



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5801 N Sabino Canyon Rd, Tucson, AZ 85750

Catalina Foothills 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	Excelling
2004-05	Excelling
2003-04	Excelling

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

School Overview

Principal/Administrator : Mr. Brian Barry Lorimer
 Schedule : 07:00 AM to 03:30 PM
 Grades : 6-8
 Web Address : www.cfsd.k12.az.us/~ecwww
 Phone Number : (520) 577-5330
 Fax Number : (520) 577-5334
 E-mail : bbl@cfsd.k12.az.us

Mission

ECMS focuses on adolescents' transitional needs and inspires and empowers all students to achieve their academic and personal best through enriching/dynamic programs which develop character, responsible citizenship, and a desire for lifelong learning.

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 Each Esperero student will meet or exceed performance standards in all subject areas.
- ü Each Esperero teacher, by working in collaborative teams, will identify individual student learning needs and will develop strategies to support students in improving their performance.
- ü Each Esperero student will set and monitor goals for individual learning, development of Habits of Mind, and development of character attributes necessary to exemplify responsible citizenship.

Enrollment

October 1, 2005 School Year Student Enrollment : 612
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 27

Instructional Programs

- Ü Gifted Program
- Ü On-site Special Education
- Ü Foreign Language Requirement (6-8)
- Ü Fine Arts Program (6-8)
- Ü Intervention Programs (6-8)
- Ü Learning Support Programs (6-8)

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 :	5/25/2006

Shared Responsibilities

School

The school supports students through orientations; transition programs; counseling; differentiated instruction; open houses; weekly newsletters; student-led conferences with teachers and parents; progress & quarterly reports; drug and weapons-free campus; Homework Hotlyn; regular communication with parents; student handbook.

Parents

Parents should provide a safe home environment that supports a love of learning and development of good study habits. Parents are responsible for proper clothing and nourishment, student attendance, and transportation to and from school if applicable.

Transportation Policy

Transportation is provided to and from the school for students with disabilities who require transportation as indicated by their needs, and for students residing within a school attendance area living more than 3/4 mile from the school.

School Honors

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

Award/Honor	Year
Ü Arizona Educational Foundation A+ School Award	2001
Ü Arizona Student Council Representative of the Year	2004
Ü Future Problem Solving AZ Middle Division State Champs	2005
Ü USDE National Blue Ribbon Schools Award	2002

