



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

450 N. Arizona Blvd, Coolidge, AZ 85228

Coolidge 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	Performing

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

School Overview

Principal/Administrator : Mrs. Juanika Brim
 Schedule : 07:00 AM to 04:00 PM
 Grades : 7-8
 Web Address :
 Phone Number : (520) 723-2102
 Fax Number : (520) 723-2104
 E-mail : jbrim@cusd.k12.az.us

Mission

It is our mission to provide a safe, nurturing environment which ensures that all students attain maximum achievement academically, socially, culturally, physically, ethically and emotionally.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Restructure(Plan)
2004-05	Corrective Action
2003-04	Corrective Action

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

School / Academic Goals

- ü Implement currently adopted curriculum and show growth of 10 percent or more each year as measured by criterion-referenced measures. Show adequate yearly progress on AIMS.
- ü Enhance academic success using instructional strategies for increasing learning through mastery learning, learning styles and cooperative learning.
- ü Develop and implement a school improvement plan during the 2004-2005 school year.

Enrollment

October 1, 2005 School Year Student Enrollment : 457
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 12

Instructional Programs

- Ü 8 Step Instructional Focus
- Ü Subject Area Departments
- Ü Alternative Education Program
- Ü Leveled Academic Programs
- Ü School Improvement Teams
- Ü Instructional Teams
- Ü Monthly Academic Calendars

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Provide a safe school environment where students are provided with the opportunities to reach their academic goals using up-to-date teaching methods and the latest in technology.

Parents

See that students are ready to learn, well behaved and attend school daily. Provide support at home for academic excellence through a positive setting to facilitate study habits, rest and nutrition conducive to academic success and positive behavior.

Transportation Policy

Make every attempt to ensure the safety and welfare of students that are transported to and from school. The district adheres to the policy of transporting K-8 students beyond a one-mile radius and 9-12 students beyond a one-and-a-1/2 mile radius. The district will implement a staggered start schedule for all schools to help with transportation cost and safety issues.

