

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3908 W. South Mountain Ave, Laveen, AZ 85339

Laveen 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
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 : Mr. Steve Preis
Schedule : 07:30 AM to 04:08 PM
Grades : 7-8
Web Address :
Phone Number : (602) 237-3046
Fax Number : (602) 237-9139
E-mail : spreis@laveeneld.org

Mission

To foster the academic, emotional, and social growth of students so that they will be empowered with the skills and knowledge to be successful citizens within the community.

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 Out of Improvement

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

School / Academic Goals

- ü Vista del Sur will increase the number of 7th and 8th grade students meeting or exceeding AIMS reading and math by at least 2 percentage points.
- ü Vista del Sur will increase the number of students scoring above the fiftieth percentile on the norm referenced portion of the Dual-Purpose Assessment by 2 percentage points.
- ü Vista del Sur will make Adequate Yearly Progress, AYP, for the 2005-06 school year.
- ü Vista del Sur will earn at least a 'Performing' Achievement Profile label.

Enrollment

October 1, 2005 School Year Student Enrollment : 586
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 7

Instructional Programs

- ü Honors Classes
- ü Reading Intervention Classes
- ü Tutoring
- ü On-site Special Education
- ü Technology Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Vista del Sur will expect students to achieve and perform at a high academic level. Students and parents will be informed of behavioral expectations through a student handbook and regularly scheduled newsletters. Student progress will be shared through quarterly progress and report cards and parent conferences in the fall and spring.

Parents

Vista del Sur parents will ensure prompt and regular student attendance, and provide proper clothing, nourishment, and homework support. They will support school policies, including the uniform code, read school communications and share concerns and positive comments with the school administration.

Transportation Policy

The Laveen School District provides transportation to students living outside a one-mile radius of school. Special needs students are transported in accordance with their individual educational plan.