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	199	418	78546	99	99	97	598	601	543	3	3	15	8	5	18	41	41	52	49	51	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	200	38645	99	100	98	594	597	545	3	4	13	10	7	18	45	42	54	42	48	15
Male	108	218	39792	99	99	97	602	605	542	3	1	17	6	3	17	37	40	50	55	55	15
African American	NC	12	4205	NC	100	97	NC	560	524	NC	NA	22	NC	17	22	NC	58	49	NC	25	7
Hispanic	22	43	31177	100	100	97	590	578	524	9	5	22	27	16	23	32	51	48	32	28	7
Asian/Pacific Islander	19	35	1940	100	100	99	626	623	580	5	3	5	NA	NA	9	26	34	53	68	63	33
American Indian/Alaskan Native	--	NC	4689	--	NC	95	--	NC	515	--	NC	28	--	NC	25	--	NC	43	--	NC	4
White	151	327	36450	99	99	97	598	603	563	2	2	7	5	4	12	44	40	57	50	54	23
Students with Disabilities	18	39	8093	100	98	82	517	522	489	22	23	50	33	26	24	44	46	23	NA	5	2
Students without Disabilities	181	379	70453	99	99	100	605	608	549	1	1	11	5	3	17	40	40	56	54	56	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	11	23	34694	100	100	96	563	567	524	18	13	23	NA	NA	23	64	61	48	18	26	7
Non-Economically Disadvantaged	188	395	43852	99	99	99	600	603	559	2	2	10	8	5	13	39	40	56	51	53	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	199	420	79045	99	100	98	562	562	512	2	1	10	9	8	25	61	61	58	29	30	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	200	38860	99	100	98	561	565	519	NA	1	7	10	9	22	63	60	62	27	31	8
Male	108	220	40075	99	100	97	563	560	505	3	2	12	7	8	28	60	62	54	30	28	6
African American	NC	12	4250	NC	100	98	NC	537	500	NC	NA	12	NC	8	31	NC	83	54	NC	8	3
Hispanic	22	43	31314	100	100	98	549	537	493	9	5	16	23	28	34	45	49	48	23	19	2
Asian/Pacific Islander	19	35	1949	100	100	99	563	565	536	NA	3	4	5	3	15	63	60	66	32	34	15
American Indian/Alaskan Native	--	NC	4719	--	NC	96	--	NC	489	--	NC	15	--	NC	39	--	NC	45	--	NC	2
White	151	329	36730	99	100	98	565	566	532	1	1	4	7	6	16	62	62	68	30	31	12
Students with Disabilities	18	40	8552	100	100	87	501	502	463	6	5	35	56	50	40	39	43	23	NA	3	1
Students without Disabilities	181	380	70493	99	100	100	567	568	517	1	1	7	4	4	24	64	63	62	31	32	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	11	23	34922	100	100	96	517	520	493	9	9	15	18	22	34	73	65	48	NA	4	3
Non-Economically Disadvantaged	188	397	44123	99	100	99	565	565	527	1	1	6	8	8	18	61	61	66	30	31	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	199	419	79657	99	100	99	605	608	566	2	2	3	3	2	8	84	84	87	12	13	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	199	39120	99	99	99	619	620	580	NA	1	2	3	3	4	79	77	92	18	20	2
Male	108	220	40423	99	100	98	594	598	553	4	3	5	2	1	12	88	89	83	6	7	1
African American	NC	12	4290	NC	100	99	NC	584	560	NC	NA	4	NC	NA	9	NC	100	86	NC	NA	1
Hispanic	22	43	31642	100	100	99	594	596	552	5	2	5	14	7	11	68	81	84	14	9	0
Asian/Pacific Islander	19	35	1948	100	100	99	620	615	589	NA	3	1	5	3	3	79	74	91	16	20	4
American Indian/Alaskan Native	--	NC	4760	--	NC	97	--	NC	547	--	NC	5	--	NC	14	--	NC	81	--	NC	0
White	151	328	36929	99	99	99	606	609	579	2	2	2	1	1	5	86	84	91	11	13	2
Students with Disabilities	18	40	9069	100	100	92	552	554	508	17	10	11	11	10	30	72	80	58	NA	NA	1
Students without Disabilities	181	379	70588	99	99	100	609	613	573	1	1	2	2	1	5	85	84	91	13	15	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	11	23	35341	100	100	97	560	573	551	18	13	5	9	9	12	64	65	83	9	13	0
Non-Economically Disadvantaged	188	396	44316	99	99	100	608	610	578	1	1	2	2	1	5	85	85	90	12	13	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	431	78400	99	100	97	622	620	554	5	4	21	4	4	19	42	45	47	50	47	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	97	204	38686	99	99	98	619	615	554	4	4	20	4	5	20	41	45	49	51	46	12
Male	99	227	39636	100	100	96	626	624	554	5	4	23	3	3	18	42	46	46	49	48	13
African American	NC	10	4193	NC	100	97	NC	NA	533	NC	NA	32	NC	NA	23	NC	NA	40	NC	NA	5
Hispanic	14	49	30732	100	100	97	586	591	534	14	10	31	7	8	24	50	53	40	29	29	5
Asian/Pacific Islander	15	41	1827	100	100	99	648	643	594	NA	2	8	NA	NA	12	27	32	49	73	66	31
American Indian/Alaskan Native	--	NC	4536	--	NC	95	--	NC	528	--	NC	35	--	NC	25	--	NC	37	--	NC	4
White	160	330	37038	99	99	97	627	623	575	3	3	11	3	4	14	42	45	56	52	48	19
Students with Disabilities	21	41	7840	100	100	81	532	543	498	38	32	60	10	12	18	48	49	20	5	7	2
Students without Disabilities	175	390	70560	99	99	99	632	628	560	1	1	17	3	3	19	41	45	50	55	51	14
Limited English Proficient Students	NC	10	8956	NC	100	95	NC	NA	502	NC	NA	56	NC	NA	25	NC	NA	18	NC	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	24	33014	NC	100	95	NC	595	534	NC	4	31	NC	13	24	NC	50	40	NC	33	5
Non-Economically Disadvantaged	188	407	45386	99	100	99	625	621	569	4	4	15	3	3	15	41	45	52	52	48	18

