

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

761 E. McNeil, Show Low, AZ 85901

Show Low Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Performing Plus
2003-04	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Ms. Damita Temper
 Schedule : 07:00 AM to 05:00 PM
 Grades : 7-8
 Web Address : www.show-low.k12.az.us/
 Phone Number : (928) 537-6100
 Fax Number : (928) 537-6149
 E-mail : damitat@show-low.k12.az.us

Mission

Show Low Junior High: Where excellence counts for every child!

Show Low Junior High provides a safe environment where students can develop character, talents, and abilities necessary for them to achieve educational excellence. Our mission is supported by a collective commitment to our students.

School / Academic Goals

- ü To score above national, state and county norms in reading and to improve on the AIMS scores in the percentage of students meeting and exceeding the reading standards from the previous year.
- ü To score above national, state and county norms in mathematics, and to improve on the AIMS scores in the percentage of students meeting and exceeding in mathematics from the previous year.
- ü To score above the state and county average, and to improve on the AIMS writing scores with the percentage of students meeting and exceeding the writing standards from the previous year.
- ü To enhance communication with parents/guardians in order to assist our students in achieving their academic goals.

Enrollment

October 1, 2005 School Year Student Enrollment : 392
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 8

Instructional Programs

- Û Enrichment Math Classes
- Û Advanced Information Technology Class
- Û On-site Special Education
- Û Career Exploration Vocational Classes
- Û Honors Language Arts Classes
- Û Art Exploration Class
- Û Band and Choir

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/16/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Show Low Jr. High will provide an environment that allows for positive communication and assistance in a conscientiously prepared format. We will provide a quality education that will allow students to achieve the highest level of success possible.

Parents

Parents are responsible for having their child attend school regularly, for abiding by school rules, and for setting examples of correct social behavior. Parents should be involved with homework support, and school goals/academic expectations.

Transportation Policy

Bus transportation is provided to all students who live more than one-half mile from school and who live on county-maintained roads.

School Honors

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

Award/Honor	Year
Û MAGI Student Presentation IACT Conference	2004
Û AZ Dept. of Commerce School-to-Work Best Practice Award	2002
Û District Spelling Bee 1st Place	2005
Û District Spelling Bee 1st Place	2004