School Honors

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

Award/Honor	Year
ü Arizona Artist-In-Residence Grant Winner	2003
ü Phoenix & Arizona Artist-In-Residence Grant Winner	2002
ü Middle School Outstanding Teacher Award Nominee	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	321	323	78546	99	99	97	511	511	543	27	27	15	31	31	18	37	37	52	5	5	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	167	168	38645	98	98	98	520	520	545	20	20	13	30	30	18	44	44	54	6	6	15
Male	154	155	39792	100	100	97	503	503	542	34	35	17	32	32	17	30	30	50	4	4	15
African American	65	65	4205	98	98	97	507	507	524	34	34	22	26	26	22	32	32	49	8	8	7
Hispanic	186	187	31177	99	99	97	512	512	524	25	25	22	32	32	23	40	40	48	3	3	7
Asian/Pacific Islander	13	13	1940	100	100	99	545	545	580	8	8	5	31	31	9	46	46	53	15	15	33
American Indian/Alaskan Native	23	24	4689	96	96	95	485	485	515	43	46	28	35	33	25	22	21	43	NA	NA	4
White	34	34	36450	100	100	97	522	522	563	21	21	7	29	29	12	41	41	57	9	9	23
Students with Disabilities	35	37	8093	95	95	82	472	472	489	57	59	50	23	22	24	20	19	23	NA	NA	2
Students without Disabilities	286	286	70453	100	100	100	516	516	549	23	23	11	32	32	17	40	40	56	6	6	16
Limited English Proficient Students	53	53	9323	96	96	94	479	479	491	53	53	47	38	38	28	9	9	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	218	220	34694	97	97	96	509	509	524	25	25	23	34	34	23	37	37	48	4	4	7
Non-Economically Disadvantaged	103	103	43852	100	100	99	516	516	559	31	31	10	24	24	13	38	38	56	7	7	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	321	323	79045	99	99	98	487	487	512	17	18	10	38	38	25	44	43	58	1	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	167	168	38860	98	98	98	496	496	519	10	11	7	37	37	22	51	51	62	1	1	8
Male	154	155	40075	100	100	97	478	478	505	25	25	12	39	39	28	35	35	54	1	1	6
African American	65	65	4250	98	98	98	483	483	500	20	20	12	38	38	31	40	40	54	2	2	3
Hispanic	186	187	31314	99	99	98	485	485	493	19	19	16	38	38	34	42	42	48	1	1	2
Asian/Pacific Islander	13	13	1949	100	100	99	515	515	536	NA	NA	4	23	23	15	77	77	66	NA	NA	15
American Indian/Alaskan Native	24	25	4719	100	100	96	471	471	489	17	20	15	54	52	39	29	28	45	NA	NA	2
White	33	33	36730	97	97	98	504	504	532	9	9	4	30	30	16	58	58	68	3	3	12
Students with Disabilities	34	36	8552	92	92	87	449	449	463	56	58	35	24	22	40	21	19	23	NA	NA	1
Students without Disabilities	287	287	70493	100	100	100	491	491	517	13	13	7	40	40	24	46	46	62	1	1	8
Limited English Proficient Students	53	53	9355	96	96	95	448	448	456	49	49	37	43	43	48	8	8	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	219	221	34922	98	98	96	483	483	493	16	17	15	42	42	34	40	40	48	1	1	3
Non-Economically Disadvantaged	102	102	44123	100	100	99	495	495	527	19	19	6	28	28	18	51	51	66	2	2	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	322	79657	99	99	99	537	537	566	6	7	3	18	17	8	76	75	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	167	168	39120	98	98	99	559	559	580	4	5	2	8	8	4	87	87	92	1	1	2
Male	153	154	40423	100	100	98	514	514	553	8	9	5	28	28	12	63	62	83	1	1	1
African American	66	66	4290	100	100	99	535	535	560	5	5	4	18	18	9	77	77	86	NA	NA	1
Hispanic	185	186	31642	98	98	99	538	538	552	7	8	5	18	18	11	75	74	84	1	1	0
Asian/Pacific Islander	13	13	1948	100	100	99	572	572	589	NA	NA	1	8	8	3	85	85	91	8	8	4
American Indian/Alaskan Native	22	23	4760	92	92	97	509	509	547	14	17	5	18	17	14	68	65	81	NA	NA	0
White	34	34	36929	100	100	99	543	543	579	3	3	2	18	18	5	79	79	91	NA	NA	2
Students with Disabilities	36	38	9069	97	97	92	452	452	508	25	29	11	39	37	30	36	34	58	NA	NA	1
Students without Disabilities	284	284	70588	99	99	100	547	547	573	4	4	2	15	15	5	81	81	91	1	1	1
Limited English Proficient Students	54	54	9521	98	98	96	487	487	507	17	17	13	37	37	24	46	46	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	218	220	35341	97	97	97	534	534	551	7	8	5	17	17	12	75	75	83	0	0	0
Non-Economically Disadvantaged	102	102	44316	100	100	100	544	544	578	4	4	2	19	19	5	76	76	90	1	1	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	307	307	78400	99	99	97	545	545	554	24	24	21	21	21	19	47	47	47	8	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	158	158	38686	99	99	98	548	548	554	22	22	20	22	22	20	48	48	49	9	9	12
Male	148	148	39636	99	99	96	542	542	554	27	27	23	21	21	18	45	45	46	7	7	13
African American	53	53	4193	100	100	97	524	524	533	30	30	32	32	32	23	36	36	40	2	2	5
Hispanic	165	165	30732	98	98	97	546	546	534	24	24	31	19	19	24	52	52	40	5	5	5
Asian/Pacific Islander	16	16	1827	100	100	99	568	568	594	13	13	8	13	13	12	63	63	49	13	13	31
American Indian/Alaskan Native	26	26	4536	100	100	95	524	524	528	35	35	35	23	23	25	38	38	37	4	4	4
White	46	46	37038	98	98	97	571	571	575	15	15	11	20	20	14	39	39	56	26	26	19
Students with Disabilities	36	36	7840	97	97	81	485	485	498	69	69	60	25	25	18	3	3	20	3	3	2
Students without Disabilities	271	271	70560	99	99	99	553	553	560	18	18	17	21	21	19	52	52	50	8	8	14
Limited English Proficient Students	35	35	8956	97	97	95	514	514	502	46	46	56	29	29	25	26	26	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	209	209	33014	99	99	95	538	538	534	26	26	31	22	22	24	47	47	40	4	4	5
Non-Economically Disadvantaged	98	98	45386	99	99	99	558	558	569	20	20	15	18	18	15	45	45	52	16	16	18

