



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

P.O. Box 248, Sells, AZ 85634

Indian Oasis-Baboquivari 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	Failing to Meet Academic Standards
2004-05	Failing to Meet Academic Standards
2003-04	Failing

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

School Overview

Principal/Administrator : Mrs. Paula J. Hart  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 7-8  
 Web Address : www.iobusd40.org  
 Phone Number : (520) 383-6800  
 Fax Number : (520) 383-4852  
 E-mail : pjhart@iobusd40.org

Mission

Mission Statement:  
Our Graduates will draw from their Himdag and Education to succeed in their journey. Our school will prepare them for success by partnering with families and the community to provide a safe and challenging environment.

Vision:  
Our Himdag...Our Education...Our Journey

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(Plan)
2003-04	Corrective Action

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

School / Academic Goals

- Our highest priority is Reading. The school strives to see at least a 10% increase in Reading test scores as measured by the Aims test administered in the Spring.
- Our second priority is Math. The school strives to see at least a 10% increase in Math test scores as measured by the Aims test administered in the Spring.
- Accordingly, a balance will be made between teaching traditional Tohono O'Odham culture, values, and language as well as provide the best opportunity for a student's future success.
- Instructional practices will prioritize active teaching and active learning strategies, student engagement, and pacing methodologies that support implementation of the Arizona State Standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 204  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Focus Classes In Reading And Math
- ü Accelerated Math Program
- ü SRA Reading intervention
- ü Summer School
- ü Math Realm Explorer and Orchard
- ü Accelerated Reader Program
- ü Intersession Classes
- ü After School Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 24 minutes
First Day of School :	6/26/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school will provide a safe learning environment in which all students have the opportunity to receive a quality education. The school will follow its mission and vision statements to guide excellence in education and promote learning opportunities.

Parents

It is the responsibility of the parents to ensure that their student(s) come to school on a daily basis and be prepared to actively participate in all classes and activities. With the recent adoption of the Uniform Policy by the Governing Board, it is also the parents' responsibility to make sure their child wears the school uniform on a daily basis. Finally, it is the responsibility of parents to become personally involved in the education of their student(s).

Transportation Policy

The school transportation department provides bus service to all students within the Indian Oasis Baboquivari Unified School District. After school activity buses promote participation in tutoring, sports, and other extra curricular activities.

