

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

45012 W. Honeycutt Avenue, Maricopa, AZ 85239

Maricopa Unified School 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	Underperforming
2003-04	Performing

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

### School Overview

Principal/Administrator : Mrs. Stephanie Sharp  
 Schedule : 08:00 AM to 05:00 PM  
 Grades : 7-8  
 Web Address : [www.musd20.org/ms/ms.htm](http://www.musd20.org/ms/ms.htm)  
 Phone Number : (520) 568-7102  
 Fax Number : (520) 568-7104  
 E-mail : [ssharp@musd20.org](mailto:ssharp@musd20.org)

### Mission

Our mission is for students, parents, and educators to share responsibility for quality education, academic excellence, and character. Students learn to accept responsibility and are accountable for their choices as they prepare to work and live as contributing members of society. MWMS treats each person with respect and tolerance for individual uniqueness. MWMS desires for all to feel safe and secure empowered by the opportunity to learn from mistakes and encouragement to succeed.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	Out of Improvement

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

### School / Academic Goals

- ü Increase student achievement on AIMS in math 5 percent annually.
- ü Increase student achievement on AIMS in reading by 5 percent annually.
- ü Maintain student achievement on AIMS in writing while increasing exceeds category by 3 percent annually.
- ü Develop a school culture and climate based on character values, with a partnership approach, increasing parental involvement.

### Enrollment

October 1, 2005 School Year Student Enrollment : 308  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 12

Instructional Programs

- Ü Computer Technology
- Ü ELL
- Ü Gifted - Maricopa Achievement Program
- Ü Inclusion Special Education
- Ü Honors Programs
- Ü Fine Arts - Music, Band, Art, Dance
- Ü Physical Education
- Ü Foreign Language - Spanish

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	7/25/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

All programs must support the physical, social, emotional and intellectual development of each individual in order to promote life-long learning skills. Students can develop pride and spirit through academic achievement, athletic events, and other social opportunities.

Parents

Parents assist student learning and teacher instruction through the provision of daily attendance of their child, proper nutrition and clothing, maintaining child's health, attend all conferences, and being actively involved in student's academic pursuits, inquiring about student's progress, volunteering at school. For learning to be most effective, it must be a shared effort between students, staff, parents, and the community.

Transportation Policy

Students should be aware that the bus driver has the authority to enforce rules of good conduct. Students who show unacceptable behavior may lose bus privileges. Riding a school bus is a privilege, not a right.

