



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

15002 N. 32nd Street, Phoenix, AZ 85032

Paradise Valley 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)

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mrs. Jean Scharrer
 Schedule : 08:00 AM to 04:30 PM
 Grades : 5-8
 2005 Enrollment : 30
 Web Address :
 Phone Number : (602) 787-5015
 Fax Number : (602) 867-5153
 E-mail : jscharrer@pvusd.k12.az.us

Mission

The mission of Prospect Middle School is the innate belief that every student has the right to learn. Prospect provides a curriculum that promotes replacement skills to remediate serious student behavior and academic deficits. Prospect offers a setting of opportunity where at-risk students not only increase their self-confidence and compassion for others, but where students are empowered and challenged to take responsibility for their own lives and to make positive choices.

School / Academic Goals

- ü The school will provide a rigorous curriculum and instruction, providing all students with the opportunity to meet or exceed Arizona Academic Standards.
- ü The school will function as an effective learning community, supporting a climate conducive to student achievement, while maintaining a two-way communication between parents and school.
- ü The school leadership focuses on improved student achievement.
- ü The school will use multiple standard-based assessments, strategies and data to measure and monitor student performance and to revise curriculum and instruction as needed.

Enrollment

October 1, 2004 School Year Student Enrollment : 38
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Math
- ü Science
- ü Social Studies
- ü English
- ü Enrichment Electives

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Prospect Middle School provides students a safe and positive environment in which each student can progress at his/her own pace to become academically and socially successful.

Parents

Parents are responsible for ensuring their children attend school each day, well rested, well fed, and prepared to learn.

Transportation Policy

All students living outside one and one-half miles of our school will receive district transportation by district buses. Bikes are allowed with parental permission. Students within the one and one-half miles will be transported by parents or walk to school.

School Honors

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

Award/Honor	Year
ü Perfect Attendance	
ü Honor Roll	

5th 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	--	2711	78906	--	100	99	--	515	498	--	8	13	--	13	19	--	50	48	--	29	20
All Students (Prior Year)	--	2756	76019	--	100	100	--	513	499	--	9	14	--	32	39	--	16	14	--	43	33
Female	--	1325	38644	--	100	99	--	517	500	--	7	12	--	13	19	--	51	49	--	29	19
Male	--	1384	40236	--	100	99	--	514	497	--	9	15	--	13	19	--	49	46	--	29	20
African American	--	94	4087	--	99	99	--	486	481	--	11	20	--	20	24	--	53	45	--	15	11
Hispanic	--	565	31938	--	100	99	--	484	481	--	19	19	--	24	25	--	46	46	--	12	10
Asian/Pacific Islander	--	81	1805	--	99	98	--	538	536	--	5	5	--	3	8	--	48	45	--	44	42
American Indian/Alaskan Native	--	33	4593	--	100	100	--	499	467	--	14	26	--	14	29	--	59	39	--	14	6
White	--	1938	36483	--	100	99	--	525	517	--	5	7	--	10	13	--	51	51	--	34	30
Students with Disabilities	--	394	10664	--	100	100	--	451	430	--	29	42	--	25	27	--	37	26	--	9	5
Students without Disabilities	--	2317	68310	--	98	98	--	526	509	--	5	9	--	11	18	--	52	51	--	33	22
Limited English Proficient Students	--	270	12573	--	100	100	--	448	454	--	24	27	--	29	30	--	40	38	--	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	798	38679	--	95	96	--	487	483	--	19	20	--	20	25	--	49	45	--	12	10
Non-Economically Disadvantaged	--	1913	40295	--	100	100	--	527	513	--	4	7	--	10	13	--	50	50	--	36	30

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	--	2712	78908	--	0	99	--	499	484	--	6	10	--	15	23	--	65	58	--	14	9
All Students (Prior Year)	--	2754	76020	--	100	100	--	510	503	--	17	25	--	18	23	--	47	40	--	18	12
Female	--	1327	38648	--	0	99	--	504	489	--	5	8	--	14	22	--	65	61	--	16	10
Male	--	1383	40233	--	0	99	--	494	479	--	7	12	--	17	25	--	66	55	--	11	8
African American	--	94	4092	--	0	99	--	481	473	--	5	12	--	19	28	--	65	54	--	11	5
Hispanic	--	564	31940	--	0	99	--	467	465	--	15	16	--	33	32	--	48	49	--	3	3
Asian/Pacific Islander	--	81	1805	--	0	98	--	509	507	--	3	4	--	11	13	--	69	65	--	17	18
American Indian/Alaskan Native	--	33	4569	--	0	100	--	493	457	--	3	18	--	24	39	--	69	41	--	3	2
White	--	1940	36502	--	0	99	--	508	502	--	3	4	--	11	14	--	69	67	--	17	15
Students with Disabilities	--	394	10665	--	0	100	--	442	423	--	19	30	--	31	36	--	48	31	--	2	2
Students without Disabilities	--	2318	68312	--	0	98	--	508	493	--	4	7	--	13	21	--	68	62	--	16	10
Limited English Proficient Students	--	269	12556	--	0	100	--	431	436	--	20	24	--	40	40	--	39	35	--	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	798	38662	--	0	96	--	474	468	--	14	16	--	29	32	--	54	49	--	4	3
Non-Economically Disadvantaged	--	1914	40315	--	0	100	--	509	498	--	2	5	--	10	15	--	70	66	--	18	14

