



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6565 Girard Avenue, Mohave Valley, AZ 86446

Mohave Valley 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 LEARNS<sup>1</sup>

#### 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. Whitney Crow  
 Schedule : 08:00 AM to 04:30 PM  
 Grades : 7-8  
 Web Address : www.mvesd16.org/mvjh  
 Phone Number : (928) 768-9196  
 Fax Number : (928) 768-1129  
 E-mail : croww@mvesd16.org

### Mission

We believe schools are people developers. Our mission is to develop the potential of our students in the areas of academic ability, vocational awareness, cultural appreciation, physical well-being, social development and community interaction.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

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

### School / Academic Goals

- ü Decrease the number of students scoring at the "Falls Far Below" and "Approaches" levels in Reading, Writing, and Math on the 2006 AIMS tests.
- ü The promotion rate of students will approach 100% through the utilization of the Student Development Program.
- ü The school's attendance rate will increase to 95%.

### Enrollment

October 1, 2005 School Year Student Enrollment : 452  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Student Development Classes for LA/Math
- ü Advanced Language Arts/Math
- ü Hands-on Science Curriculum
- ü Talented/Gifted Program
- ü Afterschool Learning Center
- ü Individualized Learning Center

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	7/21/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

From the School Compact:

The principal will: provide an environment by which positive communication between parents, students, and teachers will occur, provide leadership for a community that supports student learning, and communicate options and opportunities for families to improve student learning.

Parents

From the school Compact:

The student will: attend school regularly, respect and cooperate with others, do my best work, and make good decisions.

The parent will: provide a time for my child to do school work and review it with them, instill the importance of education in my child, ensure that my child attends school regularly and arrives at school on time, and participate as often as it is possible in the learning and social activities of the school.

Transportation Policy

Our transportation objective is to provide students with a safe means of getting to and from school. Our district contracts bus service from Laidlaw Transit, Inc. Transportation is a privilege that may be revoked if behavioral guidelines are abused.

School Honors

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

Award/Honor	Year
ü Local area Wal-mart Teacher of the Year	2002
ü 7 Explore-a-Vision National Award - Honorable Mention	2002
ü Administrator of The Year local Tribal Education Office	2005
ü Regional Math Olympics Champions	2005

