

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6915 E. Guadalupe Rd., Mesa, AZ 85212

Gilbert Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

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

School Overview

Principal/Administrator : Mr. George Bowers
 Schedule : 07:00 AM to 04:30 PM
 Grades : 7-8
 Web Address : gilbert.k12.az.us/info/schools/hjhs/hjhs.html
 Phone Number : (480) 632-4739
 Fax Number : (480) 632-4729
 E-mail : george_bowers@gilbert.k12.az.us

Mission

HJHS is a community of educators, parents and students working to create an accepting/respectful atmosphere, where all experience a curriculum that strives for excellence, promotes leadership, stimulates involvement and encourages lifelong learning.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü Students will complete core curriculum and pass the district exams with a competency of 80 percent or above.
- ü Students will be responsible learners by reporting to class with their homework completed each day (100%).
- ü All HJHS teachers have implemented a plan to target the improvement of reading skills as our #1 goal.
- ü All HJHS teachers use training in the Six Traits of Writing to help all students become effective/skilled writers.

Enrollment

October 1, 2005 School Year Student Enrollment : 1275
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 82

Instructional Programs

- Gifted
- Alternative Education-JSP
- Comprehensive Special Education Program
- English as a Second Language Support

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 8 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

HJHS adheres to high academic/behavioral standards for all students. A yearly school calendar, course description books and student handbooks are available. HJHS provides supervision before, during and after school to provide a safe environment.

Parents

Parents should see that students are on time to school, ready to learn and with necessary books, materials and completed homework each day. Parents should report any health or learning issues to school personnel in a timely manner.

Transportation Policy

Students who live one mile or more from HJHS are provided with bus service. Consult the district web site for our attendance boundaries.

School Honors

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

Award/Honor	Year
• CAMLE Teacher of the Year	2005
• American Legion Gilbert District Teacher of the Year	2001
• American Legion Gilbert District Teacher of the Year	2005
• 2 HJHS Teachers Have Earned National Board Cert.	2006

