



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1642 S. 107th Avenue, Cashion, AZ 85329

Littleton 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
2003-04	Performing

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

School Overview

Principal/Administrator : Ms. Lenora D. Owoyemi
 Schedule : 07:00 AM to 05:00 PM
 Grades : 7-8
 Web Address : www.underdownjrhigh.org
 Phone Number : (623) 478-5800
 Fax Number : (623) 907-2983
 E-mail : lowoyemi@littletonaz.org

Mission

Underdown Junior High School is committed to providing excellence in education and guiding children to gain confidence in a safe environment that enables students to be successful, caring, and knowledgeable members of our community.

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	SI Year 1
2004-05	Warning Year
2003-04	N/A

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

School / Academic Goals

- ü In order to improve reading skills, Underdown Junior High School will implement a literacy framework based upon the scientific research in the National Reading Panel's Report, Teaching Children to Read.
- ü Students will demonstrate higher-level thinking skills in the areas of problem solving, decision making and critical thinking.

Enrollment

October 1, 2005 School Year Student Enrollment : 441
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 3

Instructional Programs

- Ü Integration of Reading in Content Areas
- Ü Alternative Education Program
- Ü Transitional English Learner Program
- Ü Advanced Math Instructional Program
- Ü Gifted Education
- Ü Honors Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/7/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is the responsibility of the school to provide a standards-based education taught by qualified teachers. Communication to the home is a must. This can be achieved when mutual respect and a sense of well being is fostered.

Parents

Parents have the responsibility to provide physical and emotional support to their students on a daily basis. Parents are expected to ensure that students attend school daily and behave in the appropriate manner.

Transportation Policy

All students who reside more than one mile from Underdown Junior High School are bused to and from school daily.