School Honors

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

Award/Honor

Year

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	261	374	78546	98	100	97	519	518	543	26	27	15	25	24	18	44	45	52	5	5	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	120	171	38645	97	100	98	520	525	545	23	20	13	26	23	18	48	50	54	4	6	15
Male	141	203	39792	99	100	97	518	513	542	28	33	17	25	24	17	42	40	50	5	3	15
African American	25	35	4205	100	100	97	511	509	524	28	31	22	32	26	22	36	40	49	4	3	7
Hispanic	110	139	31177	98	99	97	525	523	524	19	21	22	26	28	23	52	47	48	3	4	7
Asian/Pacific Islander	--	NC	1940	--	NC	99	--	NC	580	--	NC	5	--	NC	9	--	NC	53	--	NC	33
American Indian/Alaskan Native	66	78	4689	93	100	95	499	495	515	38	42	28	26	26	25	35	31	43	2	1	4
White	60	119	36450	100	100	97	533	532	563	23	24	7	20	17	12	45	51	57	12	8	23
Students with Disabilities	34	53	8093	81	96	82	473	472	489	71	74	50	21	19	24	6	6	23	3	2	2
Students without Disabilities	227	321	70453	100	100	100	525	525	549	19	19	11	26	24	17	50	51	56	5	5	16
Limited English Proficient Students	24	30	9323	92	94	94	484	485	491	46	43	47	25	30	28	29	27	24	NA	NA	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	154	173	34694	96	96	96	514	514	524	29	29	23	27	27	23	42	42	48	3	3	7
Non-Economically Disadvantaged	107	201	43852	100	100	99	526	522	559	21	25	10	23	21	13	48	47	56	7	6	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	261	374	79045	98	100	98	494	495	512	13	14	10	38	37	25	46	46	58	3	3	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	120	171	38860	97	100	98	503	508	519	8	8	7	34	32	22	53	56	62	4	5	8
Male	141	203	40075	99	100	97	486	483	505	17	20	12	42	41	28	40	37	54	1	1	6
African American	25	34	4250	100	97	98	499	496	500	16	15	12	28	35	31	52	47	54	4	3	3
Hispanic	110	140	31314	98	100	98	495	494	493	10	12	16	40	39	34	50	47	48	NA	1	2
Asian/Pacific Islander	--	NC	1949	--	NC	99	--	NC	536	--	NC	4	--	NC	15	--	NC	66	--	NC	15
American Indian/Alaskan Native	66	78	4719	93	100	96	474	472	489	21	22	15	50	53	39	27	24	45	2	1	2
White	60	119	36730	100	100	98	512	509	532	8	13	4	27	24	16	57	57	68	8	6	12
Students with Disabilities	34	53	8552	81	96	87	456	453	463	41	49	35	41	38	40	18	13	23	NA	NA	1
Students without Disabilities	227	321	70493	100	100	100	499	500	517	9	9	7	38	37	24	50	51	62	3	3	8
Limited English Proficient Students	24	30	9355	92	94	95	450	448	456	33	37	37	63	60	48	4	3	15	NA	NA	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	154	173	34922	96	96	96	489	488	493	14	15	15	44	44	34	40	38	48	3	3	3
Non-Economically Disadvantaged	107	201	44123	100	100	99	501	500	527	12	14	6	30	31	18	55	52	66	3	3	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	260	374	79657	97	100	99	532	535	566	7	7	3	21	21	8	72	71	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	120	171	39120	97	100	99	551	557	580	6	5	2	11	11	4	83	84	92	NA	1	2
Male	140	203	40423	98	100	98	516	517	553	8	10	5	30	29	12	62	61	83	NA	NA	1
African American	25	36	4290	100	100	99	546	545	560	8	11	4	12	8	9	80	81	86	NA	NA	1
Hispanic	110	140	31642	98	100	99	534	533	552	7	7	5	21	23	11	72	69	84	NA	1	0
Asian/Pacific Islander	--	NC	1948	--	NC	99	--	NC	589	--	NC	1	--	NC	3	--	NC	91	--	NC	4
American Indian/Alaskan Native	65	76	4760	92	97	97	514	515	547	8	8	5	29	29	14	63	63	81	NA	NA	0
White	60	119	36929	100	100	99	542	547	579	5	7	2	17	17	5	78	76	91	NA	NA	2
Students with Disabilities	34	53	9069	81	96	92	468	468	508	26	32	11	26	26	30	47	42	58	NA	NA	1
Students without Disabilities	226	321	70588	100	100	100	541	545	573	4	3	2	20	20	5	76	76	91	NA	1	1
Limited English Proficient Students	24	30	9521	92	94	96	484	483	507	17	13	13	42	50	24	42	37	63	NA	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	153	172	35341	95	95	97	523	523	551	10	10	5	18	20	12	72	69	83	NA	1	0
Non-Economically Disadvantaged	107	202	44316	100	100	100	545	546	578	3	5	2	25	21	5	72	73	90	NA	0	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	193	307	78400	98	100	97	532	532	554	32	33	21	25	25	19	37	36	47	6	6	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	106	156	38686	99	99	98	532	533	554	31	32	20	26	27	20	37	35	49	6	6	12
Male	87	151	39636	98	100	96	532	530	554	32	34	23	24	24	18	37	37	46	7	5	13
African American	19	28	4193	100	100	97	507	513	533	53	46	32	26	29	23	21	25	40	NA	NA	5
Hispanic	82	108	30732	96	99	97	523	523	534	39	40	31	26	26	24	30	31	40	5	4	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	32	38	4536	94	97	95	532	524	528	22	32	35	28	24	25	50	45	37	NA	NA	4
White	59	130	37038	100	100	97	553	544	575	20	25	11	22	25	14	44	40	56	14	10	19
Students with Disabilities	24	40	7840	96	100	81	469	474	498	88	85	60	13	15	18	NA	NA	20	NA	NA	2
Students without Disabilities	169	267	70560	99	100	99	540	539	560	24	25	17	27	27	19	42	42	50	7	6	14
Limited English Proficient Students	20	23	8956	95	96	95	494	492	502	65	70	56	25	22	25	5	4	18	5	4	1
Migrant Students	NC	NC	676	NC	NC	95	NC	NC	523	NC	NC	38	NC	NC	25	NC	NC	36	NC	NC	1
Economically Disadvantaged	122	143	33014	96	97	95	528	524	534	34	38	31	26	25	24	34	31	40	6	5	5
Non-Economically Disadvantaged	71	164	45386	100	100	99	540	538	569	27	28	15	24	26	15	42	40	52	7	6	18