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	216	216	78546	96	96	97	537	537	543	18	18	15	16	16	18	55	55	52	11	11	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	100	100	38645	99	99	98	542	542	545	10	10	13	20	20	18	60	60	54	10	10	15
Male	116	116	39792	93	93	97	533	533	542	25	25	17	12	12	17	51	51	50	12	12	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	41	41	31177	100	100	97	527	527	524	24	24	22	24	24	23	44	44	48	7	7	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	13	13	4689	93	93	95	499	499	515	38	38	28	23	23	25	38	38	43	NA	NA	4
White	158	158	36450	95	95	97	543	543	563	15	15	7	13	13	12	59	59	57	13	13	23
Students with Disabilities	41	41	8093	82	82	82	479	479	489	63	63	50	15	15	24	20	20	23	2	2	2
Students without Disabilities	175	175	70453	99	99	100	550	550	549	7	7	11	16	16	17	63	63	56	13	13	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	94	94	34694	94	94	96	529	529	524	19	19	23	19	19	23	53	53	48	9	9	7
Non-Economically Disadvantaged	122	122	43852	97	97	99	544	544	559	17	17	10	13	13	13	57	57	56	13	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	218	218	79045	96	96	98	504	504	512	13	13	10	28	28	25	53	53	58	6	6	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	100	100	38860	99	99	98	515	515	519	12	12	7	20	20	22	62	62	62	6	6	8
Male	118	118	40075	94	94	97	496	496	505	14	14	12	35	35	28	45	45	54	6	6	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	41	41	31314	100	100	98	487	487	493	24	24	16	34	34	34	37	37	48	5	5	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	13	13	4719	93	93	96	477	477	489	15	15	15	54	54	39	31	31	45	NA	NA	2
White	160	160	36730	96	96	98	510	510	532	11	11	4	24	24	16	59	59	68	6	6	12
Students with Disabilities	43	43	8552	86	86	87	453	453	463	33	33	35	58	58	40	9	9	23	NA	NA	1
Students without Disabilities	175	175	70493	99	99	100	516	516	517	9	9	7	21	21	24	63	63	62	7	7	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	94	94	34922	94	94	96	497	497	493	16	16	15	30	30	34	53	53	48	1	1	3
Non-Economically Disadvantaged	124	124	44123	98	98	99	510	510	527	11	11	6	27	27	18	52	52	66	10	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	224	224	79657	99	99	99	549	549	566	4	4	3	17	17	8	78	78	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	101	39120	100	100	99	568	568	580	2	2	2	9	9	4	88	88	92	1	1	2
Male	123	123	40423	98	98	98	533	533	553	6	6	5	24	24	12	69	69	83	2	2	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	41	41	31642	100	100	99	539	539	552	5	5	5	22	22	11	71	71	84	2	2	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	13	13	4760	93	93	97	532	532	547	NA	NA	5	31	31	14	69	69	81	NA	NA	0
White	166	166	36929	99	99	99	554	554	579	4	4	2	15	15	5	80	80	91	1	1	2
Students with Disabilities	48	48	9069	96	96	92	481	481	508	8	8	11	50	50	30	40	40	58	2	2	1
Students without Disabilities	176	176	70588	100	100	100	567	567	573	3	3	2	8	8	5	88	88	91	1	1	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	98	98	35341	98	98	97	539	539	551	5	5	5	20	20	12	73	73	83	1	1	0
Non-Economically Disadvantaged	126	126	44316	100	100	100	557	557	578	3	3	2	14	14	5	81	81	90	2	2	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	212	212	78400	96	96	97	545	545	554	22	22	21	19	19	19	56	56	47	3	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	102	102	38686	97	97	98	550	550	554	19	19	20	18	18	20	62	62	49	2	2	12
Male	110	110	39636	95	95	96	540	540	554	25	25	23	20	20	18	51	51	46	5	5	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	33	33	30732	94	94	97	532	532	534	42	42	31	21	21	24	30	30	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	12	12	4536	100	100	95	533	533	528	33	33	35	17	17	25	50	50	37	NA	NA	4
White	160	160	37038	96	96	97	548	548	575	16	16	11	19	19	14	62	62	56	3	3	19
Students with Disabilities	24	24	7840	80	80	81	475	475	498	88	88	60	8	8	18	4	4	20	NA	NA	2
Students without Disabilities	188	188	70560	98	98	99	554	554	560	13	13	17	20	20	19	63	63	50	4	4	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	99	99	33014	93	93	95	546	546	534	23	23	31	18	18	24	55	55	40	4	4	5
Non-Economically Disadvantaged	113	113	45386	99	99	99	544	544	569	20	20	15	19	19	15	58	58	52	3	3	18