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	--	2708	78750	--	100	99	--	516	500	--	4	6	--	21	29	--	71	63	--	3	2
All Students (Prior Year)	--	2748	75673	--	99	100	--	558	530	--	7	12	--	18	25	--	68	58	--	7	4
Female	--	1324	38586	--	100	99	--	531	515	--	2	4	--	13	22	--	79	71	--	5	3
Male	--	1382	40135	--	100	99	--	501	486	--	5	8	--	29	35	--	64	56	--	2	1
African American	--	94	4081	--	99	99	--	495	488	--	5	8	--	20	32	--	72	59	--	3	2
Hispanic	--	562	31841	--	100	99	--	485	483	--	9	8	--	36	36	--	54	55	--	1	1
Asian/Pacific Islander	--	81	1802	--	99	98	--	530	533	--	3	2	--	13	16	--	79	75	--	5	7
American Indian/Alaskan Native	--	32	4586	--	100	100	--	515	481	--	7	8	--	14	37	--	79	54	--	0	1
White	--	1939	36440	--	100	99	--	524	516	--	2	3	--	18	22	--	76	71	--	4	4
Students with Disabilities	--	395	10622	--	100	100	--	441	415	--	13	21	--	47	50	--	40	28	--	1	1
Students without Disabilities	--	2313	68196	--	98	98	--	528	513	--	2	3	--	17	25	--	77	69	--	4	3
Limited English Proficient Students	--	269	12504	--	100	100	--	444	451	--	13	12	--	41	44	--	45	43	--	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	797	38558	--	94	96	--	487	485	--	9	8	--	35	37	--	55	54	--	1	1
Non-Economically Disadvantaged	--	1911	40260	--	100	100	--	527	514	--	2	3	--	16	21	--	78	72	--	5	4

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	43	2777	78250	75	100	99	513	570	548	33	12	21	33	14	18	33	53	48	0	20	13
All Students (Prior Year)	51	2804	75001	100	100	99	435	481	468	67	26	37	27	39	36	6	20	16	0	15	10
Female	--	1332	38071	--	100	99	--	568	549	--	12	20	--	15	19	--	55	49	--	19	12
Male	31	1443	40126	72	99	99	506	571	547	50	13	23	0	13	17	50	52	46	0	22	14
African American	--	89	4058	--	99	99	--	536	523	--	21	32	--	21	22	--	55	41	--	4	5
Hispanic	NC	453	29129	NC	98	99	NC	535	527	NC	26	32	NC	24	23	NC	44	40	NC	6	6
Asian/Pacific Islander	--	79	1747	--	98	100	--	597	589	--	8	9	--	5	9	--	54	50	--	32	32
American Indian/Alaskan Native	--	33	4996	--	100	100	--	553	518	--	11	36	--	30	25	--	48	36	--	11	4
White	32	2123	38320	78	100	99	529	577	568	0	10	12	100	12	14	0	55	55	0	23	19
Students with Disabilities	--	289	9329	--	100	100	--	477	454	--	59	64	--	16	18	--	21	16	--	4	2
Students without Disabilities	41	2488	68996	75	99	99	513	580	561	33	7	16	33	14	18	33	57	52	0	22	14
Limited English Proficient Students	NC	187	10133	NC	100	100	NC	480	488	NC	41	45	NC	24	25	NC	33	28	NC	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	586	33388	NC	91	94	NC	539	530	NC	26	32	NC	22	22	NC	46	40	NC	6	5
Non-Economically Disadvantaged	39	2191	44937	100	100	100	529	578	561	0	9	13	100	12	15	0	55	54	0	24	18

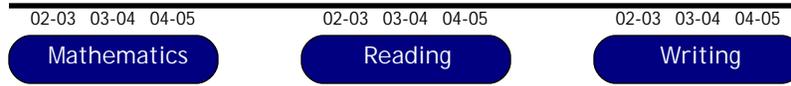
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	2777	78302	75	0	99	465	530	512	33	7	11	33	17	25	33	66	57	0	10	7
All Students (Prior Year)	50	2801	74918	100	100	99	475	511	497	45	20	32	17	17	19	34	43	35	4	20	15
Female	--	1332	38082	--	0	99	--	535	518	--	4	8	--	15	24	--	70	61	--	10	7
Male	31	1443	40166	72	0	99	449	524	507	50	9	14	50	19	26	0	62	54	0	10	6
African American	--	89	4064	--	0	100	--	508	498	--	12	14	--	21	29	--	64	54	--	3	3
Hispanic	NC	453	29152	NC	0	99	NC	496	492	NC	18	17	NC	31	34	NC	48	46	NC	2	2
Asian/Pacific Islander	--	79	1746	--	0	100	--	544	542	--	7	5	--	9	13	--	62	66	--	22	16
American Indian/Alaskan Native	--	33	4993	--	0	100	--	519	484	--	4	19	--	33	38	--	59	42	--	4	1
White	32	2123	38347	78	0	99	499	537	531	0	4	5	0	14	17	100	70	68	0	12	10
Students with Disabilities	--	288	9353	--	0	100	--	450	429	--	31	40	--	41	38	--	25	22	--	3	1
Students without Disabilities	42	2489	69024	76	0	99	465	539	524	33	4	7	33	14	23	33	71	62	0	11	7
Limited English Proficient Students	NC	187	10140	NC	0	100	NC	439	451	NC	33	28	NC	40	43	NC	24	29	NC	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	586	33398	NC	0	94	NC	501	495	NC	17	18	NC	31	35	NC	49	46	NC	3	2
Non-Economically Disadvantaged	39	2191	44979	100	0	100	499	537	525	0	4	6	0	13	18	100	71	66	0	12	10

