

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1200 W White Mountain Blvd, Lakeside, AZ 85929

Blue Ridge 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 Plus
2004-05	Performing
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mr. Greg Schalow
 Schedule : 07:00 AM to 04:00 PM
 Grades : 7-8
 Web Address : www.brusd.k12.az.us
 Phone Number : (928) 368-6377
 Fax Number : (928) 368-6378
 E-mail : gschalow@brusd.k12.az.us

Mission

Providing Excellence in Education . . . One Child at a Time.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	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 / Academic Goals

- ü To increase each student's critical thinking and reasoning skills.
- ü Raise the level of performance for all students in problem-solving and communication skills.

Enrollment

October 1, 2005 School Year Student Enrollment : 419
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü Advanced Courses
- Ü Special Ed with Resource Tutorial & SC
- Ü SEI (Structured English Immersion)
- Ü Vocational Education/Technology Lab, etc
- Ü Career Exploration Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Blue Ridge Junior High will provide an avenue for student success by keeping parents informed of school/student needs, policy and procedures through monthly newsletters, student progress reports/notes and phone calls home.

Parents

Parents can assist the school in providing a positive school experience for each child through the following: prompt attendance at school every day; supporting the staff by checking up on their student's progress; being a positive role model at home.

Transportation Policy

Minimum distance in good weather--one mile. Minimum distance in bad weather--none. Maximum distance--boundaries of school district.

School Honors

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

Award/Honor	Year
Ü State and Area Music Awards	2001
Ü State Gold and Bronze Medalists in FCCLA Competition	2003
Ü National FCCLA Competitors	2003
Ü National FCCLA Competitors	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	203	205	78546	100	100	97	542	542	543	15	15	15	14	15	18	58	58	52	13	13	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	102	104	38645	100	100	98	536	536	545	20	20	13	17	17	18	52	51	54	12	12	15
Male	101	101	39792	100	100	97	547	547	542	10	10	17	12	12	17	64	64	50	14	14	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	33	34	31177	100	100	97	512	512	524	33	32	22	18	21	23	42	41	48	6	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	12	12	4689	100	100	95	546	546	515	8	8	28	17	17	25	67	67	43	8	8	4
White	156	157	36450	100	100	97	548	548	563	11	11	7	13	13	12	61	61	57	15	15	23
Students with Disabilities	34	36	8093	97	100	82	494	494	489	50	50	50	18	19	24	29	28	23	3	3	2
Students without Disabilities	169	169	70453	100	100	100	550	550	549	8	8	11	14	14	17	64	64	56	15	15	16
Limited English Proficient Students	11	11	9323	100	100	94	488	488	491	55	55	47	18	18	28	27	27	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	82	82	34694	99	99	96	529	529	524	18	18	23	18	18	23	57	57	48	6	6	7
Non-Economically Disadvantaged	121	123	43852	100	100	99	550	550	559	12	13	10	12	12	13	59	58	56	17	17	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	203	205	79045	100	100	98	519	519	512	9	9	10	20	20	25	63	62	58	8	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	102	104	38860	100	100	98	517	517	519	11	12	7	20	20	22	63	62	62	7	7	8
Male	101	101	40075	100	100	97	521	521	505	7	7	12	21	21	28	63	63	54	9	9	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	33	34	31314	100	100	98	493	493	493	15	15	16	36	38	34	48	47	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	12	12	4719	100	100	96	513	513	489	8	8	15	25	25	39	58	58	45	8	8	2
White	156	157	36730	100	100	98	525	525	532	8	8	4	16	16	16	67	66	68	10	10	12
Students with Disabilities	34	36	8552	97	100	87	470	470	463	38	39	35	32	33	40	26	25	23	3	3	1
Students without Disabilities	169	169	70493	100	100	100	528	528	517	3	3	7	18	18	24	70	70	62	9	9	8
Limited English Proficient Students	11	11	9355	100	100	95	453	453	456	36	36	37	55	55	48	9	9	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	82	82	34922	99	99	96	505	505	493	11	11	15	28	28	34	57	57	48	4	4	3
Non-Economically Disadvantaged	121	123	44123	100	100	99	528	528	527	7	8	6	15	15	18	67	66	66	11	11	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	202	204	79657	100	100	99	564	564	566	4	5	3	11	12	8	83	82	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	103	39120	99	100	99	569	569	580	6	7	2	7	8	4	87	85	92	NA	NA	2
Male	101	101	40423	100	100	98	560	560	553	3	3	5	16	16	12	79	79	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	33	34	31642	100	100	99	547	547	552	6	6	5	15	18	11	79	76	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	12	12	4760	100	100	97	568	568	547	NA	NA	5	8	8	14	92	92	81	NA	NA	0
White	155	156	36929	99	100	99	567	567	579	5	5	2	11	11	5	83	83	91	1	1	2
Students with Disabilities	34	36	9069	97	100	92	527	527	508	9	11	11	29	31	30	62	58	58	NA	NA	1
Students without Disabilities	168	168	70588	100	100	100	571	571	573	4	4	2	8	8	5	88	88	91	1	1	1
Limited English Proficient Students	11	11	9521	100	100	96	504	504	507	9	9	13	36	36	24	55	55	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	82	82	35341	99	99	97	554	554	551	4	4	5	18	18	12	77	77	83	1	1	0
Non-Economically Disadvantaged	120	122	44316	100	100	100	572	572	578	5	6	2	7	7	5	88	86	90	1	1	2