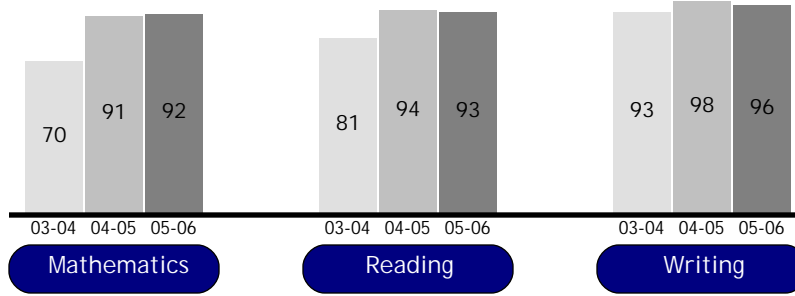
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	196	430	79179	99	99	98	574	567	519	2	2	11	5	6	27	71	74	58	22	18	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	97	203	38974	99	99	99	576	571	524	2	2	8	2	5	25	73	72	61	23	20	5
Male	99	227	40124	100	100	97	572	565	513	2	2	13	7	7	28	70	76	54	21	15	4
African American	NC	10	4243	NC	100	98	NC	NA	506	NC	NA	14	NC	NA	32	NC	NA	51	NC	NA	3
Hispanic	14	49	30987	100	100	98	537	532	498	7	6	17	21	24	36	57	63	45	14	6	1
Asian/Pacific Islander	15	41	1832	100	100	99	579	565	543	NA	5	4	NA	NA	17	80	76	69	20	20	10
American Indian/Alaskan Native	--	NC	4573	--	NC	96	--	NC	494	--	NC	16	--	NC	41	--	NC	42	--	NC	1
White	160	329	37467	99	99	98	581	575	539	1	1	5	2	3	17	74	77	70	24	20	8
Students with Disabilities	21	41	8567	100	100	88	516	513	467	19	20	39	14	15	38	57	61	22	10	5	1
Students without Disabilities	175	389	70612	99	99	99	580	573	524	NA	0	7	3	5	25	73	76	62	23	19	5
Limited English Proficient Students	NC	10	9013	NC	100	95	NC	NA	461	NC	NA	40	NC	NA	48	NC	NA	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	24	33345	NC	100	96	NC	540	499	NC	NA	17	NC	17	36	NC	79	46	NC	4	1
Non-Economically Disadvantaged	188	406	45834	99	99	99	576	569	533	2	2	7	4	5	19	71	74	67	23	18	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	197	432	79734	100	100	99	600	595	554	1	1	3	4	4	19	93	93	78	3	2	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	205	39243	100	100	99	607	604	568	NA	NA	2	1	2	12	95	95	85	4	3	1
Male	99	227	40413	100	100	98	594	588	541	1	1	4	6	6	26	91	92	70	2	1	0
African American	NC	10	4285	NC	100	99	NC	NA	548	NC	NA	3	NC	NA	22	NC	NA	74	NC	NA	0
Hispanic	14	49	31254	100	100	99	553	558	539	7	6	5	14	10	25	71	82	70	7	2	0
Asian/Pacific Islander	15	41	1837	100	100	99	615	607	579	NA	NA	1	NA	7	9	100	93	87	NA	NA	2
American Indian/Alaskan Native	--	NC	4613	--	NC	97	--	NC	535	--	NC	4	--	NC	29	--	NC	67	--	NC	0
White	161	331	37668	100	100	99	605	600	569	NA	NA	1	2	2	13	94	95	85	3	2	1
Students with Disabilities	21	41	8943	100	100	92	561	544	495	NA	5	11	14	17	51	86	78	38	NA	NA	1
Students without Disabilities	176	391	70791	100	100	100	605	601	561	1	0	2	2	3	15	94	95	83	3	2	0
Limited English Proficient Students	NC	10	9138	NC	100	97	NC	NA	492	NC	NA	13	NC	NA	46	NC	NA	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	24	33718	NC	100	97	NC	567	538	NC	4	5	NC	4	26	NC	92	69	NC	NA	0
Non-Economically Disadvantaged	189	408	46016	100	100	100	603	597	567	NA	0	2	3	4	14	94	93	84	3	2	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
6	Reading	97	86	NA	56	98	73	74	51	100	82	83	56
	Language	98	81	79	48	98	73	72	47	100	76	79	50
	Mathematics	98	93	92	66	98	79	80	52	100	82	84	58
7	Reading	96	85	NA	54	98	74	74	50	98	83	83	54
	Language	99	87	86	58	98	77	77	52	98	85	86	58
	Mathematics	98	92	92	62	98	79	76	50	98	82	83	54
8	Reading	99	81	NA	55	97	74	74	51	99	83	82	58
	Language	99	82	80	52	97	74	73	50	99	82	79	56
	Mathematics	99	87	89	61	97	81	80	53	99	87	87	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

Council Duties

- Ü School Strategic Planning
- Ü School Goals
- Ü School Community Relations
- Ü Align w/CFSD Character Ed. Strategy

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	39.00
Other Professional Staff	4.50	Teacher Aide	8.40

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	5	1	0
4 to 6 years	3	4	0	0
7 to 9 years	1	5	0	1
10 or more years	4	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	151
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	14%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Labs (2)
- Ü Health Office
- Ü In-School Solutions Room

Extracurricular Activities

- Ü Interscholastic Athletics
- Ü Intramural Sports
- Ü Extended-day Classes
- Ü Trial of Activities for Adolescent Girls

Social Services

- Ü After School Study Hall
- Ü After School Athletic Program
- Ü Counseling Services
- Ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Student Code of Honor:
Students (Grades 6-8) created the code 2 years ago through a year-long, schoolwide effort. The Student Code of Honor forms the foundation of our school value system, and students use it to set personal and behavioral goals.
- ü A revised Student-Led Conference structure articulated through grades 6, 7 and 8 has vastly improved student-parent-teacher communication.
- ü 2006 AIMS Scores:
 - Reading: 95% met or exceeded standard
 - Writing: 98% met or exceeded standard
 - Math: 94% met or exceeded standard

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	93	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

Security is enhanced through intervention programs for at-risk students and students in crisis; increased physical security; enhanced ability to communicate with Police & Fire Departments; establishment of secure lock-down areas & evacuation routes.

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) :

27

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	Brian Lorimer	(520) 577-5330
Transportation Policy	Sandra Thompson	(520) 299-6446
Community Resources	Joan Marrs	(520) 577-5304
School Nutrition Programs	Al Degato	(520) 577-5078
Parent Organization	Debbie McCullough	(520) 577-5330
Student Health/Nurse	Vivien Petersen	(520) 577-5330

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."

ACHIEVEMENT PROFILES

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.