School Honors

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

Award/Honor	Year
ü Girl's Softball Sonoran Desert Conference Champions	2005

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	101	78546	98	98	97	492	492	543	40	40	15	35	35	18	25	25	52	1	1	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	56	38645	100	100	98	490	490	545	43	43	13	30	30	18	27	27	54	NA	NA	15
Male	45	45	39792	96	96	97	495	495	542	36	36	17	40	40	17	22	22	50	2	2	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	101	101	4689	98	98	95	492	492	515	40	40	28	35	35	25	25	25	43	1	1	4
White	--	--	36450	--	--	97	--	--	563	--	--	7	--	--	12	--	--	57	--	--	23
Students with Disabilities	22	22	8093	96	96	82	456	456	489	82	82	50	5	5	24	14	14	23	NA	NA	2
Students without Disabilities	79	79	70453	99	99	100	501	501	549	28	28	11	43	43	17	28	28	56	1	1	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	86	86	34694	97	97	96	491	491	524	40	40	23	37	37	23	22	22	48	1	1	7
Non-Economically Disadvantaged	15	15	43852	100	100	99	497	497	559	40	40	10	20	20	13	40	40	56	NA	NA	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	102	102	79045	99	99	98	476	476	512	25	25	10	36	36	25	39	39	58	NA	NA	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	57	38860	100	100	98	475	475	519	23	23	7	37	37	22	40	40	62	NA	NA	8
Male	45	45	40075	96	96	97	477	477	505	27	27	12	36	36	28	38	38	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	102	102	4719	99	99	96	476	476	489	25	25	15	36	36	39	39	39	45	NA	NA	2
White	--	--	36730	--	--	98	--	--	532	--	--	4	--	--	16	--	--	68	--	--	12
Students with Disabilities	23	23	8552	100	100	87	431	431	463	74	74	35	17	17	40	9	9	23	NA	NA	1
Students without Disabilities	79	79	70493	99	99	100	487	487	517	10	10	7	42	42	24	48	48	62	NA	NA	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	87	87	34922	98	98	96	475	475	493	26	26	15	34	34	34	39	39	48	NA	NA	3
Non-Economically Disadvantaged	15	15	44123	100	100	99	480	480	527	13	13	6	47	47	18	40	40	66	NA	NA	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	102	102	79657	99	99	99	518	518	566	12	12	3	20	20	8	69	69	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	56	39120	100	100	99	543	543	580	4	4	2	16	16	4	80	80	92	NA	NA	2
Male	46	46	40423	98	98	98	488	488	553	22	22	5	24	24	12	54	54	83	NA	NA	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	102	102	4760	99	99	97	518	518	547	12	12	5	20	20	14	69	69	81	NA	NA	0
White	--	--	36929	--	--	99	--	--	579	--	--	2	--	--	5	--	--	91	--	--	2
Students with Disabilities	22	22	9069	96	96	92	442	442	508	32	32	11	45	45	30	23	23	58	NA	NA	1
Students without Disabilities	80	80	70588	100	100	100	536	536	573	6	6	2	13	13	5	81	81	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	87	87	35341	98	98	97	521	521	551	10	10	5	20	20	12	70	70	83	NA	NA	0
Non-Economically Disadvantaged	15	15	44316	100	100	100	502	502	578	20	20	2	20	20	5	60	60	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	96	96	78400	95	95	97	490	490	554	72	72	21	18	18	19	10	10	47	NA	NA	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	41	38686	93	93	98	497	497	554	63	63	20	22	22	20	15	15	49	NA	NA	12
Male	55	55	39636	96	96	96	484	484	554	78	78	23	15	15	18	7	7	46	NA	NA	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	--	--	30732	--	--	97	--	--	534	--	--	31	--	--	24	--	--	40	--	--	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	95	95	4536	95	95	95	490	490	528	72	72	35	18	18	25	11	11	37	NA	NA	4
White	--	--	37038	--	--	97	--	--	575	--	--	11	--	--	14	--	--	56	--	--	19
Students with Disabilities	13	13	7840	81	81	81	465	465	498	92	92	60	8	8	18	NA	NA	20	NA	NA	2
Students without Disabilities	83	83	70560	98	98	99	493	493	560	69	69	17	19	19	19	12	12	50	NA	NA	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	--	--	33014	--	--	95	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Non-Economically Disadvantaged	96	96	45386	96	96	99	490	490	569	72	72	15	18	18	15	10	10	52	NA	NA	18

