

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

451 N. Arroyo Blvd, Nogales, AZ 85621

Nogales 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	Underperforming
2004-05	N/A
2003-04	N/A

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

High School Achievement Profile (a)

2005-06	Performing
2004-05	Performing
2003-04	Performing

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

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	Corrective Action
2004-05	SI Year 2
2003-04	Year 1

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

School Overview

Principal/Administrator : Mr. Joel C. Kramer
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-12
 Web Address : www.nusd.k12.az.us
 Phone Number : (520) 287-0800
 Fax Number : (520) 287-0918
 E-mail : jkramer@nusd.k12.az.us

Mission

Pierson Vocational High School's philosophy is to inspire all students to develop self-confidence and marketable skills. These skills include reading, writing, mathematics, and career awareness. All students will be prepared to be successful and self-conscious of being a positive contributor to society currently and for the future.

School / Academic Goals

- ü Academic achievement of all students will improve in Language Arts, Writing in the content areas, and Reading as a requirement for graduation at Pierson Vocational High School.
- ü Classroom management and classroom instruction will improve in all classrooms at Pierson Vocational High School.
- ü All students will be receiving differentiated classroom instruction. This is a school improvement plan, decided upon by the staff so that all students will take pleasure in the instructional process.
- ü All students will take one semester of Careers Exploration as a requirement for graduation and CTE. This will prepare them for the next level of Vocational classes or for future employment opportunities.

Enrollment

October 1, 2005 School Year Student Enrollment : 123
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 9

Instructional Programs

- Ü Alternative High School Education
- Ü ECBG Preschool
- Ü Family Literacy Adult Program
- Ü Even Start Preschool
- Ü AIMS Prep Classes
- Ü Computer Assisted Learning
- Ü Beginning CTE classes
- Ü After School/Saturday Extended Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	8 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The staff of Pierson Vocational High School understands the importance of an effective school/parent communication program. We conduct home visits and parent-teacher conferences, assist parents and students with their special needs and concerns. Parents are informed of students absences on a daily basis. We hold two annual parent-teacher conferences. Our counselor initiates intervention programs and counseling groups throughout the school year. Students may enter and exit at any time.

Parents

Parents are encouraged to call their daughters' or sons' teachers to make appointments or ask questions concerning their progress in school. They are encouraged to be involved in all aspects of their child's education. Parents are expected to attend parent/teacher conferences or check on Power school web site to look at grades and attendance. Intervention strategies and counseling sessions may be arranged with our counselor, who may then refer them to outside agencies if needed.

Transportation Policy

At Pierson Vocational High School currently, we do not provide transportation for our students. Please contact the Nogales Unified School District #1 Transportation Department for more information.

School Honors

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

Award/Honor	Year
Ü 6 Students Graduated with a Dual Language Diploma	2002
Ü 2 Imagine America \$1,000 Scholarships Awarded	2002
Ü 3 -- \$500 Scholarships Awarded	2005
Ü North Central Association - CASI School Accreditation	2005