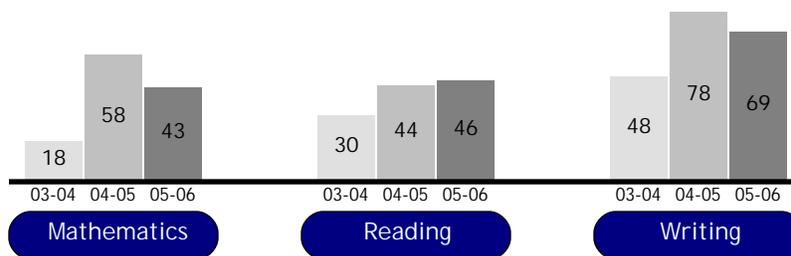
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	193	308	79179	98	100	98	500	505	519	17	15	11	38	34	27	45	49	58	1	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	106	157	38974	99	100	99	503	510	524	13	11	8	41	35	25	46	51	61	NA	3	5
Male	87	151	40124	98	100	97	495	499	513	21	19	13	34	33	28	44	46	54	1	2	4
African American	19	28	4243	100	100	98	478	487	506	21	18	14	53	50	32	26	32	51	NA	NA	3
Hispanic	82	108	30987	96	99	98	489	493	498	24	20	17	38	36	36	38	44	45	NA	NA	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	32	38	4573	94	97	96	504	498	494	13	18	16	41	39	41	47	42	42	NA	NA	1
White	59	131	37467	100	100	98	519	520	539	7	9	5	31	27	17	61	58	70	2	5	8
Students with Disabilities	24	40	8567	96	100	88	440	453	467	67	58	39	33	33	38	NA	10	22	NA	NA	1
Students without Disabilities	169	268	70612	99	100	99	507	512	524	9	9	7	38	34	25	51	54	62	1	3	5
Limited English Proficient Students	20	23	9013	95	96	95	455	456	461	50	52	40	45	39	48	5	9	12	NA	NA	0
Migrant Students	NC	NC	680	NC	NC	96	NC	NC	487	NC	NC	20	NC	NC	43	NC	NC	36	NC	NC	1
Economically Disadvantaged	122	143	33345	96	97	96	493	493	499	18	18	17	42	41	36	40	41	46	NA	NA	1
Non-Economically Disadvantaged	71	165	45834	100	100	99	512	515	533	14	12	7	31	28	19	54	55	67	1	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	191	306	79734	97	100	99	533	535	554	7	7	3	25	23	19	68	69	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	156	39243	98	99	99	548	552	568	6	5	2	15	13	12	78	81	85	1	1	1
Male	86	150	40413	97	100	98	515	517	541	9	9	4	36	34	26	55	57	70	NA	NA	0
African American	19	28	4285	100	100	99	494	503	548	21	18	3	26	32	22	53	50	74	NA	NA	0
Hispanic	81	107	31254	95	98	99	530	531	539	6	6	5	31	28	25	63	66	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	32	38	4613	94	97	97	535	525	535	6	8	4	22	32	29	72	61	67	NA	NA	0
White	58	130	37668	100	100	99	550	547	569	5	6	1	16	15	13	78	78	85	2	1	1
Students with Disabilities	22	38	8943	88	95	92	412	444	495	55	39	11	32	42	51	14	18	38	NA	NA	1
Students without Disabilities	169	268	70791	99	100	100	546	546	561	1	3	2	24	21	15	75	76	83	1	0	0
Limited English Proficient Students	19	22	9138	90	92	97	490	487	492	11	14	13	58	55	46	32	32	40	NA	NA	NA
Migrant Students	NC	NC	687	NC	NC	97	NC	NC	528	NC	NC	6	NC	NC	28	NC	NC	65	NC	NC	NA
Economically Disadvantaged	120	141	33718	94	95	97	526	524	538	8	8	5	27	28	26	66	65	69	NA	NA	0
Non-Economically Disadvantaged	71	165	46016	100	100	100	545	544	567	7	7	2	21	19	14	70	73	84	1	1	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	93	37	NA	54	95	37	40	50	97	39	39	54
	Language	95	37	37	58	95	36	41	52	97	43	44	58
	Mathematics	94	44	43	62	95	36	38	50	97	32	34	54
8	Reading	99	37	NA	55	98	41	44	51	98	44	48	58
	Language	98	32	32	52	98	41	43	50	98	41	44	56
	Mathematics	98	51	51	61	98	46	45	53	98	39	41	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

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

Council Duties

- Ü School Safety Issues/Student Discipline
- Ü Student Academic Achievement/Attendance
- Ü Extracurricular Activities
- Ü Overall Communications/Customer Service
- Ü Curriculum Development
- Ü Instructional Leadership

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	24.00
Other Professional Staff	9.00	Teacher Aide	6.00

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	7	2	0	0
7 to 9 years	4	0	0	0
10 or more years	6	2	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	22%

Resources Available at School Site

Special Facilities

- Ü one Computer Lab, Gym, Band Room
- Ü Library

Extracurricular Activities

- Ü National Junior Honor Society
- Ü All Traditional Sports for All Students
- Ü Student Council
- Ü 21st. Century After School Programs
- Ü Jr. Tribal Club
- Ü Multi-Cultural Club
- Ü Yearbook Club

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Afterschool Program
- Ü Prenatal/Parenting Assistance
- Ü Pinal County Health Department

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	89	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

Established ID requirement for all staff and students, along with a student pass program, using sign-in-and-out pass and tardy books. Have a new alternative to suspension program, using an off-site facility. Have grade-level pods that are separate.

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	Juaneka Brim	(520) 723-2202
Transportation Policy	Nellie Palacios	(520) 723-2072
Community Resources	Bonnie Palmer	(520) 723-2088
School Nutrition Programs	Anna Villarreal	(520) 723-2083
Parent Organization		
Student Health/Nurse	Leah McKim	(520) 723-2212

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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