



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1102 W Highland Street, Phoenix, AZ 85013

Osborn Elementary 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 Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Ms. Marty M. Makar
 Schedule : 07:00 AM to 05:00 PM
 Grades : 7-8
 Web Address : www.osbornnet.org
 Phone Number : (602) 707-2400
 Fax Number : (602) 707-2440
 E-mail : mmakar@osbornnet.org

Mission

Our vision is to become a community of learners focused on quality in teaching, learning and leading within a safe environment characterized by encouragement, cooperation, challenge and respect for diversity.

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	Year 2

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Student Achievement:
Improve math, literacy, and language acquisition scores for all students.
Increase students' motivation for doing well.
Provide standards-based instruction and homework.
- ü Staff Collaboration and Governance:
Improve the quality of working relationships among staff.
Share a common vision.
Uphold unified implementation of agreed upon goals.
Define the governing process.
- ü Attendance:
Improve average daily attendance rate for students.
- ü Data Analysis:
Use information gained from assessment data to develop coursework, formulate lesson planning, and determine appropriate interventions.

Enrollment

October 1, 2005 School Year Student Enrollment : 669
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 53

Instructional Programs

- ü Advanced Math and Literacy classes
- ü Language Acquisition for ELL Students
- ü On-site Special Education Programs
- ü Exploratory classes for all students
- ü Read 180 Program
- ü Reading/Math Intervention Programs
- ü Internet access (all classes and 3 labs)
- ü Band and Choir Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The school will provide a learning environment conducive to high achievement; protect the legal rights of students; discipline students in a constructive manner; provide for the safety, health and welfare of students; and promote regular attendance.

Parents

Parents are asked to cooperate with and support the school regarding homework, attendance and discipline. Parents are asked to demonstrate to their child that they value learning and send their child to school nourished, rested and ready to learn.

Transportation Policy

The district provides transportation to and from school for students who reside within the school attendance area and who live farther than one mile from school, students with disabilities who require transportation as indicated in their IEPs.

