



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

Route 27, Nazlini, AZ 86505

Peach Springs 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
2004-05	Performing
2003-04	Underperforming

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

School Overview

Principal/Administrator : Mr. Ronald E. Arias
 Schedule : 07:00 AM to 05:00 PM
 Grades : 7-8
 Web Address :
 Phone Number : (928) 755-6125
 Fax Number : (928) 755-3729
 E-mail : nazlini_school@yahoo.com

Mission

The mission of Nazlini Community School is to educate Navajo children to become literate, creative, self-confident and responsible citizens of their community, tribe and country; who are able to think critically, solve problems and take risks.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	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 Implement a math program for seventh and eighth grades. Standards-based math program to be implemented. Teachers trained for math program. Other teaching strategies will also be utilized.
- ü Improve and increase reading achievement in seventh and eighth grades. 'The Success For All' reading program for students with special needs. Implement other teaching strategies for the remainder of the students.
- ü Raise attendance to 90%
- ü Raise promotion percentage to 100%

Enrollment

October 1, 2005 School Year Student Enrollment : 27
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 2

Instructional Programs

- Curriculum and Instruction
- AZ Academic Standards-based Instruction
- Technology-assisted Instruction
- Cooperative Learning/Peer Teaching
- Cultural Enrichment Activities

Calendar Information

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

Shared Responsibilities

School

Nazlini School has a Parent Advisory Association that meets monthly at the school. Parent/Teacher conferences are scheduled every nine weeks to provide parents with reports of their children's progress and any updated information.

Parents

Parents have input into school planning and improvement via the Parent Advisory Association. Parents are responsible for the child's attendance, well being, and behavior.

Transportation Policy

To provide a safe, supportive and clean environment when providing transportation. Implementing plans and procedures to improve the transportation system with regards to federal, state and Navajo Nation transportation policies.

School Honors

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

Award/Honor	Year
• North Central Association Accreditation	2005
• Recipient of E-rate Grant Award	2001
• Goals 2000 Grant Recipient	2001
• Stimulus Grant Recipient	2001