School Honors

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

Award/Honor	Year
Ü Softball Championship	2006
Ü Baseball Runner Up	2006
Ü Soccer Runner Up	2005
Ü Volleyball Championship	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	195	198	78546	98	100	97	530	530	543	21	21	15	18	19	18	52	53	52	8	8	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	96	98	38645	100	100	98	532	532	545	20	19	13	18	18	18	52	52	54	10	10	15
Male	99	100	39792	97	98	97	527	527	542	22	22	17	19	19	17	53	53	50	6	6	15
African American	16	16	4205	100	100	97	529	529	524	19	19	22	13	13	22	69	69	49	NA	NA	7
Hispanic	75	75	31177	100	100	97	519	519	524	24	24	22	24	24	23	47	47	48	5	5	7
Asian/Pacific Islander	15	15	1940	100	100	99	543	543	580	7	7	5	20	20	9	67	67	53	7	7	33
American Indian/Alaskan Native	23	23	4689	100	100	95	499	499	515	57	57	28	13	13	25	26	26	43	4	4	4
White	66	69	36450	96	100	97	550	550	563	9	9	7	15	16	12	61	61	57	15	14	23
Students with Disabilities	17	20	8093	77	91	82	471	471	489	71	60	50	29	30	24	NA	10	23	NA	NA	2
Students without Disabilities	178	178	70453	100	100	100	535	535	549	16	16	11	17	17	17	57	57	56	9	9	16
Limited English Proficient Students	19	19	9323	100	100	94	490	490	491	47	47	47	42	42	28	11	11	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	72	72	34694	94	94	96	515	515	524	31	31	23	19	19	23	49	49	48	1	1	7
Non-Economically Disadvantaged	123	126	43852	100	100	99	539	539	559	15	15	10	18	18	13	54	55	56	12	12	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	196	199	79045	99	100	98	504	504	512	9	9	10	32	32	25	57	57	58	3	3	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	95	97	38860	99	100	98	511	511	519	4	4	7	27	28	22	65	65	62	3	3	8
Male	101	102	40075	99	100	97	496	496	505	14	14	12	36	35	28	49	49	54	2	2	6
African American	16	16	4250	100	100	98	506	506	500	6	6	12	31	31	31	63	63	54	NA	NA	3
Hispanic	76	76	31314	100	100	98	488	488	493	16	16	16	41	41	34	41	41	48	3	3	2
Asian/Pacific Islander	15	15	1949	100	100	99	517	517	536	NA	NA	4	27	27	15	67	67	66	7	7	15
American Indian/Alaskan Native	22	22	4719	96	96	96	475	475	489	18	18	15	55	55	39	27	27	45	NA	NA	2
White	67	70	36730	97	100	98	527	527	532	1	1	4	15	16	16	81	80	68	3	3	12
Students with Disabilities	18	21	8552	82	95	87	442	442	463	56	48	35	33	33	40	11	19	23	NA	NA	1
Students without Disabilities	178	178	70493	100	100	100	510	510	517	4	4	7	31	31	24	61	61	62	3	3	8
Limited English Proficient Students	19	19	9355	100	100	95	461	461	456	26	26	37	63	63	48	11	11	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	73	73	34922	95	95	96	492	492	493	12	12	15	41	41	34	47	47	48	NA	NA	3
Non-Economically Disadvantaged	123	126	44123	100	100	99	511	511	527	7	7	6	26	26	18	63	63	66	4	4	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	198	201	79657	100	100	99	554	554	566	3	2	3	13	13	8	85	85	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	97	99	39120	100	100	99	570	570	580	2	2	2	3	4	4	95	94	92	NA	NA	2
Male	101	102	40423	99	100	98	540	540	553	3	3	5	22	22	12	75	75	83	NA	NA	1
African American	16	16	4290	100	100	99	558	558	560	NA	NA	4	6	6	9	94	94	86	NA	NA	1
Hispanic	77	77	31642	100	100	99	545	545	552	3	3	5	21	21	11	77	77	84	NA	NA	0
Asian/Pacific Islander	15	15	1948	100	100	99	572	572	589	NA	NA	1	NA	NA	3	100	100	91	NA	NA	4
American Indian/Alaskan Native	23	23	4760	100	100	97	534	534	547	9	9	5	17	17	14	74	74	81	NA	NA	0
White	67	70	36929	97	100	99	568	568	579	1	1	2	6	7	5	93	91	91	NA	NA	2
Students with Disabilities	19	22	9069	86	100	92	481	481	508	16	14	11	47	45	30	37	41	58	NA	NA	1
Students without Disabilities	179	179	70588	100	100	100	562	562	573	1	1	2	9	9	5	90	90	91	NA	NA	1
Limited English Proficient Students	19	19	9521	100	100	96	491	491	507	5	5	13	47	47	24	47	47	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	74	74	35341	96	96	97	536	536	551	5	5	5	20	20	12	74	74	83	NA	NA	0
Non-Economically Disadvantaged	124	127	44316	100	100	100	565	565	578	1	1	2	8	9	5	91	91	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	179	181	78400	98	99	97	540	540	554	26	25	21	20	20	19	50	50	47	5	5	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	93	38686	99	100	98	530	530	554	29	28	20	22	23	20	47	47	49	2	2	12
Male	88	88	39636	98	98	96	549	549	554	23	23	23	17	17	18	52	52	46	8	8	13
African American	12	12	4193	100	100	97	529	529	533	25	25	32	33	33	23	42	42	40	NA	NA	5
Hispanic	58	59	30732	100	100	97	528	528	534	36	36	31	19	19	24	41	42	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	18	18	4536	100	100	95	511	511	528	50	50	35	17	17	25	33	33	37	NA	NA	4
White	86	87	37038	96	97	97	553	553	575	14	14	11	20	21	14	59	59	56	7	7	19
Students with Disabilities	11	13	7840	61	72	81	503	503	498	55	46	60	18	23	18	27	31	20	NA	NA	2
Students without Disabilities	168	168	70560	100	100	99	542	542	560	24	24	17	20	20	19	51	51	50	5	5	14
Limited English Proficient Students	18	18	8956	100	100	95	495	495	502	61	61	56	28	28	25	11	11	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	65	65	33014	98	98	95	535	535	534	26	26	31	25	25	24	48	48	40	2	2	5
Non-Economically Disadvantaged	114	116	45386	98	100	99	542	542	569	25	25	15	17	17	15	51	51	52	7	7	18