School Honors

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

Award/Honor	Year
Ü Westside Teacher of the Year	2005
Ü 3rd Place Regional Odyssey of the Mind Competition	2005
Ü Received \$100,000 grant to integrate the arts	2004
Ü Student Winner for Regional Spanish Spelling Bee	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	248	440	78546	100	100	97	532	529	543	17	19	15	24	23	18	50	51	52	9	7	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	123	213	38645	100	100	98	536	535	545	16	15	13	23	23	18	50	53	54	11	9	15
Male	125	227	39792	100	100	97	528	524	542	18	22	17	25	23	17	51	48	50	6	6	15
African American	27	53	4205	100	100	97	523	515	524	19	26	22	26	25	22	56	47	49	NA	2	7
Hispanic	182	288	31177	100	100	97	528	525	524	19	21	22	25	25	23	49	48	48	8	6	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	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	33	83	36450	100	100	97	555	552	563	9	10	7	15	16	12	58	61	57	18	13	23
Students with Disabilities	16	37	8093	100	100	82	470	467	489	69	73	50	31	19	24	NA	8	23	NA	NA	2
Students without Disabilities	232	403	70453	100	100	100	535	534	549	13	14	11	23	23	17	54	55	56	9	8	16
Limited English Proficient Students	43	71	9323	100	100	94	492	489	491	37	42	47	37	34	28	26	24	24	NA	NA	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	188	313	34694	100	99	96	530	524	524	16	21	23	26	26	23	52	49	48	6	5	7
Non-Economically Disadvantaged	60	127	43852	100	100	99	538	543	559	18	15	10	18	17	13	47	55	56	17	13	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	248	441	79045	100	100	98	499	502	512	11	11	10	31	31	25	54	55	58	3	3	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	123	214	38860	100	100	98	507	512	519	9	7	7	25	24	22	59	62	62	7	6	8
Male	125	227	40075	100	100	97	491	492	505	13	14	12	38	37	28	50	48	54	NA	1	6
African American	27	53	4250	100	100	98	497	493	500	11	13	12	33	38	31	52	47	54	4	2	3
Hispanic	182	288	31314	100	100	98	494	496	493	12	13	16	33	32	34	53	53	48	2	2	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	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	33	84	36730	100	100	98	524	524	532	6	4	4	21	26	16	64	62	68	9	8	12
Students with Disabilities	16	37	8552	100	100	87	454	451	463	38	41	35	50	49	40	13	8	23	NA	3	1
Students without Disabilities	232	404	70493	100	100	100	502	506	517	9	8	7	30	29	24	57	59	62	3	3	8
Limited English Proficient Students	43	71	9355	100	100	95	459	461	456	30	31	37	53	51	48	16	18	15	NA	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	188	314	34922	100	100	96	498	496	493	11	12	15	31	32	34	56	53	48	3	3	3
Non-Economically Disadvantaged	60	127	44123	100	100	99	502	514	527	12	8	6	33	28	18	50	59	66	5	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	247	441	79657	100	100	99	552	557	566	4	4	3	11	10	8	85	86	87	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	122	213	39120	100	100	99	567	571	580	4	3	2	3	5	4	93	92	92	NA	NA	2
Male	125	228	40423	100	100	98	536	544	553	5	5	5	18	14	12	77	80	83	NA	0	1
African American	27	53	4290	100	100	99	536	544	560	7	6	4	19	15	9	74	79	86	NA	NA	1
Hispanic	182	289	31642	100	100	99	552	556	552	4	4	5	11	10	11	85	85	84	NA	0	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	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	32	83	36929	100	100	99	558	570	579	6	2	2	6	5	5	88	93	91	NA	NA	2
Students with Disabilities	15	36	9069	100	100	92	484	478	508	7	17	11	67	47	30	27	36	58	NA	NA	1
Students without Disabilities	232	405	70588	100	100	100	555	563	573	4	3	2	7	6	5	88	90	91	NA	0	1
Limited English Proficient Students	43	71	9521	100	100	96	512	523	507	9	8	13	23	21	24	67	70	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	187	314	35341	99	100	97	553	555	551	3	4	5	11	11	12	86	85	83	NA	NA	0
Non-Economically Disadvantaged	60	127	44316	100	100	100	548	563	578	8	5	2	10	7	5	82	87	90	NA	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	194	389	78400	100	100	97	541	538	554	26	28	21	28	26	19	38	40	47	8	6	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	195	38686	100	100	98	538	536	554	28	29	20	28	28	20	35	38	49	9	6	12
Male	101	193	39636	100	100	96	544	541	554	25	27	23	28	25	18	41	41	46	7	6	13
African American	22	53	4193	100	100	97	541	533	533	27	30	32	23	21	23	41	45	40	9	4	5
Hispanic	140	250	30732	100	100	97	532	531	534	29	31	31	33	31	24	35	36	40	3	2	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	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	30	77	37038	100	100	97	584	562	575	13	19	11	7	16	14	50	48	56	30	17	19
Students with Disabilities	22	40	7840	100	100	81	484	486	498	77	80	60	14	13	18	9	8	20	NA	NA	2
Students without Disabilities	172	349	70560	100	99	99	548	543	560	20	22	17	30	28	19	42	44	50	9	6	14
Limited English Proficient Students	30	55	8956	100	100	95	500	502	502	50	55	56	43	36	25	7	9	18	NA	NA	1
Migrant Students	NC	NC	676	NC	NC	95	NC	NC	523	NC	NC	38	NC	NC	25	NC	NC	36	NC	NC	1
Economically Disadvantaged	146	265	33014	100	99	95	532	530	534	31	34	31	31	28	24	34	35	40	4	3	5
Non-Economically Disadvantaged	48	124	45386	100	100	99	569	557	569	13	16	15	19	23	15	50	51	52	19	10	18