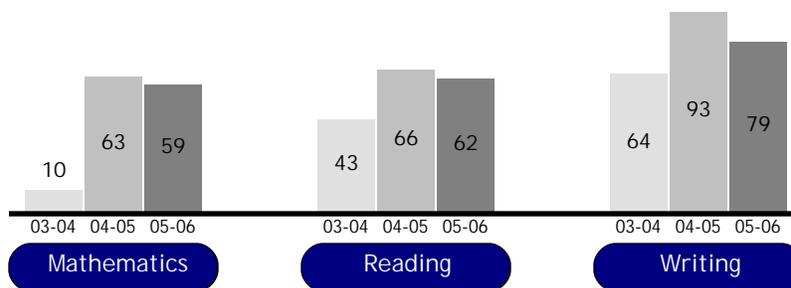
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	213	213	79179	96	96	98	517	517	519	11	11	11	27	27	27	60	60	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	102	102	38974	97	97	99	531	531	524	7	7	8	21	21	25	69	69	61	4	4	5
Male	111	111	40124	96	96	97	504	504	513	14	14	13	33	33	28	52	52	54	NA	NA	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	33	33	30987	94	94	98	495	495	498	21	21	17	39	39	36	39	39	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	12	12	4573	100	100	96	495	495	494	17	17	16	50	50	41	33	33	42	NA	NA	1
White	161	161	37467	96	96	98	522	522	539	8	8	5	24	24	17	65	65	70	2	2	8
Students with Disabilities	25	25	8567	83	83	88	451	451	467	60	60	39	36	36	38	4	4	22	NA	NA	1
Students without Disabilities	188	188	70612	98	98	99	525	525	524	4	4	7	26	26	25	68	68	62	2	2	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	99	99	33345	93	93	96	512	512	499	10	10	17	34	34	36	54	54	46	2	2	1
Non-Economically Disadvantaged	114	114	45834	100	100	99	521	521	533	11	11	7	21	21	19	66	66	67	2	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	217	217	79734	98	98	99	550	550	554	5	5	3	16	16	19	79	79	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	105	39243	100	100	99	571	571	568	2	2	2	8	8	12	90	90	85	NA	NA	1
Male	112	112	40413	97	97	98	531	531	541	8	8	4	24	24	26	68	68	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	35	35	31254	100	100	99	527	527	539	11	11	5	14	14	25	74	74	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	12	12	4613	100	100	97	536	536	535	8	8	4	17	17	29	75	75	67	NA	NA	0
White	163	163	37668	98	98	99	556	556	569	4	4	1	17	17	13	80	80	85	NA	NA	1
Students with Disabilities	26	26	8943	87	87	92	480	480	495	15	15	11	58	58	51	27	27	38	NA	NA	1
Students without Disabilities	191	191	70791	100	100	100	560	560	561	4	4	2	10	10	15	86	86	83	NA	NA	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	103	103	33718	96	96	97	547	547	538	6	6	5	14	14	26	81	81	69	NA	NA	0
Non-Economically Disadvantaged	114	114	46016	100	100	100	553	553	567	4	4	2	18	18	14	77	77	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?	N
	Met Test Objectives?	Y
	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	51	NA	54	98	49	49	50	96	50	50	54
	Language	100	50	50	58	98	51	51	52	99	52	52	58
	Mathematics	100	59	59	62	98	53	53	50	96	44	44	54
8	Reading	100	53	NA	55	99	51	51	51	98	58	56	58
	Language	100	42	42	52	99	52	52	50	99	54	52	56
	Mathematics	100	48	48	61	99	53	53	53	98	52	52	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/](http://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

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

Council Duties

- ü Staff Recognition
- ü Truancy and Attendance
- ü Safe Schools/Dress Code
- ü School Improvement Plan
- ü Academic Standards
- ü Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	23.00
Other Professional Staff	.75	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	81
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	3%

Resources Available at School Site

Special Facilities

- ü Computer Lab/Multiple Science Labs
- ü Computerized Keyboard Music Lab
- ü Media Center/Library
- ü Wood Shop/ Home Economics Lab

Extracurricular Activities

- ü Musical Theater, Band, & Strings
- ü Math Club
- ü Talented/Gifted
- ü Student Council
- ü Afterschool Learning Center
- ü Student Newspaper
- ü Builders Club (Kiwanis)
- ü Multiple Varsity Sports and Intramurals

Social Services

- ü Breakfast Program
- ü Lunch Program
- ü Counseling Services
- ü After School Program/Learning Center

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü All students are now using computer technology to complete a variety of writing and research assignments and to participate in projects in which they share ideas with students in other cities, counties, states or nations.
  
- ü All students are issued agendas to assist them in keeping track of their classroom assignments and aid them in scheduling time to keep abreast of their homework and other school activities. Also, it provides a daily means of communication.
  
- ü Students scored well above the county and state averages on the reading, math, and writing portions of the 2005 AIMS test.
  
- ü Math, Reading, Writing, and Science curriculum is currently mapped according to the articulated standards. Students take quarterly assessments based on the state standards.

Student Activity Rates for School Year 2005-06

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

We have zero-tolerance for weapons, drugs and gang-related activity. All offenses result in a School Board Hearing for a possible expulsion, long-term suspension or placement to an Alternative School Program. The administration works closely with the Sheriff's Department and Tribal Police to ensure the safety of all students and staff.

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	Whitney Crow	(928) 768-9196
Transportation Policy	Jerry Standifer	(928) 768-9196
Community Resources	Mary Mattox	(928) 768-9196
School Nutrition Programs	Donna McDevitt	(928) 768-1348
Parent Organization		
Student Health/Nurse	Toni Sherrill	(928) 768-9196

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](http://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](http://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](http://www.ade.az.gov/researchpolicy/grad).

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

Total cost of printing: 12 Pages X .0243 Per page X 50 Copies = \$15.00

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

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