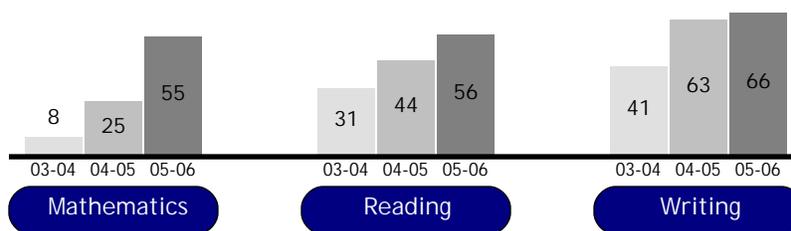
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	184	186	79179	100	100	98	509	509	519	13	12	11	32	32	27	54	54	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	93	95	38974	100	100	99	506	506	524	11	11	8	35	36	25	54	54	61	NA	NA	5
Male	91	91	40124	100	100	97	511	511	513	14	14	13	27	27	28	55	55	54	3	3	4
African American	12	12	4243	100	100	98	492	492	506	17	17	14	42	42	32	42	42	51	NA	NA	3
Hispanic	59	60	30987	100	100	98	498	498	498	20	20	17	34	33	36	44	45	45	2	2	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	18	18	4573	100	100	96	491	491	494	17	17	16	44	44	41	33	33	42	6	6	1
White	90	91	37467	100	100	98	520	520	539	7	7	5	27	27	17	66	65	70	1	1	8
Students with Disabilities	16	18	8567	89	100	88	463	463	467	38	33	39	50	50	38	13	17	22	NA	NA	1
Students without Disabilities	168	168	70612	100	100	99	513	513	524	10	10	7	30	30	25	58	58	62	2	2	5
Limited English Proficient Students	18	18	9013	100	100	95	458	458	461	33	33	40	67	67	48	NA	NA	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	65	65	33345	98	98	96	501	501	499	14	14	17	42	42	36	43	43	46	2	2	1
Non-Economically Disadvantaged	119	121	45834	100	100	99	513	513	533	12	12	7	26	26	19	61	60	67	2	2	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	184	79734	100	100	99	536	536	554	2	2	3	32	32	19	66	66	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	94	39243	100	100	99	549	549	568	1	1	2	20	20	12	79	79	85	NA	NA	1
Male	90	90	40413	100	100	98	523	523	541	3	3	4	44	44	26	52	52	70	NA	NA	0
African American	12	12	4285	100	100	99	545	545	548	NA	NA	3	25	25	22	75	75	74	NA	NA	0
Hispanic	57	58	31254	98	100	99	527	527	539	5	5	5	32	31	25	63	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	18	18	4613	100	100	97	513	513	535	NA	NA	4	61	61	29	39	39	67	NA	NA	0
White	90	91	37668	100	100	99	544	544	569	1	1	1	29	30	13	70	69	85	NA	NA	1
Students with Disabilities	15	17	8943	83	94	92	460	460	495	13	12	11	80	76	51	7	12	38	NA	NA	1
Students without Disabilities	167	167	70791	100	100	100	543	543	561	1	1	2	28	28	15	71	71	83	NA	NA	0
Limited English Proficient Students	18	18	9138	100	100	97	495	495	492	6	6	13	56	56	46	39	39	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	65	65	33718	98	98	97	527	527	538	2	2	5	42	42	26	57	57	69	NA	NA	0
Non-Economically Disadvantaged	117	119	46016	100	100	100	541	541	567	3	3	2	26	27	14	71	71	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?	N
	Met Test Objectives?	Y
	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	98	37	NA	54	93	51	51	50	99	43	43	54
	Language	98	37	37	58	93	50	50	52	99	48	48	58
	Mathematics	97	46	46	62	92	47	47	50	98	43	43	54
8	Reading	100	42	NA	55	96	42	42	51	100	54	54	58
	Language	100	32	32	52	96	41	41	50	100	50	50	56
	Mathematics	100	48	48	61	98	41	41	53	98	54	54	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü School Curriculum
- Ü School Climate
- Ü New Facility

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	17.00
Other Professional Staff	4.00	Teacher Aide	3.00

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	2	0	0	0
7 to 9 years	3	1	0	0
10 or more years	4	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	13
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	23%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Multipurpose Building
- Ü Science Laboratories
- Ü Media Center
- Ü Computer Lab with Internet

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Gifted and Honors Coursework
- Ü Athletic Teams
- Ü School Clubs

Social Services

- Ü Maricopa Prevention Center
- Ü Counseling Services
- Ü Recreational Activities
- Ü DES Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Seventh grade Sixty percent met or exceeded in math. Sixty percent met or exceeded in reading. Eighty five percent met or exceeded in writing.
  
- ü Eighth grade students Fifty three percent met or exceeded in math. Fifty seven percent met or exceeded in reading. Sixty seven met or exceeded in writing.
  
- ü Currently working on the design and construction of a brand new junior high school facility to open winter 2006.
  
- ü Established a school handbook and coursebook including a new vision and mission statement developed by the 2005 Site Based Council.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	91	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

Prevention Center with activities, School Resource Officer, Progressive Discipline Program, Truancy Program, Stay-in-School Program, Crisis Intervention Program, Tobacco prevention. Attendance policy.

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) :

10
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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	Stephanie Sharp	(520) 568-7102
Transportation Policy	John Sampson	(520) 568-5120
Community Resources	Julie Jimenez	(520) 568-8125
School Nutrition Programs	Suzette Moe	(520) 568-5125
Parent Organization	Melissa Croft	(520) 568-7102
Student Health/Nurse	Amy Helgren	(520) 568-6106

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.