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	605	2928	78546	98	97	97	582	577	543	2	4	15	8	7	18	60	61	52	31	28	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	295	1416	38645	97	97	98	583	578	545	2	3	13	7	7	18	61	62	54	30	28	15
Male	310	1512	39792	98	97	97	580	576	542	2	5	17	8	8	17	58	59	50	31	29	15
African American	19	139	4205	83	95	97	550	548	524	5	12	22	16	12	22	68	62	49	11	14	7
Hispanic	64	454	31177	96	94	97	559	555	524	5	7	22	14	13	23	72	66	48	9	14	7
Asian/Pacific Islander	26	133	1940	100	98	99	578	590	580	NA	1	5	8	6	9	65	56	53	27	37	33
American Indian/Alaskan Native	NC	29	4689	NC	94	95	NC	557	515	NC	10	28	NC	10	25	NC	62	43	NC	17	4
White	492	2173	36450	99	98	97	586	583	563	1	3	7	7	6	12	57	60	57	35	32	23
Students with Disabilities	44	242	8093	75	73	82	524	522	489	20	29	50	36	25	24	36	40	23	7	6	2
Students without Disabilities	561	2686	70453	100	100	100	586	581	549	0	2	11	6	6	17	61	62	56	33	30	16
Limited English Proficient Students	NC	65	9323	NC	92	94	NC	530	491	NC	17	47	NC	22	28	NC	57	24	NC	5	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	83	526	34694	92	92	96	558	556	524	5	6	23	16	13	23	60	66	48	19	14	7
Non-Economically Disadvantaged	522	2402	43852	98	98	99	586	581	559	1	3	10	7	6	13	59	59	56	33	31	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	615	2943	79045	99	97	98	547	542	512	2	3	10	12	11	25	68	71	58	18	15	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	300	1423	38860	99	98	98	553	549	519	2	2	7	10	9	22	65	70	62	22	19	8
Male	315	1520	40075	100	97	97	541	536	505	2	3	12	13	14	28	70	71	54	14	12	6
African American	21	137	4250	91	94	98	515	520	500	10	7	12	33	26	31	52	61	54	5	7	3
Hispanic	66	458	31314	99	95	98	528	524	493	6	7	16	17	16	34	70	69	48	8	8	2
Asian/Pacific Islander	26	135	1949	100	99	99	540	545	536	12	4	4	12	9	15	58	72	66	19	16	15
American Indian/Alaskan Native	NC	30	4719	NC	97	96	NC	525	489	NC	3	15	NC	17	39	NC	77	45	NC	3	2
White	497	2183	36730	100	98	98	551	547	532	1	2	4	10	10	16	69	71	68	20	18	12
Students with Disabilities	54	256	8552	92	78	87	488	492	463	13	17	35	56	42	40	30	39	23	2	2	1
Students without Disabilities	561	2687	70493	100	100	100	552	546	517	1	1	7	7	8	24	72	74	62	20	17	8
Limited English Proficient Students	10	66	9355	100	93	95	NA	478	456	NA	29	37	NA	33	48	NA	38	15	NA	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	87	531	34922	97	93	96	527	521	493	6	7	15	24	20	34	59	67	48	11	6	3
Non-Economically Disadvantaged	528	2412	44123	100	98	99	550	547	527	2	2	6	10	9	18	70	71	66	19	17	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	619	2989	79657	100	99	99	595	589	566	1	1	3	1	3	8	96	94	87	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	303	1445	39120	100	99	99	602	600	580	1	1	2	2	1	4	94	96	92	3	2	2
Male	316	1544	40423	100	99	98	587	580	553	1	1	5	1	4	12	97	93	83	1	1	1
African American	22	144	4290	96	99	99	571	580	560	5	4	4	NA	3	9	95	92	86	NA	NA	1
Hispanic	67	470	31642	100	97	99	581	580	552	6	2	5	1	5	11	93	93	84	NA	0	0
Asian/Pacific Islander	26	135	1948	100	99	99	602	594	589	NA	1	1	4	1	3	85	93	91	12	4	4
American Indian/Alaskan Native	NC	31	4760	NC	100	97	NC	583	547	NC	NA	5	NC	6	14	NC	94	81	NC	NA	0
White	499	2209	36929	100	99	99	597	592	579	NA	1	2	1	2	5	97	95	91	2	2	2
Students with Disabilities	58	301	9069	98	91	92	554	548	508	5	7	11	12	17	30	83	75	58	NA	1	1
Students without Disabilities	561	2688	70588	100	100	100	598	593	573	0	1	2	0	1	5	97	97	91	2	2	1
Limited English Proficient Students	10	69	9521	100	97	96	NA	544	507	NA	6	13	NA	9	24	NA	86	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	89	552	35341	99	97	97	578	578	551	3	2	5	3	4	12	91	93	83	2	1	0
Non-Economically Disadvantaged	530	2437	44316	100	99	100	598	592	578	0	1	2	1	2	5	97	95	90	2	2	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	636	2976	78400	98	97	97	604	589	554	2	7	21	8	9	19	56	58	47	34	26	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	314	1446	38686	99	98	98	602	591	554	2	4	20	8	10	20	59	60	49	32	26	12
Male	322	1528	39636	98	96	96	606	588	554	2	9	23	7	9	18	53	57	46	37	25	13
African American	17	137	4193	89	93	97	574	566	533	12	15	32	12	18	23	53	53	40	24	14	5
Hispanic	69	463	30732	93	96	97	579	562	534	12	15	31	10	16	24	57	57	40	22	12	5
Asian/Pacific Islander	10	114	1827	100	100	99	NA	613	594	NA	4	8	NA	4	12	NA	52	49	NA	41	31
American Indian/Alaskan Native	NC	34	4536	NC	100	95	NC	580	528	NC	9	35	NC	3	25	NC	71	37	NC	18	4
White	535	2228	37038	99	97	97	608	595	575	1	5	11	7	8	14	56	59	56	37	28	19
Students with Disabilities	38	255	7840	79	75	81	554	529	498	21	38	60	21	20	18	53	37	20	5	4	2
Students without Disabilities	598	2721	70560	100	99	99	607	594	560	1	4	17	7	8	19	56	60	50	36	28	14
Limited English Proficient Students	NC	33	8956	NC	87	95	NC	530	502	NC	42	56	NC	18	25	NC	30	18	NC	9	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	70	453	33014	90	91	95	580	565	534	6	15	31	17	15	24	59	57	40	19	13	5
Non-Economically Disadvantaged	566	2523	45386	99	98	99	607	594	569	2	5	15	6	8	15	56	59	52	36	28	18