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	183	183	78546	100	100	97	532	532	543	14	14	15	23	23	18	57	57	52	6	6	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	92	38645	100	100	98	532	532	545	13	13	13	21	21	18	62	62	54	4	4	15
Male	91	91	39792	100	100	97	531	531	542	14	14	17	25	25	17	53	53	50	8	8	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	30	30	31177	100	100	97	516	516	524	23	23	22	23	23	23	47	47	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	11	11	4689	100	100	95	519	519	515	27	27	28	18	18	25	55	55	43	NA	NA	4
White	140	140	36450	100	100	97	536	536	563	11	11	7	24	24	12	59	59	57	6	6	23
Students with Disabilities	26	26	8093	100	100	82	488	488	489	50	50	50	19	19	24	31	31	23	NA	NA	2
Students without Disabilities	157	157	70453	100	100	100	539	539	549	8	8	11	24	24	17	62	62	56	7	7	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	NC	NC	34694	NC	NC	96	NC	NC	524	NC	NC	23	NC	NC	23	NC	NC	48	NC	NC	7
Non-Economically Disadvantaged	176	176	43852	100	100	99	533	533	559	13	13	10	23	23	13	59	59	56	6	6	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	183	183	79045	100	100	98	502	502	512	10	10	10	27	27	25	61	61	58	2	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	92	38860	100	100	98	510	510	519	8	8	7	24	24	22	66	66	62	2	2	8
Male	91	91	40075	100	100	97	494	494	505	13	13	12	31	31	28	55	55	54	1	1	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	30	30	31314	100	100	98	497	497	493	17	17	16	27	27	34	57	57	48	NA	NA	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	11	11	4719	100	100	96	481	481	489	9	9	15	55	55	39	36	36	45	NA	NA	2
White	140	140	36730	100	100	98	505	505	532	9	9	4	26	26	16	63	63	68	2	2	12
Students with Disabilities	26	26	8552	100	100	87	458	458	463	38	38	35	38	38	40	23	23	23	NA	NA	1
Students without Disabilities	157	157	70493	100	100	100	509	509	517	6	6	7	25	25	24	67	67	62	2	2	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	NC	NC	34922	NC	NC	96	NC	NC	493	NC	NC	15	NC	NC	34	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	176	176	44123	100	100	99	503	503	527	10	10	6	26	26	18	62	62	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	183	183	79657	100	100	99	546	546	566	5	5	3	13	13	8	82	82	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	92	39120	100	100	99	568	568	580	3	3	2	4	4	4	92	92	92	NA	NA	2
Male	91	91	40423	100	100	98	524	524	553	8	8	5	21	21	12	71	71	83	NA	NA	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	30	30	31642	100	100	99	531	531	552	10	10	5	17	17	11	73	73	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	11	11	4760	100	100	97	551	551	547	NA	NA	5	18	18	14	82	82	81	NA	NA	0
White	140	140	36929	100	100	99	549	549	579	5	5	2	11	11	5	84	84	91	NA	NA	2
Students with Disabilities	26	26	9069	100	100	92	493	493	508	15	15	11	35	35	30	50	50	58	NA	NA	1
Students without Disabilities	157	157	70588	100	100	100	555	555	573	4	4	2	9	9	5	87	87	91	NA	NA	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	NC	NC	35341	NC	NC	97	NC	NC	551	NC	NC	5	NC	NC	12	NC	NC	83	NC	NC	0
Non-Economically Disadvantaged	176	176	44316	100	100	100	549	549	578	5	5	2	12	12	5	84	84	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	201	201	78400	99	99	97	552	552	554	18	18	21	16	16	19	56	56	47	9	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	93	93	38686	100	100	98	554	554	554	16	16	20	17	17	20	60	60	49	6	6	12
Male	108	108	39636	98	98	96	550	550	554	20	20	23	16	16	18	53	53	46	11	11	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	26	26	30732	96	96	97	514	514	534	38	38	31	31	31	24	31	31	40	NA	NA	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	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	171	171	37038	99	99	97	558	558	575	15	15	11	14	14	14	61	61	56	10	10	19
Students with Disabilities	29	29	7840	100	100	81	496	496	498	66	66	60	10	10	18	24	24	20	NA	NA	2
Students without Disabilities	172	172	70560	99	99	99	562	562	560	10	10	17	17	17	19	62	62	50	10	10	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	11	11	33014	79	79	95	506	506	534	55	55	31	9	9	24	36	36	40	NA	NA	5
Non-Economically Disadvantaged	190	190	45386	100	100	99	555	555	569	16	16	15	17	17	15	57	57	52	9	9	18