School Honors

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

Award/Honor	Year
ü 7th Girl's Basketball Conference Championship	2004
ü 8th Boy's Basketball - 2nd in Valley Championship	2003
ü 7th grade Girls Volleyball Regional Champs	2003
ü OMS student won trip to Space Camp	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	296	296	78546	92	92	97	543	543	543	13	13	15	18	18	18	57	57	52	12	12	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	149	149	38645	93	93	98	549	549	545	8	8	13	21	21	18	56	56	54	15	15	15
Male	147	147	39792	91	91	97	536	536	542	18	18	17	16	16	17	58	58	50	8	8	15
African American	40	40	4205	87	87	97	535	535	524	15	15	22	20	20	22	50	50	49	15	15	7
Hispanic	169	169	31177	92	92	97	543	543	524	12	12	22	20	20	23	57	57	48	11	11	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	39	39	4689	95	95	95	550	550	515	13	13	28	13	13	25	67	67	43	8	8	4
White	45	45	36450	92	92	97	542	542	563	16	16	7	18	18	12	51	51	57	16	16	23
Students with Disabilities	23	23	8093	52	52	82	520	520	489	22	22	50	26	26	24	48	48	23	4	4	2
Students without Disabilities	273	273	70453	98	98	100	545	545	549	12	12	11	18	18	17	58	58	56	12	12	16
Limited English Proficient Students	44	44	9323	83	83	94	499	499	491	36	36	47	34	34	28	30	30	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	263	263	34694	90	90	96	544	544	524	14	14	23	17	17	23	56	56	48	13	13	7
Non-Economically Disadvantaged	33	33	43852	100	100	99	535	535	559	6	6	10	27	27	13	64	64	56	3	3	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	315	315	79045	98	98	98	494	494	512	14	14	10	34	34	25	48	48	58	4	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	157	157	38860	98	98	98	504	504	519	9	9	7	29	29	22	57	57	62	5	5	8
Male	158	158	40075	98	98	97	484	484	505	20	20	12	39	39	28	39	39	54	3	3	6
African American	44	44	4250	96	96	98	490	490	500	16	16	12	30	30	31	52	52	54	2	2	3
Hispanic	177	177	31314	97	97	98	492	492	493	15	15	16	36	36	34	46	46	48	3	3	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	42	42	4719	100	100	96	500	500	489	14	14	15	26	26	39	55	55	45	5	5	2
White	49	49	36730	100	100	98	497	497	532	12	12	4	39	39	16	41	41	68	8	8	12
Students with Disabilities	40	40	8552	91	91	87	448	448	463	45	45	35	38	38	40	18	18	23	NA	NA	1
Students without Disabilities	275	275	70493	99	99	100	500	500	517	10	10	7	33	33	24	52	52	62	5	5	8
Limited English Proficient Students	49	49	9355	92	92	95	442	442	456	49	49	37	49	49	48	2	2	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	280	280	34922	96	96	96	494	494	493	15	15	15	34	34	34	48	48	48	4	4	3
Non-Economically Disadvantaged	35	35	44123	100	100	99	496	496	527	11	11	6	34	34	18	49	49	66	6	6	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	320	320	79657	99	99	99	543	543	566	4	4	3	16	16	8	79	79	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	159	159	39120	99	99	99	561	561	580	2	2	2	11	11	4	87	87	92	NA	NA	2
Male	161	161	40423	100	100	98	526	526	553	7	7	5	22	22	12	71	71	83	NA	NA	1
African American	45	45	4290	98	98	99	536	536	560	7	7	4	13	13	9	80	80	86	NA	NA	1
Hispanic	180	180	31642	98	98	99	543	543	552	5	5	5	16	16	11	79	79	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	42	42	4760	100	100	97	555	555	547	2	2	5	14	14	14	83	83	81	NA	NA	0
White	50	50	36929	100	100	99	538	538	579	2	2	2	24	24	5	74	74	91	NA	NA	2
Students with Disabilities	44	44	9069	100	100	92	472	472	508	16	16	11	45	45	30	39	39	58	NA	NA	1
Students without Disabilities	276	276	70588	99	99	100	554	554	573	3	3	2	12	12	5	86	86	91	NA	NA	1
Limited English Proficient Students	51	51	9521	96	96	96	470	470	507	20	20	13	45	45	24	35	35	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	285	285	35341	98	98	97	543	543	551	5	5	5	16	16	12	79	79	83	NA	NA	0
Non-Economically Disadvantaged	35	35	44316	100	100	100	547	547	578	3	3	2	17	17	5	80	80	90	NA	NA	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	298	298	78400	90	90	97	545	545	554	21	21	21	24	24	19	47	47	47	7	7	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	143	143	38686	94	94	98	544	544	554	21	21	20	25	25	20	47	47	49	7	7	12
Male	155	155	39636	87	87	96	547	547	554	22	22	23	23	23	18	48	48	46	8	8	13
African American	43	43	4193	88	88	97	533	533	533	23	23	32	33	33	23	40	40	40	5	5	5
Hispanic	168	168	30732	92	92	97	541	541	534	23	23	31	26	26	24	45	45	40	6	6	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	32	32	4536	80	80	95	566	566	528	13	13	35	19	19	25	56	56	37	13	13	4
White	46	46	37038	94	94	97	553	553	575	20	20	11	15	15	14	54	54	56	11	11	19
Students with Disabilities	11	11	7840	32	32	81	494	494	498	45	45	60	9	9	18	45	45	20	NA	NA	2
Students without Disabilities	287	287	70560	97	97	99	547	547	560	21	21	17	24	24	19	47	47	50	8	8	14
Limited English Proficient Students	64	64	8956	86	86	95	506	506	502	48	48	56	34	34	25	17	17	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	268	268	33014	89	89	95	544	544	534	23	23	31	22	22	24	49	49	40	6	6	5
Non-Economically Disadvantaged	30	30	45386	100	100	99	556	556	569	10	10	15	37	37	15	37	37	52	17	17	18