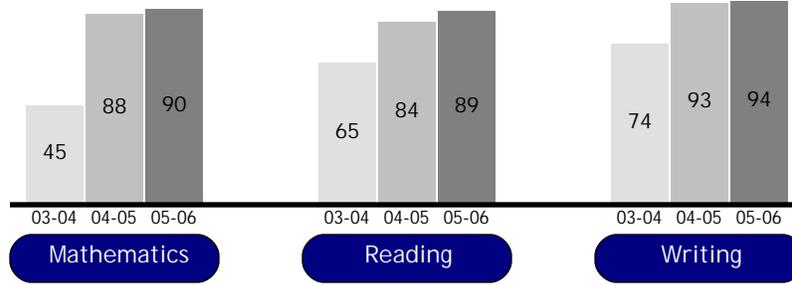
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	644	2975	79179	100	97	98	554	545	519	1	3	11	10	14	27	77	74	58	12	8	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	316	1445	38974	99	98	99	560	552	524	1	2	8	8	10	25	78	78	61	14	11	5
Male	328	1528	40124	100	96	97	549	538	513	2	4	13	13	18	28	76	71	54	10	6	4
African American	18	138	4243	95	94	98	553	534	506	NA	4	14	22	22	32	67	68	51	11	7	3
Hispanic	72	460	30987	97	96	98	532	522	498	4	6	17	22	25	36	68	67	45	6	2	1
Asian/Pacific Islander	10	112	1832	100	98	99	NA	550	543	NA	2	4	NA	11	17	NA	79	69	NA	9	10
American Indian/Alaskan Native	NC	34	4573	NC	100	96	NC	518	494	NC	9	16	NC	24	41	NC	68	42	NC	NA	1
White	539	2231	37467	100	97	98	557	550	539	1	3	5	8	11	17	79	76	70	12	10	8
Students with Disabilities	45	254	8567	94	75	88	501	493	467	11	22	39	42	38	38	47	37	22	NA	2	1
Students without Disabilities	599	2721	70612	100	99	99	558	549	524	0	1	7	8	12	25	79	78	62	13	9	5
Limited English Proficient Students	NC	36	9013	NC	95	95	NC	465	461	NC	42	40	NC	47	48	NC	11	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	75	448	33345	96	90	96	528	522	499	3	6	17	21	27	36	76	65	46	NA	2	1
Non-Economically Disadvantaged	569	2527	45834	100	98	99	558	548	533	1	3	7	9	12	19	77	76	67	13	9	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	647	3053	79734	100	99	99	582	574	554	0	1	3	6	10	19	93	89	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	318	1474	39243	100	100	99	593	588	568	NA	0	2	3	4	12	96	95	85	2	1	1
Male	329	1577	40413	100	99	98	571	561	541	0	2	4	9	14	26	90	84	70	0	0	0
African American	19	144	4285	100	98	99	571	565	548	NA	1	3	16	13	22	84	86	74	NA	NA	0
Hispanic	74	479	31254	100	100	99	567	560	539	NA	2	5	9	15	25	89	82	70	1	0	0
Asian/Pacific Islander	10	114	1837	100	100	99	NA	583	579	NA	NA	1	NA	5	9	NA	94	87	NA	1	2
American Indian/Alaskan Native	NC	35	4613	NC	100	97	NC	567	535	NC	NA	4	NC	14	29	NC	86	67	NC	NA	0
White	539	2281	37668	100	99	99	584	577	569	0	1	1	5	8	13	94	90	85	1	0	1
Students with Disabilities	48	327	8943	100	97	92	527	515	495	2	9	11	40	42	51	58	49	38	NA	NA	1
Students without Disabilities	599	2726	70791	100	100	100	586	580	561	NA	0	2	3	6	15	96	94	83	1	0	0
Limited English Proficient Students	NC	37	9138	NC	97	97	NC	511	492	NC	8	13	NC	30	46	NC	62	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	77	482	33718	99	97	97	561	557	538	NA	2	5	12	17	26	88	81	69	NA	0	0
Non-Economically Disadvantaged	570	2571	46016	100	100	100	584	577	567	0	1	2	5	8	14	94	90	84	1	0	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?	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	99	73	NA	54	100	67	63	50	98	75	75	54
	Language	100	80	74	58	100	70	66	52	99	78	75	58
	Mathematics	100	83	78	62	100	67	64	50	97	75	72	54
8	Reading	99	69	NA	55	99	63	60	51	99	76	73	58
	Language	99	71	64	52	99	63	60	50	100	70	67	56
	Mathematics	99	78	75	61	99	72	67	53	98	82	76	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Textbook Selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	64.50
Other Professional Staff	5.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	9	6	0	0
7 to 9 years	7	8	0	0
10 or more years	6	22	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	42
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- Ü Five Computer Labs With Internet
- Ü Over 300 Computers Available on Campus

Extracurricular Activities

- Ü Junior High Athletic Program
- Ü VICA
- Ü SHO Club--Students Helping Others
- Ü National Junior Honor Society
- Ü Newspaper
- Ü Student Council
- Ü Odyssey of the Mind

Social Services

- Ü Recreational Activities
- Ü Citizenship Classes
- Ü Counseling Services
- Ü Health Services
- Ü Tobacco Prevention
- Ü Free/Reduced Lunch Program
- Ü Transition Specialist
- Ü JSP Social Worker

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Since opening in 1998 HJHS has matured into a premier academic leader among sister schools. Our students traditionally score near the top of SAT-9/Aims tests. Our students excel at Highland High, which sets the standard for Arizona high schools.

- ü Highland Junior High was named an “Excelling School” by the Arizona State Department of Education in 2003-2004, 2004-2005 & 2005-2006.

Student Activity Rates for School Year 2005-06

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

HJHS has a full-time Security Guard and an on-site half-time School Resource Police Officer. We have an emphasis on positive behavior programs some of which are: a Responsibility Center, Cultural Diversity, Anti-Bullying Program, Junior High Success Program and Character Counts.

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) :

11

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	Linda Taylor	(480) 632-4739
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Shane McCord	(480) 892-9089
School Nutrition Programs	Karen Warhus	(480) 632-4739
Parent Organization	Linda Taylor	(480) 632-4739
Student Health/Nurse	Twila Gottlieb	(480) 632-4739

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.