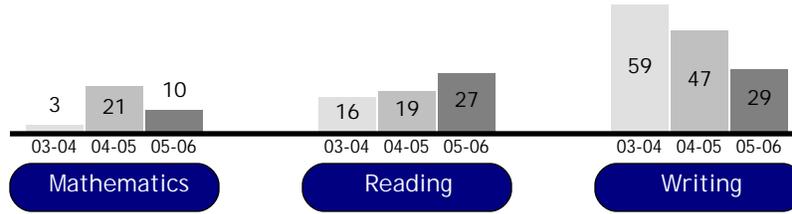
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	97	79179	96	96	98	476	476	519	29	29	11	44	44	27	27	27	58	NA	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	41	38974	93	93	99	491	491	524	17	17	8	39	39	25	44	44	61	NA	NA	5
Male	56	56	40124	98	98	97	465	465	513	38	38	13	48	48	28	14	14	54	NA	NA	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	--	--	30987	--	--	98	--	--	498	--	--	17	--	--	36	--	--	45	--	--	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	96	96	4573	96	96	96	476	476	494	29	29	16	44	44	41	27	27	42	NA	NA	1
White	--	--	37467	--	--	98	--	--	539	--	--	5	--	--	17	--	--	70	--	--	8
Students with Disabilities	14	14	8567	88	88	88	430	430	467	86	86	39	14	14	38	NA	NA	22	NA	NA	1
Students without Disabilities	83	83	70612	98	98	99	484	484	524	19	19	7	49	49	25	31	31	62	NA	NA	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	--	--	33345	--	--	96	--	--	499	--	--	17	--	--	36	--	--	46	--	--	1
Non-Economically Disadvantaged	97	97	45834	97	97	99	476	476	533	29	29	7	44	44	19	27	27	67	NA	NA	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	97	97	79734	96	96	99	489	489	554	11	11	3	60	60	19	29	29	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	41	39243	93	93	99	525	525	568	NA	NA	2	49	49	12	51	51	85	NA	NA	1
Male	56	56	40413	98	98	98	463	463	541	20	20	4	68	68	26	13	13	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	--	--	31254	--	--	99	--	--	539	--	--	5	--	--	25	--	--	70	--	--	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	96	96	4613	96	96	97	489	489	535	11	11	4	59	59	29	29	29	67	NA	NA	0
White	--	--	37668	--	--	99	--	--	569	--	--	1	--	--	13	--	--	85	--	--	1
Students with Disabilities	14	14	8943	88	88	92	398	398	495	57	57	11	43	43	51	NA	NA	38	NA	NA	1
Students without Disabilities	83	83	70791	98	98	100	505	505	561	4	4	2	63	63	15	34	34	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	--	--	33718	--	--	97	--	--	538	--	--	5	--	--	26	--	--	69	--	--	0
Non-Economically Disadvantaged	97	97	46016	97	97	100	489	489	567	11	11	2	60	60	14	29	29	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?	N
	Met Attendance Rate?	N
	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	89	19	NA	54	85	20	20	50	97	28	28	54
	Language	88	15	15	58	85	24	24	52	97	30	30	58
	Mathematics	89	20	20	62	83	16	16	50	97	21	21	54
8	Reading	86	33	NA	55	86	28	28	51	96	30	30	58
	Language	86	26	26	52	86	28	28	50	96	22	22	56
	Mathematics	85	26	26	61	86	27	27	53	96	15	15	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School Improvement Plan
- Ü Parental Involvement
- Ü Site-based Decision Making
- Ü Course Offerings
- Ü School/Community Activities
- Ü Textbook Adoptions

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	11.60
Other Professional Staff	3.50	Teacher Aide	.50

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	41
Teachers with Emergency Certification.	7
Percent of teachers in the school with Emergency/Provisional Certification	30%
Percent of core classes not taught by Highly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs and Mobile Laptop Lab
- Ü Library Media Center / Lab
- Ü State Of The Art Sports Facilities
- Ü Fine Arts Building (April 2006)

Extracurricular Activities

- Ü MESA
- Ü Junior Honors Society
- Ü Student Council
- Ü Cross Country, Football, and Basketball
- Ü Volleyball and Softball
- Ü Chess Club
- Ü Music Apprieciation

Social Services

- Ü School Counseling Program
- Ü Student Resource Assistance
- Ü Nurse Practitioner from Indian Health
- Ü Mental Health/Substance Abuse Counseling
- Ü Parent Liaison / Dropout prevention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü There were measured increases of ten percent or more for our 7th grade students' AIMS scores in Spring 2006.
  
- ü Baboquivari Middle School developed and is implementing a School Improvement Plan to monitor the growth and success of students in the areas of reading, math, and writing.
  
- ü Baboquivari Middle School has received numerous athletic awards and commendations within the State of Arizona.
  
- ü Lines of communication were opened with the Tohono O’odham community by attending meetings with the Tribal Council.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	87	95	94	95
Promotion Rate <sup>5</sup>	81	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Baboquivari Middle School is committed to maintaining a safe and healthy learning environment. Teachers meet regularly to discuss student commitment and promote active learning in the classroom. Second, security maintains order throughout the campus. Third, parents are kept up to date on student behavior and academic progress. School councilors implement best practices approaches towards anti-bullying.

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) :

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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	Paula Hart	(520) 383-6800
Transportation Policy	Gabriel Cachora	(520) 383-6732
Community Resources	Noemi Norris	(520) 383-6746
School Nutrition Programs	Thomas Lee	(520) 383-6746
Parent Organization	Noemi Norris	(520) 383-6746
Student Health/Nurse	Ella Schiff	(520) 383-6800

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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

Total cost of printing: 12 Pages X .0243 Per page X 155 Copies = \$45.00

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

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