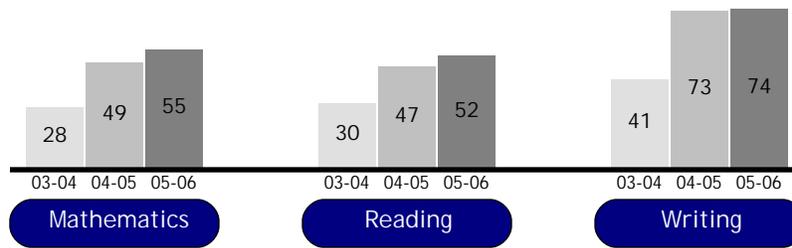
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	307	307	79179	99	99	98	503	503	519	15	15	11	34	34	27	50	50	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	158	158	38974	99	99	99	510	510	524	8	8	8	38	38	25	52	52	61	2	2	5
Male	148	148	40124	99	99	97	496	496	513	21	21	13	30	30	28	48	48	54	1	1	4
African American	53	53	4243	100	100	98	486	486	506	23	23	14	38	38	32	40	40	51	NA	NA	3
Hispanic	165	165	30987	98	98	98	503	503	498	14	14	17	33	33	36	52	52	45	1	1	1
Asian/Pacific Islander	16	16	1832	100	100	99	513	513	543	6	6	4	19	19	17	75	75	69	NA	NA	10
American Indian/Alaskan Native	26	26	4573	100	100	96	488	488	494	12	12	16	54	54	41	35	35	42	NA	NA	1
White	46	46	37467	98	98	98	527	527	539	11	11	5	26	26	17	54	54	70	9	9	8
Students with Disabilities	36	36	8567	97	97	88	452	452	467	61	61	39	28	28	38	11	11	22	NA	NA	1
Students without Disabilities	271	271	70612	99	99	99	510	510	524	8	8	7	35	35	25	55	55	62	2	2	5
Limited English Proficient Students	35	35	9013	97	97	95	459	459	461	43	43	40	51	51	48	6	6	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	209	209	33345	99	99	96	497	497	499	17	17	17	35	35	36	47	47	46	1	1	1
Non-Economically Disadvantaged	98	98	45834	99	99	99	516	516	533	10	10	7	31	31	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	309	309	79734	100	100	99	540	540	554	3	3	3	23	23	19	74	74	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	159	159	39243	99	99	99	551	551	568	2	2	2	16	16	12	81	81	85	1	1	1
Male	149	149	40413	99	99	98	529	529	541	4	4	4	30	30	26	66	66	70	NA	NA	0
African American	53	53	4285	100	100	99	538	538	548	2	2	3	21	21	22	77	77	74	NA	NA	0
Hispanic	167	167	31254	99	99	99	538	538	539	4	4	5	25	25	25	71	71	70	1	1	0
Asian/Pacific Islander	16	16	1837	100	100	99	564	564	579	NA	NA	1	13	13	9	88	88	87	NA	NA	2
American Indian/Alaskan Native	26	26	4613	100	100	97	531	531	535	4	4	4	23	23	29	73	73	67	NA	NA	0
White	46	46	37668	98	98	99	550	550	569	NA	NA	1	22	22	13	78	78	85	NA	NA	1
Students with Disabilities	36	36	8943	97	97	92	481	481	495	19	19	11	42	42	51	39	39	38	NA	NA	1
Students without Disabilities	273	273	70791	100	100	100	548	548	561	1	1	2	21	21	15	78	78	83	0	0	0
Limited English Proficient Students	36	36	9138	100	100	97	496	496	492	11	11	13	56	56	46	33	33	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	211	211	33718	100	100	97	536	536	538	4	4	5	24	24	26	72	72	69	0	0	0
Non-Economically Disadvantaged	98	98	46016	99	99	100	549	549	567	1	1	2	20	20	14	79	79	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.

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	100	40	NA	54	100	41	41	50	99	34	34	54
	Language	100	41	41	58	100	41	41	52	99	39	39	58
	Mathematics	100	38	38	62	100	37	37	50	99	34	34	54
8	Reading	99	40	NA	55	98	40	40	51	100	44	44	58
	Language	100	39	39	52	98	44	44	50	100	46	46	56
	Mathematics	99	56	56	61	99	42	42	53	100	44	44	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)
- 5 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relationships
- Ü Capital Budget Review
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü School/Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	30.00
Other Professional Staff	2.25	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	1	0	0
4 to 6 years	3	2	0	0
7 to 9 years	3	2	0	0
10 or more years	6	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Two Computer & Technology Labs
- Ü Media Center
- Ü Gymnasium with Stage
- Ü Cafeteria with Stage

Extracurricular Activities

- Ü Student Government
- Ü Recreation Program/Clubs
- Ü Interscholastic Sports
- Ü Drama and Dance Program

Social Services

- Ü Breakfast Program
- Ü Evening Recreation Programs
- Ü Counseling Services
- Ü Health and Dental Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Vista del Sur Middle School was declared a 'performing' school by the Arizona Department of Education for the 2004-05 school year with similar or higher expectations anticipated for the current school year.

- ü Vista del Sur students were admitted to academically competitive high schools, and accepted into honors programs at the local high school.

- ü Vista del Sur met Adequate Yearly Progress, AYP, as defined by NCLB for the third consecutive year.

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	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

Vista del Sur believes that positive behaviors must be taught, and negative behaviors should have clear and consistent consequences. We communicate our expectations to parents and receive positive support from them. A grant ensures that we have a resource officer for teaching and support for unlawful behavior on our 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) :

7

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	Steve Preis	(602) 237-3046
Transportation Policy	Don Allen	(602) 237-9100
Community Resources	Shelagh Reyes	(602) 237-3046
School Nutrition Programs	Cathy Getz	(602) 237-9100
Parent Organization		
Student Health/Nurse	Joyce Coleman	(602) 237-3046

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.

Footnotes

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

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

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

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

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

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

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

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