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	196	196	78400	98	98	97	549	549	554	22	22	21	22	22	19	47	47	47	8	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	90	38686	97	97	98	550	550	554	22	22	20	21	21	20	48	48	49	9	9	12
Male	106	106	39636	100	100	96	547	547	554	23	23	23	23	23	18	47	47	46	8	8	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	39	39	30732	100	100	97	526	526	534	31	31	31	33	33	24	33	33	40	3	3	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	144	144	37038	97	97	97	554	554	575	21	21	11	17	17	14	54	54	56	8	8	19
Students with Disabilities	21	21	7840	100	100	81	499	499	498	67	67	60	19	19	18	14	14	20	NA	NA	2
Students without Disabilities	175	175	70560	98	98	99	555	555	560	17	17	17	22	22	19	51	51	50	9	9	14
Limited English Proficient Students	11	11	8956	100	100	95	481	481	502	82	82	56	18	18	25	NA	NA	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	64	64	33014	96	96	95	534	534	534	28	28	31	28	28	24	42	42	40	2	2	5
Non-Economically Disadvantaged	132	132	45386	100	100	99	556	556	569	20	20	15	19	19	15	50	50	52	11	11	18

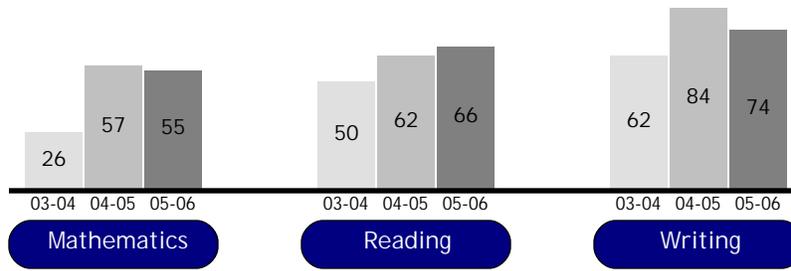
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	196	196	79179	98	98	98	524	524	519	7	7	11	28	28	27	62	62	58	4	4	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	90	38974	97	97	99	534	534	524	3	3	8	22	22	25	69	69	61	6	6	5
Male	106	106	40124	100	100	97	515	515	513	9	9	13	33	33	28	56	56	54	2	2	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	39	39	30987	100	100	98	499	499	498	21	21	17	36	36	36	38	38	45	5	5	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	144	144	37467	97	97	98	528	528	539	3	3	5	26	26	17	68	68	70	2	2	8
Students with Disabilities	20	20	8567	95	95	88	481	481	467	35	35	39	40	40	38	25	25	22	NA	NA	1
Students without Disabilities	176	176	70612	99	99	99	528	528	524	3	3	7	27	27	25	66	66	62	4	4	5
Limited English Proficient Students	11	11	9013	100	100	95	454	454	461	55	55	40	45	45	48	NA	NA	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	64	64	33345	96	96	96	507	507	499	6	6	17	45	45	36	48	48	46	NA	NA	1
Non-Economically Disadvantaged	132	132	45834	100	100	99	532	532	533	7	7	7	20	20	19	68	68	67	5	5	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	199	199	79734	100	100	99	547	547	554	3	3	3	24	24	19	74	74	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	92	39243	99	99	99	568	568	568	1	1	2	11	11	12	88	88	85	NA	NA	1
Male	107	107	40413	100	100	98	529	529	541	4	4	4	35	35	26	62	62	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	39	39	31254	100	100	99	520	520	539	8	8	5	28	28	25	64	64	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	147	147	37668	99	99	99	553	553	569	1	1	1	22	22	13	76	76	85	NA	NA	1
Students with Disabilities	21	21	8943	100	100	92	485	485	495	10	10	11	67	67	51	24	24	38	NA	NA	1
Students without Disabilities	178	178	70791	100	100	100	554	554	561	2	2	2	19	19	15	80	80	83	NA	NA	0
Limited English Proficient Students	11	11	9138	100	100	97	434	434	492	27	27	13	64	64	46	9	9	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	65	65	33718	97	97	97	531	531	538	2	2	5	37	37	26	62	62	69	NA	NA	0