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	--	494	78400	--	96	97	--	552	554	--	15	21	--	25	19	--	51	47	--	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	256	38686	--	99	98	--	550	554	--	15	20	--	25	20	--	52	49	--	7	12
Male	--	238	39636	--	94	96	--	554	554	--	16	23	--	24	18	--	50	46	--	11	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	--	489	30732	--	96	97	--	552	534	--	15	31	--	25	24	--	51	40	--	9	5
Asian/Pacific Islander	--	NC	1827	--	NC	99	--	NC	594	--	NC	8	--	NC	12	--	NC	49	--	NC	31
American Indian/Alaskan Native	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	--	NC	37038	--	NC	97	--	NC	575	--	NC	11	--	NC	14	--	NC	56	--	NC	19
Students with Disabilities	--	36	7840	--	64	81	--	483	498	--	69	60	--	25	18	--	3	20	--	3	2
Students without Disabilities	--	458	70560	--	100	99	--	556	560	--	11	17	--	25	19	--	55	50	--	9	14
Limited English Proficient Students	--	185	8956	--	92	95	--	523	502	--	29	56	--	35	25	--	35	18	--	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	--	404	33014	--	95	95	--	548	534	--	16	31	--	26	24	--	51	40	--	7	5
Non-Economically Disadvantaged	--	90	45386	--	100	99	--	567	569	--	11	15	--	21	15	--	51	52	--	17	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	NC	495	79179	NC	96	98	NC	515	519	NC	8	11	NC	31	27	NC	59	58	NC	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	256	38974	--	99	99	--	517	524	--	6	8	--	29	25	--	63	61	--	2	5
Male	NC	239	40124	NC	94	97	NC	513	513	NC	9	13	NC	33	28	NC	56	54	NC	3	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	NC	490	30987	NC	96	98	NC	515	498	NC	8	17	NC	31	36	NC	59	45	NC	2	1
Asian/Pacific Islander	--	NC	1832	--	NC	99	--	NC	543	--	NC	4	--	NC	17	--	NC	69	--	NC	10
American Indian/Alaskan Native	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	--	NC	37467	--	NC	98	--	NC	539	--	NC	5	--	NC	17	--	NC	70	--	NC	8
Students with Disabilities	NC	37	8567	NC	66	88	NC	454	467	NC	54	39	NC	32	38	NC	14	22	NC	NA	1
Students without Disabilities	--	458	70612	--	100	99	--	519	524	--	4	7	--	31	25	--	63	62	--	2	5
Limited English Proficient Students	--	185	9013	--	92	95	--	488	461	--	15	40	--	52	48	--	32	12	--	1	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	--	404	33345	--	95	96	--	510	499	--	8	17	--	35	36	--	56	46	--	1	1
Non-Economically Disadvantaged	NC	91	45834	NC	100	99	NC	536	533	NC	4	7	NC	14	19	NC	76	67	NC	5	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	515	79734	NC	100	99	NC	558	554	NC	3	3	NC	16	19	NC	81	78	NC	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	262	39243	--	100	99	--	571	568	--	2	2	--	11	12	--	87	85	--	0	1
Male	NC	253	40413	NC	100	98	NC	545	541	NC	4	4	NC	22	26	NC	75	70	NC	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	NC	510	31254	NC	100	99	NC	558	539	NC	3	5	NC	16	25	NC	81	70	NC	0	0
Asian/Pacific Islander	--	NC	1837	--	NC	99	--	NC	579	--	NC	1	--	NC	9	--	NC	87	--	NC	2
American Indian/Alaskan Native	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	--	NC	37668	--	NC	99	--	NC	569	--	NC	1	--	NC	13	--	NC	85	--	NC	1
Students with Disabilities	NC	55	8943	NC	98	92	NC	492	495	NC	11	11	NC	64	51	NC	25	38	NC	NA	1
Students without Disabilities	--	460	70791	--	100	100	--	565	561	--	2	2	--	10	15	--	88	83	--	0	0
Limited English Proficient Students	--	201	9138	--	100	97	--	525	492	--	5	13	--	32	46	--	63	40	--	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	--	423	33718	--	100	97	--	554	538	--	3	5	--	18	26	--	79	69	--	NA	0
Non-Economically Disadvantaged	NC	92	46016	NC	100	100	NC	580	567	NC	NA	2	NC	7	14	NC	92	84	NC	1	1

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

10th 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	35	462	71130	78	91	95	649	687	701	80	34	23	14	16	13	6	43	51	NA	7	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	225	35465	94	93	96	648	686	702	88	36	21	12	17	13	NA	39	53	NA	8	13
Male	18	237	35648	67	90	94	650	687	701	72	32	24	17	15	12	11	47	50	NA	6	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	35	450	25103	78	91	95	649	686	685	80	35	34	14	16	16	6	42	45	NA	7	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	--	--	4241	--	--	90	--	--	679	--	--	39	--	--	19	--	--	39	--	--	3
White	--	12	36075	--	100	95	--	712	715	--	NA	12	--	NA	9	--	83	58	--	17	21
Students with Disabilities	NC	24	5862	NC	56	71	NC	636	658	NC	92	63	NC	NA	15	NC	8	20	NC	NA	2
Students without Disabilities	32	438	65268	76	95	98	651	689	705	78	31	19	16	17	12	6	45	54	NA	8	15
Limited English Proficient Students	18	156	4859	90	93	93	646	664	662	78	58	64	17	18	15	6	24	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	25	357	22957	81	90	93	646	683	685	84	38	34	12	17	17	4	40	44	NA	5	5
Non-Economically Disadvantaged	10	105	48173	71	95	96	NA	700	709	NA	21	17	NA	13	11	NA	52	55	NA	13	18

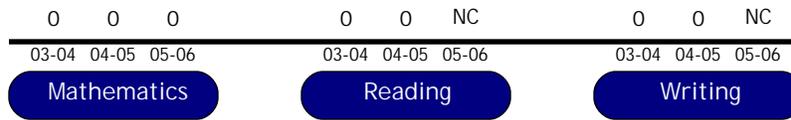
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	468	73018	63	93	97	651	686	703	19	8	6	63	34	23	19	54	64	NA	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	230	36181	78	95	97	640	690	708	36	7	4	57	35	21	7	53	65	NA	5	9
Male	13	238	36816	52	91	96	662	683	699	NA	9	7	69	34	24	31	54	62	NA	4	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	27	456	25801	63	93	96	651	685	683	19	8	10	63	35	34	19	53	53	NA	4	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4389	--	--	93	--	--	675	--	--	9	--	--	42	--	--	47	--	--	1
White	--	12	37024	--	100	97	--	735	721	--	NA	2	--	8	12	--	83	73	--	8	13
Students with Disabilities	--	36	7170	--	84	85	--	647	654	--	31	23	--	44	47	--	22	29	--	3	1
Students without Disabilities	27	432	65848	68	94	98	651	689	708	19	6	4	63	33	20	19	56	67	NA	4	9
Limited English Proficient Students	13	163	5099	68	98	95	636	650	641	38	20	29	54	58	59	8	22	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	19	365	23912	63	92	94	646	679	681	21	10	10	68	39	36	11	48	52	NA	3	2
Non-Economically Disadvantaged	NC	103	49106	NC	94	98	NC	712	714	NC	2	4	NC	18	16	NC	72	69	NC	8	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	20	461	72810	47	91	96	649	680	685	20	8	6	60	31	30	20	56	58	NA	5	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	227	36111	67	93	97	637	689	695	33	7	4	58	23	23	8	63	65	NA	6	8
Male	NC	234	36678	NC	90	95	NC	672	674	NC	9	9	NC	38	36	NC	50	52	NC	3	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	20	449	25735	47	91	96	649	679	669	20	8	10	60	31	41	20	56	48	NA	4	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	--	--	4370	--	--	92	--	--	670	--	--	9	--	--	39	--	--	50	--	--	2
White	--	12	36915	--	100	97	--	716	697	--	NA	3	--	17	21	--	67	67	--	17	8
Students with Disabilities	--	37	7071	--	86	84	--	646	634	--	16	24	--	57	53	--	24	21	--	3	1
Students without Disabilities	20	424	65739	50	92	98	649	683	689	20	7	4	60	29	27	20	59	62	NA	5	6
Limited English Proficient Students	11	158	5046	58	95	94	635	642	621	27	18	31	64	58	56	9	24	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	14	358	23814	47	91	94	651	673	667	14	9	10	71	34	41	14	54	47	NA	3	2
Non-Economically Disadvantaged	NC	103	48996	NC	94	97	NC	704	693	NC	4	4	NC	18	24	NC	66	64	NC	12	7

