	20	16	14	20	58	58	49	15	19	12
Male	220	1429	39636	94	99	96	567	570	554	13	13	23	13	14	18	60	55	46	14	17	13
African American	21	80	4193	100	100	97	529	549	533	19	20	32	43	21	23	38	49	40	NA	10	5
Hispanic	79	384	30732	96	98	97	556	550	534	18	21	31	22	23	24	46	45	40	15	11	5
Asian/Pacific Islander	NC	85	1827	NC	100	99	NC	595	594	NC	7	8	NC	11	12	NC	53	49	NC	29	31
American Indian/Alaskan Native	NC	30	4536	NC	97	95	NC	556	528	NC	23	35	NC	17	25	NC	50	37	NC	10	4
White	341	2196	37038	96	99	97	573	576	575	10	9	11	11	12	14	64	59	56	15	19	19
Students with Disabilities	52	304	7840	83	95	81	520	510	498	48	51	60	15	20	18	33	27	20	4	1	2
Students without Disabilities	405	2472	70560	99	100	99	574	580	560	7	6	17	14	14	19	62	60	50	16	20	14
Limited English Proficient Students	10	80	8956	100	95	95	NA	507	502	NA	55	56	NA	26	25	NA	15	18	NA	4	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	53	221	33014	95	96	95	548	546	534	17	23	31	25	19	24	55	51	40	4	6	5
Non-Economically Disadvantaged	404	2555	45386	97	99	99	571	575	569	11	10	15	13	14	15	60	57	52	16	19	18

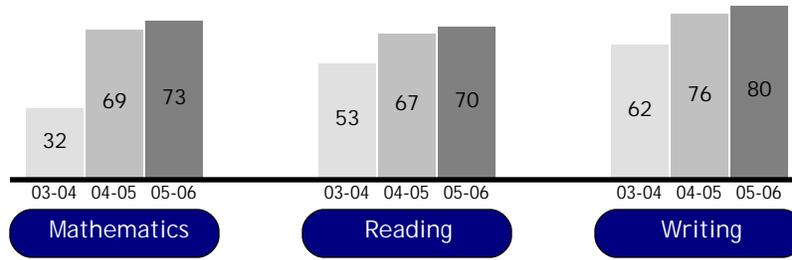
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	471	2795	79179	100	100	98	524	535	519	8	5	11	22	19	27	66	70	58	4	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	241	1349	38974	100	100	99	528	542	524	5	3	8	21	15	25	69	74	61	5	8	5
Male	230	1445	40124	99	100	97	519	527	513	11	7	13	23	22	28	63	66	54	3	5	4
African American	21	80	4243	100	100	98	499	528	506	14	10	14	38	25	32	48	55	51	NA	10	3
Hispanic	79	385	30987	96	98	98	510	512	498	11	11	17	30	32	36	56	53	45	3	4	1
Asian/Pacific Islander	NC	85	1832	NC	100	99	NC	547	543	NC	4	4	NC	12	17	NC	76	69	NC	8	10
American Indian/Alaskan Native	NC	31	4573	NC	100	96	NC	512	494	NC	13	16	NC	32	41	NC	52	42	NC	3	1
White	355	2213	37467	100	100	98	528	539	539	7	4	5	19	16	17	70	74	70	5	6	8
Students with Disabilities	64	321	8567	100	100	88	477	477	467	34	26	39	36	46	38	30	27	22	NA	1	1
Students without Disabilities	407	2474	70612	99	100	99	531	542	524	4	2	7	20	15	25	72	76	62	5	7	5
Limited English Proficient Students	10	80	9013	100	95	95	NA	461	461	NA	38	40	NA	48	48	NA	15	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	55	223	33345	98	97	96	505	509	499	13	11	17	38	35	36	47	52	46	2	2	1
Non-Economically Disadvantaged	416	2572	45834	100	100	99	526	537	533	7	4	7	20	17	19	69	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	470	2797	79734	99	100	99	552	565	554	1	1	3	20	14	19	80	84	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	240	1344	39243	100	99	99	564	580	568	NA	0	2	13	7	12	88	92	85	NA	1	1
Male	230	1452	40413	99	100	98	540	552	541	2	1	4	27	21	26	71	77	70	NA	0	0
African American	21	80	4285	100	100	99	528	560	548	5	1	3	29	16	22	67	83	74	NA	NA	0
Hispanic	80	387	31254	98	98	99	544	550	539	1	1	5	30	23	25	69	75	70	NA	1	0
Asian/Pacific Islander	NC	85	1837	NC	100	99	NC	579	579	NC	NA	1	NC	9	9	NC	89	87	NC	1	2
American Indian/Alaskan Native	NC	32	4613	NC	100	97	NC	528	535	NC	6	4	NC	22	29	NC	72	67	NC	NA	0
White	353	2212	37668	99	100	99	557	568	569	0	1	1	17	13	13	83	86	85	NA	0	1
Students with Disabilities	63	327	8943	100	100	92	519	512	495	2	3	11	51	53	51	48	44	38	NA	0	1
Students without Disabilities	407	2470	70791	99	100	100	557	572	561	1	0	2	15	9	15	85	90	83	NA	0	0
Limited English Proficient Students	10	82	9138	100	98	97	NA	505	492	NA	2	13	NA	55	46	NA	41	40	NA	1	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	55	224	33718	98	97	97	525	542	538	4	2	5	36	26	26	60	72	69	NA	NA	0
Non-Economically Disadvantaged	415	2573	46016	100	100	100	556	567	567	0	1	2	17	13	14	82	85	84	NA	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	100	62	NA	54	98	56	59	50	98	58	65	54
	Language	100	65	69	58	98	57	61	52	98	59	67	58
	Mathematics	100	71	76	62	98	54	60	50	98	59	65	54
8	Reading	100	60	NA	55	100	53	58	51	100	61	68	58
	Language	99	57	61	52	100	53	57	50	100	56	61	56
	Mathematics	99	64	70	61	100	58	62	53	97	63	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)
- 0 Non-certified Employee(s)
- 13 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Raising Expectations/Student Achievement
- Ü Safe Schools
- Ü Parent and Community Involvement
- Ü Alternatives/Options/Choices
- Ü District Image
- Ü Growth

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	47.00
Other Professional Staff	7.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
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 Multipurpose Gymnasium
- Ü Media Center
- Ü Technology Computer Lab

Extracurricular Activities

- Ü Athletics
- Ü National Junior Honor Society
- Ü Student Council
- Ü After School Clubs

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Breakfast Program
- Ü Community Service Projects

School Achievements/Accomplishments 2005-06

ü Desert Sky was labelled an 'Excelling School' by the State of Arizona.

ü All 7th graders received instruction in tobacco prevention and all 8th graders received instruction in violence prevention.

Student Activity Rates for School Year 2005-06

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

Desert Sky has implemented a school-wide training in bullying prevention. Counseling/mediation services are provided as needed to assist struggling students. A school resource officer is housed on campus.

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) :

1

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	Keith Utyro	(602) 467-6500
Transportation Policy	Nick Portonova	(602) 467-5090
Community Resources	Mr. Don Morrison	(602) 467-6500
School Nutrition Programs	Becky Mock	(602) 467-6514
Parent Organization	Diane Goard	(602) 467-6500
Student Health/Nurse	Karen Hurst	(602) 467-6510

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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