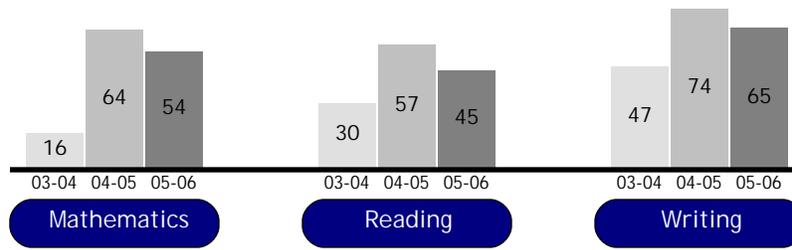
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	322	322	79179	98	98	98	496	496	519	18	18	11	37	37	27	44	44	58	1	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	150	150	38974	99	99	99	503	503	524	15	15	8	33	33	25	51	51	61	1	1	5
Male	172	172	40124	97	97	97	491	491	513	20	20	13	41	41	28	38	38	54	1	1	4
African American	47	47	4243	96	96	98	497	497	506	15	15	14	30	30	32	55	55	51	NA	NA	3
Hispanic	180	180	30987	98	98	98	487	487	498	21	21	17	44	44	36	36	36	45	NA	NA	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	37	37	4573	93	93	96	505	505	494	14	14	16	27	27	41	59	59	42	NA	NA	1
White	49	49	37467	100	100	98	516	516	539	16	16	5	29	29	17	49	49	70	6	6	8
Students with Disabilities	34	34	8567	100	100	88	448	448	467	59	59	39	24	24	38	18	18	22	NA	NA	1
Students without Disabilities	288	288	70612	97	97	99	501	501	524	13	13	7	39	39	25	47	47	62	1	1	5
Limited English Proficient Students	71	71	9013	96	96	95	453	453	461	48	48	40	46	46	48	6	6	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	288	288	33345	96	96	96	494	494	499	19	19	17	38	38	36	43	43	46	1	1	1
Non-Economically Disadvantaged	34	34	45834	100	100	99	512	512	533	6	6	7	35	35	19	56	56	67	3	3	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	327	327	79734	99	99	99	528	528	554	9	9	3	27	27	19	65	65	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	151	151	39243	99	99	99	538	538	568	9	9	2	17	17	12	75	75	85	NA	NA	1
Male	176	176	40413	99	99	98	520	520	541	9	9	4	36	36	26	56	56	70	NA	NA	0
African American	47	47	4285	96	96	99	523	523	548	13	13	3	15	15	22	72	72	74	NA	NA	0
Hispanic	181	181	31254	99	99	99	523	523	539	8	8	5	33	33	25	59	59	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	40	40	4613	100	100	97	537	537	535	8	8	4	20	20	29	73	73	67	NA	NA	0
White	50	50	37668	100	100	99	532	532	569	8	8	1	26	26	13	66	66	85	NA	NA	1
Students with Disabilities	35	35	8943	100	100	92	475	475	495	9	9	11	66	66	51	26	26	38	NA	NA	1
Students without Disabilities	292	292	70791	99	99	100	534	534	561	9	9	2	22	22	15	69	69	83	NA	NA	0
Limited English Proficient Students	72	72	9138	97	97	97	456	456	492	31	31	13	47	47	46	22	22	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	292	292	33718	97	97	97	527	527	538	10	10	5	26	26	26	64	64	69	NA	NA	0
Non-Economically Disadvantaged	35	35	46016	100	100	100	536	536	567	NA	NA	2	31	31	14	69	69	84	NA	NA	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	97	36	NA	54	99	36	36	50	98	41	41	54
	Language	99	41	41	58	99	40	40	52	99	41	41	58
	Mathematics	99	57	57	62	99	46	46	50	93	48	48	54
8	Reading	100	39	NA	55	99	41	41	51	99	43	43	58
	Language	99	31	31	52	99	42	42	50	99	41	41	56
	Mathematics	100	48	48	61	99	50	50	53	91	50	50	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)
- 2 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Improvement/Data Collection
- Ü Implementation of Grants
- Ü Staff Development
- Ü Student Discipline
- Ü Budget Issues
- Ü Instructional Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	10.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	4	0	0
4 to 6 years	2	4	0	0
7 to 9 years	3	2	0	0
10 or more years	7	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	192
Teachers with Emergency Certification.	11
Percent of teachers in the school with Emergency/Provisional Certification	25%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü 3 Computer Labs / 4 mobile wireless labs
- Ü 2 Science Labs
- Ü Full Gymnasium
- Ü Library/Media Center

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Honor Choir
- Ü Extracurricular Sports Program
- Ü Math Club
- Ü Extended Day
- Ü After-School Fine Arts Program
- Ü Parent Computer Night (every week)

Social Services

- Ü Breakfast/Lunch Programs
- Ü Safe Schools Probation Officer
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Partnership/In-School Clinics
- Ü Olweus Bullying Prevention Program
- Ü Welcome Center for New Students
- Ü CUTS Truancy Prevention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü OMS offers extra reading support to students who fall short of meeting the standard in reading. This help is/was offered within the school day.

- ü OMS offers an Extended Day Program for students from 3:45-5:00 each day. During this time, students are able to make up missed assignments and complete homework under the supervision of a certified teacher.

- ü 8th grade students were able to raise enough money for a group of 60 OMS students to travel to Washington D.C. The students were exposed to our nation's capitol and were able hold higher-level discussions about our governmental policies.

- ü OMS transports qualifying students to the closest high school for advanced math classes.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	87	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

Osborn Middle School participates in the research-based Olweus Anti-Bullying Program. We have a silent witness hotline that allows students to report safety concerns. Safe Schools Probation Officer provides law related education instruction to students through the social studies classes. We have a crisis prevention program, successful student mediations, and events to keep our students active. We have established practice drills for both lockdown procedures and evacuations.

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) :

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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	Ms. Marty Makar	(602) 707-2400
Transportation Policy	John Bachler	(602) 707-2050
Community Resources	Cynthia Westberg	(602) 707-2000
School Nutrition Programs	Sheri Otterson	(602) 707-2000
Parent Organization	John Doherty	(602) 707-2400
Student Health/Nurse	Kiesha Young	(602) 707-2400

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.