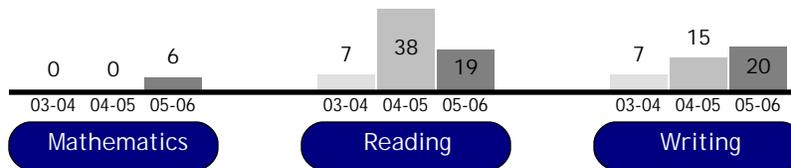
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th 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?	Not Evaluated
	Met Attendance Rate?	NA
	Met Graduation Rate?	N
	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
8	Reading	NC	NC	NA	55	--	--	41	51	NC	NC	50	58
	Language	NC	NC	36	52	--	--	42	50	NC	NC	52	56
	Mathematics	--	--	53	61	--	--	50	53	NC	NC	58	58
9	Reading	100	11	NA	42	NC	NC	40	51	NC	NC	43	52
	Language	100	12	31	42	NC	NC	40	50	NC	NC	41	50
	Mathematics	100	19	47	63	NC	NC	42	50	NC	NC	44	50

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

Council Duties

- Ü Parent/Educator Relations
- Ü Hispanic Awareness Club
- Ü Special Programs - Art, Dance, Writing
- Ü Job Fairs, Job Placement,
- Ü Adult Education
- Ü School Safety, Food Services

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	9.00
Other Professional Staff	1.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	11
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Highly Qualified Teachers	9%

Resources Available at School Site

Special Facilities

- Ü Daycare center for Teen Parents
- Ü Internet Access for All Subject Areas
- Ü 2 Computer Lab on the Campus
- Ü 3 Preschools for At-Risk Families

Extracurricular Activities

- Ü Writing Club
- Ü Peer Tutoring
- Ü Partnership with WIA
- Ü Field Trips: Pima College
- Ü Art Club
- Ü Dance Club
- Ü Reading Club
- Ü Hispanic Club

Social Services

- Ü DES Child Care, 2 Months - 3 Years
- Ü University of Arizona Extension Services
- Ü Even Start/Family Literacy Program
- Ü Prenatal/Parenting Counseling Services
- Ü Intervention Strategies for Students
- Ü Counseling for Parents and Students
- Ü Job Placement Service

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Esperanza and Even Start Preschools accreditation by National Association for the Education of Young Children (NAEYC).

- ü Parent Awareness Night: local community agencies, local law enforcement, health services, and educational institutions set up booths on campus for parents to get information concerning their services. Employers will attend our Job Fair.

- ü Students have received scholarships through the Cowbelles program in Southern Arizona and the Imagine America Association. Two \$1,000 scholarships from the Arizona Private Schools Association are awarded to deserving students each year.

- ü Our alternative high school setting and open-entry, open-exit program allows students to graduate during the school year. This gives them the opportunity to enter the local community college or workforce upon completion of high school.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	84	95	94	95
Promotion Rate ⁵	59	89	88	73
Graduation Rate ⁶	55	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

Majority of certified and classified staff members are certified in CPR and First Aid. Staff members review fire drill procedures monthly and we hold monthly safety meetings. We have a full time school resource officer and district security officer on campus whom interact with students daily. Our counselor facilitates student counseling groups that deal with such topics as anger management, peer pressure, vocational opportunities, and life skills.

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) :

16

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	Joel Kramer	(520) 287-0800
Transportation Policy	Ricardo De La Riva	(520) 287-0800
Community Resources	Randy Drenning	(520) 287-0800
School Nutrition Programs	James Tanner	(520) 377-9175
Parent Organization	Vanessa Rivas	(520) -
Student Health/Nurse	Gloria Felix	(520) 287-0800

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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

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