Non-Economically Disadvantaged	134	134	46016	100	100	100	555	555	567	3	3	2	17	17	14	80	80	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?	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	84	60	NA	54	99	55	55	50	99	61	61	54
	Language	84	64	64	58	99	56	56	52	99	61	61	58
	Mathematics	84	54	54	62	99	52	52	50	99	56	56	54
8	Reading	100	61	NA	55	100	52	52	51	99	61	61	58
	Language	100	61	61	52	100	49	49	50	99	56	56	56
	Mathematics	100	59	59	61	100	51	51	53	99	56	56	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Student Success in All Areas
- Ü Elective Courses/Staffing/Class Size
- Ü School Safety/Cleanliness
- Ü Community Issues/Concerns/Fund Raising
- Ü Increasing Parental Involvement
- Ü Support of Administration/Staff/Students

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	28.00
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	3	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	2	1	0	0
10 or more years	13	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
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	3%

Resources Available at School Site

Special Facilities

- Ü Technology & Keyboarding Computer Labs
- Ü Career Exploration Lab
- Ü Additional Computer Lab with Internet

Extracurricular Activities

- Ü Science Olympiad Participants
- Ü Science/Spanish/Chess/4H Clubs
- Ü Academic Competition - MathCounts
- Ü Participant in White Mtn. League/Sports

Social Services

- Ü Crisis Intervention and Health Services
- Ü Big Brothers-Big Sisters
- Ü Counseling Services, Teen Advocacy Group

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Developed a strong Spanish Club membership. Students are involved in fundraising for out-of-state trips designed to enhance current curriculum and the AZ Academic Standards. Moreover, students are actively involved in fundraising for community needs.
- ü Academic Competition winners in Science/Math, Social Studies and Language Arts. Participant in MathCounts. Furthermore, over 75 percent of our students are involved in extracurricular activities throughout the school year.
- ü Student representation at the state spelling and geography bees.
- ü District champions in multiple athletic events.

Student Activity Rates for School Year 2005-06

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

We are pro-active. We train teachers to anticipate potential problems. We take time to learn who our students are and what they are experiencing. We encourage student involvement in extracurricular activities, including athletics and clubs.

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) :

6

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	Greg Schalow	(928) 368-6377
Transportation Policy	Harry (Skip) Smith	(928) 368-6126
Community Resources	Peggy Lee	(928) 368-6377
School Nutrition Programs	Lori Lummus, SedexhoEducation	(928) 368-6126
Parent Organization		
Student Health/Nurse	Mina Funk	(928) 368-6377

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.