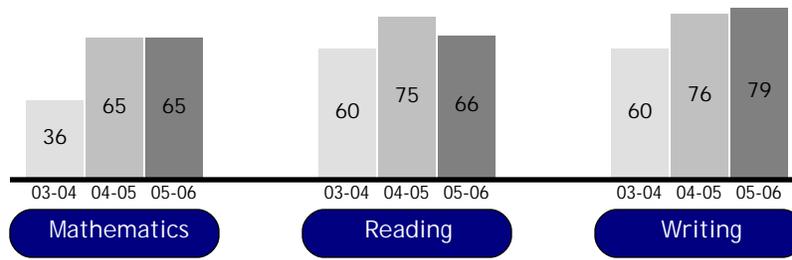
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	201	201	79179	99	99	98	519	519	519	9	9	11	24	24	27	63	63	58	3	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	93	93	38974	100	100	99	532	532	524	5	5	8	20	20	25	69	69	61	5	5	5
Male	108	108	40124	98	98	97	508	508	513	13	13	13	28	28	28	58	58	54	1	1	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	26	26	30987	96	96	98	482	482	498	27	27	17	27	27	36	46	46	45	NA	NA	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	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	171	171	37467	99	99	98	525	525	539	7	7	5	24	24	17	65	65	70	4	4	8
Students with Disabilities	29	29	8567	100	100	88	457	457	467	45	45	39	45	45	38	10	10	22	NA	NA	1
Students without Disabilities	172	172	70612	99	99	99	530	530	524	3	3	7	21	21	25	72	72	62	3	3	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	11	11	33345	79	79	96	477	477	499	36	36	17	27	27	36	36	36	46	NA	NA	1
Non-Economically Disadvantaged	190	190	45834	100	100	99	522	522	533	8	8	7	24	24	19	65	65	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	201	201	79734	99	99	99	546	546	554	2	2	3	19	19	19	79	79	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	93	93	39243	100	100	99	565	565	568	1	1	2	4	4	12	95	95	85	NA	NA	1
Male	108	108	40413	98	98	98	529	529	541	3	3	4	32	32	26	65	65	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	26	26	31254	96	96	99	533	533	539	4	4	5	38	38	25	58	58	70	NA	NA	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	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	171	171	37668	99	99	99	548	548	569	2	2	1	16	16	13	82	82	85	NA	NA	1
Students with Disabilities	29	29	8943	100	100	92	506	506	495	7	7	11	52	52	51	41	41	38	NA	NA	1
Students without Disabilities	172	172	70791	99	99	100	553	553	561	1	1	2	14	14	15	85	85	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	11	11	33718	79	79	97	503	503	538	18	18	5	18	18	26	64	64	69	NA	NA	0
Non-Economically Disadvantaged	190	190	46016	100	100	100	548	548	567	1	1	2	19	19	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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

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	98	56	NA	54	100	60	60	50	100	50	50	54
	Language	99	63	63	58	100	61	61	52	100	50	50	58
	Mathematics	99	71	71	62	100	57	57	50	100	50	50	54
8	Reading	100	61	NA	55	97	55	55	51	99	61	61	58
	Language	100	65	65	52	97	53	53	50	99	58	58	56
	Mathematics	100	66	66	61	97	57	57	53	99	59	59	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."

Show Low Junior High School

School Site Council

Council Composition

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

Council Duties

- ü Instructional Strategies
- ü Curriculum Development
- ü Student Discipline
- ü Parent/Educator Relations
- ü Textbook Selection
- ü School-wide Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	21.14
Other Professional Staff	2.50	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	82
Teachers with Emergency Certification.	7
Percent of teachers in the school with Emergency/Provisional Certification	33%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- ü Information Technology Center
- ü Library
- ü Computer Labs (Two)

Extracurricular Activities

- ü Interscholastic Athletics
- ü MAGI Multimedia Arts and Graphic Images
- ü Student Council
- ü Dance and Cheer Teams

Social Services

- ü Health Services
- ü Counseling Services
- ü Crisis Intervention
- ü Student Assistance/Support Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü MAGI (Multimedia Arts and Graphics Imaging) was recognized by the Intel Corporation as being an innovative technology educational class in Arizona.

ü MAGI student presentation at the IACT Conference, by invitation, at the University of Arizona.

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	90	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

Show Low Junior High School follows the district's Zero-tolerance Policy regarding tobacco, alcohol, drugs and violence. The School Resource Officers assist in preventative measures through law-related education and addressing infractions of the law.

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) :

8

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	Damita Temper	(928) 537-6100
Transportation Policy	Dave Cooper	(928) 537-6048
Community Resources	Brian Dees	(928) 537-6133
School Nutrition Programs	Fredda Garvin	(928) 537-6015
Parent Organization		
Student Health/Nurse	Wanda Prevo	(928) 537-6064

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.