

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4621 S. 9th Street, Whiteriver, AZ 85941

Whiteriver 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. William D. Stiver  
 Schedule : 08:00 AM to 05:30 PM  
 Grades : 7-8  
 Web Address : www.wusd.k12.az.us  
 Phone Number : (928) 338-1040  
 Fax Number : (928) 338-4850  
 E-mail : wstiver@wusd.k12.az.us

### Mission

Canyon Day Jr. H.S. will provide a highly varied and challenging program of learning experiences allowing students to develop academically, socially, emotionally, physically and aesthetically. With basic skills they will become confident learners.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2005-06	Restructure(Impl)
2004-05	Restructure(Impl)
2003-04	Restructuring

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

### School / Academic Goals

- ü Curriculum: Improve student performance in reading, writing and math. Implement scientifically research-based programs and instructional practices. Technology: Design & implement an efficient comprehensive technology plan to enhance student learning.
- ü Parent/community involvement: continue to improve parent and community involvement at Canyon Day Junior High School. Safe schools: provide a safe, non-violent, drug-free environment conducive to learning.
- ü All student at CDJHS will achieve the AZ Academic Standards, as prescribed by the AIMS prior to promotion.

### Enrollment

October 1, 2005 School Year Student Enrollment : 350  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 1

Instructional Programs

- ü Curriculum Addressing AZ Acad. Standards
- ü Extended School Day
- ü ESL Endorsed Teachers
- ü On-site Special Education
- ü Honors Program
- ü Fine Arts: Vocal, Band and Apache Lang.
- ü Level One Vocational Programs
- ü Morning Tutoring

Calendar Information

Number of Instruction Days :	182
Average Daily Instruction Time :	6 hours 55 minutes
First Day of School :	7/27/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Responsible for initiating rapport with parents & involving them in education of the children; for consistent enforcement of rules & policies as they relate to students & staff; for providing the most challenging educational opportunities possible.

Parents

Parent is responsible for working with the school; in motivating and holding student accountable for attendance, behavior and academic success; for providing a home conducive to well-being of student so student is physically and emotionally prepared to learn.

Transportation Policy

Transportation is provided for students living within one mile, where hazardous routes exist and other arrangements cannot be provided. Also to special education students whose handicapping conditions require transportation as indicated in their respective IEPs. After school activity busses provide transportation home for students participating in the extended school day program, athletic teams and school activities.