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	43	2772	78094	75	99	99	478	560	545	0	2	3	100	13	18	0	84	77	0	2	2
All Students (Prior Year)	50	2793	74503	100	100	99	433	507	491	28	7	9	36	27	32	36	57	51	0	9	8
Female	--	1327	38025	--	99	99	--	571	558	--	1	2	--	7	13	--	90	82	--	2	2
Male	32	1443	40013	74	99	99	467	549	534	0	2	5	100	18	23	0	78	71	0	2	1
African American	--	89	4037	--	99	99	--	533	532	--	5	4	--	22	22	--	71	73	--	1	1
Hispanic	NC	450	29068	NC	98	99	NC	524	523	NC	5	5	NC	26	27	NC	68	67	NC	1	1
Asian/Pacific Islander	--	80	1743	--	99	100	--	585	577	--	0	2	--	8	9	--	87	82	--	5	8
American Indian/Alaskan Native	--	33	4981	--	100	100	--	569	526	--	0	4	--	7	25	--	93	70	--	0	0
White	33	2120	38265	80	100	99	499	567	564	0	1	2	100	10	11	0	87	84	0	2	3
Students with Disabilities	--	288	9275	--	100	100	--	470	444	--	9	14	--	44	46	--	45	39	--	2	1
Students without Disabilities	41	2484	68892	75	99	98	478	570	559	0	1	2	100	9	14	0	88	82	0	2	2
Limited English Proficient Students	NC	186	10084	NC	100	100	NC	467	474	NC	10	10	NC	40	39	NC	48	50	NC	2	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	584	33296	NC	91	94	NC	533	527	NC	5	5	NC	24	27	NC	71	67	NC	0	0
Non-Economically Disadvantaged	40	2188	44871	100	100	100	499	567	559	0	1	2	100	10	12	0	87	84	0	2	3

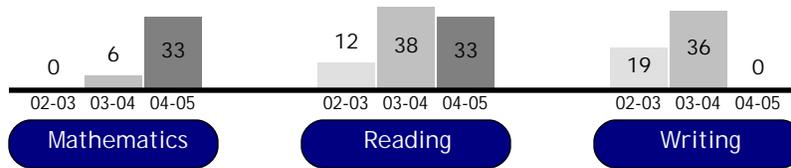
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	--	--	64	50	NC	NC	NA	55	--	--	58	50
	Language	--	--	58	46	NC	NC	60	49	--	--	59	50
	Mathematics	--	--	69	57	NC	NC	72	63	--	--	57	49
6	Reading	NC	NC	67	53	NC	NC	NA	56	--	--	61	51
	Language	NC	NC	60	45	NC	NC	61	48	--	--	57	47
	Mathematics	NC	NC	74	62	NC	NC	76	66	--	--	62	52
7	Reading	NC	NC	60	51	100	14	NA	54	NC	NC	57	50
	Language	83	7	64	54	100	13	69	58	NC	NC	61	52
	Mathematics	NC	NC	70	58	100	21	73	62	NC	NC	59	50
8	Reading	90	22	60	53	100	50	NA	55	75	28	59	51
	Language	90	10	59	49	100	35	62	52	75	29	58	50
	Mathematics	83	26	67	58	100	47	71	61	75	34	63	53

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

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	7.00
Other Professional Staff	1.00	Teacher Aide	1.00

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	57%
Percent of core classes not taught by Highly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

Ü Core Academic Computer Labs

Extracurricular Activities

Ü Student Council

Social Services

- Ü Drug Prevention Coach
- Ü Social Worker
- Ü Counselor
- Ü Homeless Liaison
- Ü Intervention Specialist

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	100	95	94	95
Transfers Out Rates ⁵	85	12	12	17
Transfers In Rate ⁶	297	28	28	37
Stability Rate ⁷	15	87	87	82
Promotion Rate ⁸	85	96	95	81
Retention Rate ⁹	5	1	1	3
Dropout Rate ¹⁰	7	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

Prospect provides student training in bullying, harassing, and conflict resolution. A comprehensive drug and alcohol prevention program is also in place. All of these contribute to a safe and healthy learning environment.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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		
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Traci DeGraw	(602) 787-5015
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization		
Student Health/Nurse	Pat Kordelski	(602) 787-5015

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.