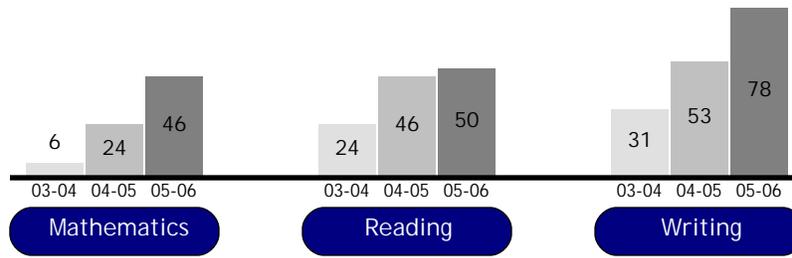
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	194	390	79179	100	100	98	505	505	519	10	12	11	39	36	27	47	50	58	3	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	195	38974	100	100	99	504	508	524	11	11	8	38	33	25	48	55	61	3	2	5
Male	101	194	40124	100	100	97	505	502	513	10	13	13	41	40	28	47	45	54	3	2	4
African American	22	53	4243	100	100	98	524	511	506	5	6	14	36	43	32	55	49	51	5	2	3
Hispanic	140	250	30987	100	100	98	495	497	498	12	14	17	45	41	36	42	45	45	1	0	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	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	30	78	37467	100	100	98	538	525	539	7	12	5	10	18	17	70	65	70	13	5	8
Students with Disabilities	22	41	8567	100	100	88	470	462	467	36	51	39	45	34	38	18	15	22	NA	NA	1
Students without Disabilities	172	349	70612	100	99	99	509	510	524	7	7	7	38	37	25	51	54	62	3	2	5
Limited English Proficient Students	30	55	9013	100	100	95	465	465	461	33	31	40	57	58	48	10	11	12	NA	NA	0
Migrant Students	NC	NC	680	NC	NC	96	NC	NC	487	NC	NC	20	NC	NC	43	NC	NC	36	NC	NC	1
Economically Disadvantaged	146	265	33345	100	99	96	497	499	499	11	12	17	47	42	36	40	44	46	2	1	1
Non-Economically Disadvantaged	48	125	45834	100	100	99	527	519	533	8	11	7	17	24	19	69	62	67	6	2	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	193	388	79734	100	100	99	551	552	554	2	3	3	20	17	19	78	80	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	195	39243	100	100	99	559	563	568	2	3	2	14	12	12	84	86	85	NA	NA	1
Male	100	192	40413	100	100	98	543	541	541	1	4	4	26	23	26	73	73	70	NA	NA	0
African American	22	52	4285	100	100	99	555	552	548	NA	2	3	23	17	22	77	81	74	NA	NA	0
Hispanic	139	249	31254	99	100	99	546	548	539	2	3	5	22	19	25	76	78	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	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	30	78	37668	100	100	99	570	563	569	NA	4	1	10	13	13	90	83	85	NA	NA	1
Students with Disabilities	22	41	8943	100	100	92	500	493	495	5	17	11	59	46	51	36	37	38	NA	NA	1
Students without Disabilities	171	347	70791	99	99	100	556	558	561	1	1	2	15	14	15	84	85	83	NA	NA	0
Limited English Proficient Students	30	55	9138	100	100	97	507	509	492	3	7	13	57	42	46	40	51	40	NA	NA	NA
Migrant Students	NC	NC	687	NC	NC	97	NC	NC	528	NC	NC	6	NC	NC	28	NC	NC	65	NC	NC	NA
Economically Disadvantaged	145	264	33718	99	99	97	545	547	538	1	2	5	23	20	26	75	77	69	NA	NA	0
Non-Economically Disadvantaged	48	124	46016	100	100	100	567	565	567	2	5	2	10	10	14	88	85	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?	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	99	44	NA	54	100	44	44	50	100	46	46	54
	Language	100	45	43	58	100	44	46	52	100	48	50	58
	Mathematics	100	44	44	62	100	43	42	50	100	46	43	54
8	Reading	100	37	NA	55	98	39	40	51	100	48	48	58
	Language	100	30	32	52	98	39	40	50	100	46	46	56
	Mathematics	100	37	47	61	97	36	38	53	100	48	46	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."

Underdown Junior High School

School Site Council

Council Composition

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

Council Duties

- Ü School Budgetary Review
- Ü Improving Community/School Relations
- Ü Guidance on Student Discipline
- Ü Forum for School Safety Issues
- Ü Extracurricular Program Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	28.00
Other Professional Staff	3.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	2	0	0	0
7 to 9 years	1	7	0	0
10 or more years	4	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	84
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	23%

Resources Available at School Site

Special Facilities

- Ü Computer Lab with Reading Software
- Ü Library

Extracurricular Activities

- Ü Yearbook
- Ü Band Programs
- Ü Interscholastic Sports/Cheerleading
- Ü Open Computer/Library Nights
- Ü Arts Initiative
- Ü FitStart- Health Education Program
- Ü National Junior Honor Society
- Ü Student Council

Social Services

- Ü Summer Breakfast/Lunch Programs
- Ü Adult ESL Classes
- Ü Summer Recreational Programs
- Ü Counseling/Crisis Intervention Services
- Ü Uniform Assistance

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The 2005 Odyssey of the Mind team placed 3rd overall in the regional competition.

- ü Underdown student placed first in the Geography Bee Challenge.

- ü Over 100 students were inducted into the National Junior Honor Society in September 2005 and April 2006.

- ü In its debut year in the Valley Junior High Sports League, Underdown placed first overall in competition.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A discipline matrix has been established. Students are involved in student government, after school programs and intramurals. Activities celebrating diversity are planned. Students practice safety drills on a regular basis. Community resources are utilized to support student needs.

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) :

0

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	Lenora Owoyemi	(623) 478-5800
Transportation Policy	Ray Pacheco	(623) 478-5618
Community Resources	Sue Chyzy	(623) 478-5817
School Nutrition Programs	Paula Amator	(623) 478-5717
Parent Organization	Yolanda Armour	(623) 478-5800
Student Health/Nurse	Maureen Meiers	(623) 478-5810

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.