School Honors

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

Award/Honor	Year
ü First and Second Place in the State Science Bowl	2004
ü Various Athletic Awards	2005
ü Eighth Place in the National Chess Tournament	2004
ü Sixth Place in the State Chess Tournament	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	145	145	78546	99	99	97	519	519	543	23	23	15	19	19	18	56	56	52	2	2	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	80	38645	99	99	98	519	519	545	21	21	13	23	23	18	55	55	54	1	1	15
Male	65	65	39792	98	98	97	519	519	542	26	26	17	14	14	17	57	57	50	3	3	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	--	--	31177	--	--	97	--	--	524	--	--	22	--	--	23	--	--	48	--	--	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	145	145	4689	99	99	95	519	519	515	23	23	28	19	19	25	56	56	43	2	2	4
White	--	--	36450	--	--	97	--	--	563	--	--	7	--	--	12	--	--	57	--	--	23
Students with Disabilities	25	25	8093	96	96	82	479	479	489	56	56	50	8	8	24	36	36	23	NA	NA	2
Students without Disabilities	120	120	70453	99	99	100	526	526	549	17	17	11	21	21	17	60	60	56	3	3	16
Limited English Proficient Students	55	55	9323	98	98	94	498	498	491	44	44	47	20	20	28	35	35	24	2	2	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	130	130	34694	98	98	96	517	517	524	24	24	23	19	19	23	56	56	48	1	1	7
Non-Economically Disadvantaged	15	15	43852	100	100	99	539	539	559	20	20	10	13	13	13	53	53	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	146	146	79045	99	99	98	493	493	512	11	11	10	39	39	25	48	48	58	2	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	80	38860	99	99	98	505	505	519	6	6	7	31	31	22	59	59	62	4	4	8
Male	66	66	40075	100	100	97	479	479	505	17	17	12	48	48	28	35	35	54	NA	NA	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	--	--	31314	--	--	98	--	--	493	--	--	16	--	--	34	--	--	48	--	--	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	146	146	4719	99	99	96	493	493	489	11	11	15	39	39	39	48	48	45	2	2	2
White	--	--	36730	--	--	98	--	--	532	--	--	4	--	--	16	--	--	68	--	--	12
Students with Disabilities	26	26	8552	100	100	87	457	457	463	35	35	35	38	38	40	27	27	23	NA	NA	1
Students without Disabilities	120	120	70493	99	99	100	499	499	517	6	6	7	39	39	24	53	53	62	3	3	8
Limited English Proficient Students	56	56	9355	100	100	95	465	465	456	23	23	37	59	59	48	18	18	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	130	130	34922	98	98	96	491	491	493	12	12	15	39	39	34	48	48	48	2	2	3
Non-Economically Disadvantaged	16	16	44123	100	100	99	509	509	527	6	6	6	38	38	18	50	50	66	6	6	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	145	145	79657	99	99	99	551	551	566	3	3	3	14	14	8	82	82	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	81	39120	100	100	99	564	564	580	1	1	2	10	10	4	89	89	92	NA	NA	2
Male	64	64	40423	97	97	98	535	535	553	5	5	5	20	20	12	73	73	83	2	2	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	--	--	31642	--	--	99	--	--	552	--	--	5	--	--	11	--	--	84	--	--	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	145	145	4760	99	99	97	551	551	547	3	3	5	14	14	14	82	82	81	1	1	0
White	--	--	36929	--	--	99	--	--	579	--	--	2	--	--	5	--	--	91	--	--	2
Students with Disabilities	24	24	9069	92	92	92	512	512	508	8	8	11	25	25	30	63	63	58	4	4	1
Students without Disabilities	121	121	70588	100	100	100	557	557	573	2	2	2	12	12	5	86	86	91	NA	NA	1
Limited English Proficient Students	55	55	9521	98	98	96	524	524	507	5	5	13	27	27	24	67	67	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	131	131	35341	99	99	97	547	547	551	3	3	5	15	15	12	81	81	83	1	1	0
Non-Economically Disadvantaged	14	14	44316	93	93	100	584	584	578	NA	NA	2	7	7	5	93	93	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	177	177	78400	98	98	97	519	519	554	44	44	21	20	20	19	32	32	47	4	4	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	88	88	38686	98	98	98	525	525	554	40	40	20	23	23	20	34	34	49	3	3	12
Male	89	89	39636	99	99	96	513	513	554	47	47	23	18	18	18	30	30	46	4	4	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	NC	NC	30732	NC	NC	97	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	175	175	4536	99	99	95	518	518	528	44	44	35	21	21	25	31	31	37	4	4	4
White	NC	NC	37038	NC	NC	97	NC	NC	575	NC	NC	11	NC	NC	14	NC	NC	56	NC	NC	19
Students with Disabilities	34	34	7840	97	97	81	473	473	498	74	74	60	3	3	18	18	18	20	6	6	2
Students without Disabilities	143	143	70560	99	99	99	527	527	560	36	36	17	24	24	19	36	36	50	3	3	14
Limited English Proficient Students	36	36	8956	97	97	95	495	495	502	64	64	56	17	17	25	17	17	18	3	3	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	153	153	33014	96	96	95	516	516	534	46	46	31	21	21	24	29	29	40	4	4	5
Non-Economically Disadvantaged	24	24	45386	100	100	99	540	540	569	29	29	15	17	17	15	50	50	52	4	4	18

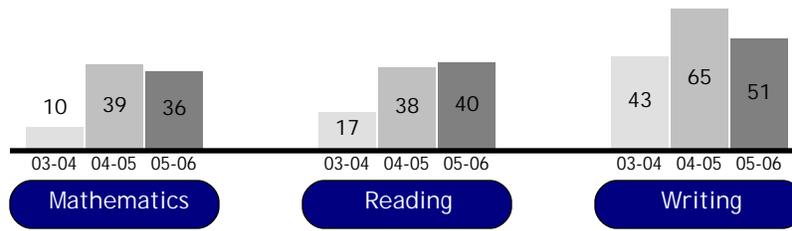
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	178	178	79179	99	99	98	489	489	519	21	21	11	39	39	27	38	38	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	89	89	38974	99	99	99	496	496	524	15	15	8	42	42	25	42	42	61	2	2	5
Male	89	89	40124	99	99	97	482	482	513	27	27	13	37	37	28	34	34	54	2	2	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	NC	NC	30987	NC	NC	98	NC	NC	498	NC	NC	17	NC	NC	36	NC	NC	45	NC	NC	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	176	176	4573	99	99	96	488	488	494	21	21	16	40	40	41	38	38	42	2	2	1
White	NC	NC	37467	NC	NC	98	NC	NC	539	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	8
Students with Disabilities	34	34	8567	97	97	88	449	449	467	50	50	39	29	29	38	18	18	22	3	3	1
Students without Disabilities	144	144	70612	99	99	99	497	497	524	14	14	7	42	42	25	42	42	62	2	2	5
Limited English Proficient Students	36	36	9013	97	97	95	460	460	461	36	36	40	53	53	48	11	11	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	154	154	33345	96	96	96	488	488	499	22	22	17	39	39	36	37	37	46	2	2	1
Non-Economically Disadvantaged	24	24	45834	100	100	99	500	500	533	13	13	7	42	42	19	42	42	67	4	4	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	182	182	79734	100	100	99	511	511	554	5	5	3	45	45	19	49	49	78	2	2	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	92	39243	100	100	99	527	527	568	3	3	2	35	35	12	62	62	85	NA	NA	1
Male	90	90	40413	100	100	98	495	495	541	7	7	4	54	54	26	36	36	70	3	3	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	NC	NC	31254	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	25	NC	NC	70	NC	NC	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	180	180	4613	100	100	97	511	511	535	5	5	4	45	45	29	48	48	67	2	2	0
White	NC	NC	37668	NC	NC	99	NC	NC	569	NC	NC	1	NC	NC	13	NC	NC	85	NC	NC	1
Students with Disabilities	35	35	8943	100	100	92	466	466	495	11	11	11	54	54	51	26	26	38	9	9	1
Students without Disabilities	147	147	70791	100	100	100	520	520	561	3	3	2	42	42	15	54	54	83	NA	NA	0
Limited English Proficient Students	38	38	9138	100	100	97	465	465	492	8	8	13	74	74	46	18	18	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	157	157	33718	98	98	97	510	510	538	6	6	5	45	45	26	48	48	69	1	1	0
Non-Economically Disadvantaged	25	25	46016	100	100	100	518	518	567	NA	NA	2	44	44	14	52	52	84	4	4	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	94	29	NA	54	98	33	33	50	97	35	35	54
	Language	96	30	30	58	98	35	35	52	97	41	41	58
	Mathematics	90	33	34	62	97	31	31	50	97	35	35	54
8	Reading	88	31	NA	55	96	40	40	51	98	39	39	58
	Language	90	22	22	52	96	38	38	50	98	35	35	56
	Mathematics	86	36	36	61	96	36	36	53	98	30	30	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

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

Council Duties

- Ü Parent/Educator Relations
- Ü Curriculum Approval
- Ü Textbook Approval
- Ü School Safety Issues
- Ü Student Discipline Policy Approval
- Ü Extracurricular Activities Policy

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	25.00
Other Professional Staff	2.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	124
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	20%
Percent of core classes not taught by Highly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- Ü 3 Computer Labs/IBM
- Ü 2500 sq.ft. Library with Internet Access
- Ü Technology Lab Vocational Facility
- Ü Two Advanced Science Labs

Extracurricular Activities

- Ü Extended School Day
- Ü Before School Standards Based Tutoring
- Ü Clubs (Indian, Chess, Rider Pride, Sci.)
- Ü Apache Math Camp at the U of A
- Ü Interscholastic Athletics
- Ü National Junior Honor Society
- Ü Ranch Class
- Ü Performance Band

Social Services

- Ü Counseling Services
- Ü Save the Children Foundation
- Ü Crisis Intervention
- Ü Drug and Alcohol Abuse Intervention
- Ü Recreational Activities
- Ü Summer Breakfast and Lunch Program
- Ü Health Services
- Ü Referrals to other state&tribal agencies

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Extended school day to maximize student's learning time to reteach Arizona standards in reading, writing, science, social studies, and math.

ü This is the Third year since we first began the corrective reading program for every student during first hour.

ü This is the third year in a roll that Canyon Day Junior High School was rated 'Performing' in the Achievement Profile.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	90	95	94	95
Promotion Rate <sup>5</sup>	76	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

Safe-Schools Committee, teachers work with parent/community involvement and PR committee to: provide safe, non-violent, drug-free environment.

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) :

101

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
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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.

Footnotes

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).

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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.