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	NC	--	78546	NC	--	97	NC	--	543	NC	--	15	NC	--	18	NC	--	52	NC	--	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	--	38645	NC	--	98	NC	--	545	NC	--	13	NC	--	18	NC	--	54	NC	--	15
Male	NC	--	39792	NC	--	97	NC	--	542	NC	--	17	NC	--	17	NC	--	50	NC	--	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	--	--	31177	--	--	97	--	--	524	--	--	22	--	--	23	--	--	48	--	--	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	NC	--	4689	NC	--	95	NC	--	515	NC	--	28	NC	--	25	NC	--	43	NC	--	4
White	--	--	36450	--	--	97	--	--	563	--	--	7	--	--	12	--	--	57	--	--	23
Students with Disabilities	--	--	8093	--	--	82	--	--	489	--	--	50	--	--	24	--	--	23	--	--	2
Students without Disabilities	NC	--	70453	NC	--	100	NC	--	549	NC	--	11	NC	--	17	NC	--	56	NC	--	16
Limited English Proficient Students	NC	--	9323	NC	--	94	NC	--	491	NC	--	47	NC	--	28	NC	--	24	NC	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	NC	--	34694	NC	--	96	NC	--	524	NC	--	23	NC	--	23	NC	--	48	NC	--	7
Non-Economically Disadvantaged	NC	--	43852	NC	--	99	NC	--	559	NC	--	10	NC	--	13	NC	--	56	NC	--	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	NC	--	79045	NC	--	98	NC	--	512	NC	--	10	NC	--	25	NC	--	58	NC	--	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	--	38860	NC	--	98	NC	--	519	NC	--	7	NC	--	22	NC	--	62	NC	--	8
Male	NC	--	40075	NC	--	97	NC	--	505	NC	--	12	NC	--	28	NC	--	54	NC	--	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	--	--	31314	--	--	98	--	--	493	--	--	16	--	--	34	--	--	48	--	--	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	NC	--	4719	NC	--	96	NC	--	489	NC	--	15	NC	--	39	NC	--	45	NC	--	2
White	--	--	36730	--	--	98	--	--	532	--	--	4	--	--	16	--	--	68	--	--	12
Students with Disabilities	--	--	8552	--	--	87	--	--	463	--	--	35	--	--	40	--	--	23	--	--	1
Students without Disabilities	NC	--	70493	NC	--	100	NC	--	517	NC	--	7	NC	--	24	NC	--	62	NC	--	8
Limited English Proficient Students	NC	--	9355	NC	--	95	NC	--	456	NC	--	37	NC	--	48	NC	--	15	NC	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	NC	--	34922	NC	--	96	NC	--	493	NC	--	15	NC	--	34	NC	--	48	NC	--	3
Non-Economically Disadvantaged	NC	--	44123	NC	--	99	NC	--	527	NC	--	6	NC	--	18	NC	--	66	NC	--	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	NC	--	79657	NC	--	99	NC	--	566	NC	--	3	NC	--	8	NC	--	87	NC	--	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	--	39120	NC	--	99	NC	--	580	NC	--	2	NC	--	4	NC	--	92	NC	--	2
Male	NC	--	40423	NC	--	98	NC	--	553	NC	--	5	NC	--	12	NC	--	83	NC	--	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	--	--	31642	--	--	99	--	--	552	--	--	5	--	--	11	--	--	84	--	--	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	NC	--	4760	NC	--	97	NC	--	547	NC	--	5	NC	--	14	NC	--	81	NC	--	0
White	--	--	36929	--	--	99	--	--	579	--	--	2	--	--	5	--	--	91	--	--	2
Students with Disabilities	--	--	9069	--	--	92	--	--	508	--	--	11	--	--	30	--	--	58	--	--	1
Students without Disabilities	NC	--	70588	NC	--	100	NC	--	573	NC	--	2	NC	--	5	NC	--	91	NC	--	1
Limited English Proficient Students	NC	--	9521	NC	--	96	NC	--	507	NC	--	13	NC	--	24	NC	--	63	NC	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	NC	--	35341	NC	--	97	NC	--	551	NC	--	5	NC	--	12	NC	--	83	NC	--	0
Non-Economically Disadvantaged	NC	--	44316	NC	--	100	NC	--	578	NC	--	2	NC	--	5	NC	--	90	NC	--	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	14	--	78400	100	--	97	523	--	554	21	--	21	57	--	19	21	--	47	NA	--	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	--	38686	NC	--	98	NC	--	554	NC	--	20	NC	--	20	NC	--	49	NC	--	12
Male	11	--	39636	100	--	96	522	--	554	27	--	23	45	--	18	27	--	46	NA	--	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	--	--	30732	--	--	97	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	14	--	4536	100	--	95	523	--	528	21	--	35	57	--	25	21	--	37	NA	--	4
White	--	--	37038	--	--	97	--	--	575	--	--	11	--	--	14	--	--	56	--	--	19
Students with Disabilities	NC	--	7840	NC	--	81	NC	--	498	NC	--	60	NC	--	18	NC	--	20	NC	--	2
Students without Disabilities	13	--	70560	100	--	99	524	--	560	23	--	17	54	--	19	23	--	50	NA	--	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	14	--	33014	100	--	95	523	--	534	21	--	31	57	--	24	21	--	40	NA	--	5
Non-Economically Disadvantaged	--	--	45386	--	--	99	--	--	569	--	--	15	--	--	15	--	--	52	--	--	18

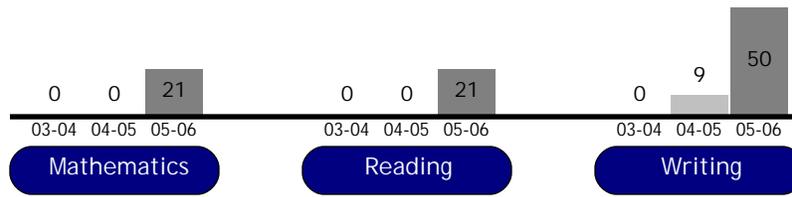
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	--	79179	100	--	98	471	--	519	29	--	11	50	--	27	21	--	58	NA	--	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	--	38974	NC	--	99	NC	--	524	NC	--	8	NC	--	25	NC	--	61	NC	--	5
Male	11	--	40124	100	--	97	475	--	513	27	--	13	45	--	28	27	--	54	NA	--	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	--	--	30987	--	--	98	--	--	498	--	--	17	--	--	36	--	--	45	--	--	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	14	--	4573	100	--	96	471	--	494	29	--	16	50	--	41	21	--	42	NA	--	1
White	--	--	37467	--	--	98	--	--	539	--	--	5	--	--	17	--	--	70	--	--	8
Students with Disabilities	NC	--	8567	NC	--	88	NC	--	467	NC	--	39	NC	--	38	NC	--	22	NC	--	1
Students without Disabilities	13	--	70612	100	--	99	471	--	524	31	--	7	46	--	25	23	--	62	NA	--	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	14	--	33345	100	--	96	471	--	499	29	--	17	50	--	36	21	--	46	NA	--	1
Non-Economically Disadvantaged	--	--	45834	--	--	99	--	--	533	--	--	7	--	--	19	--	--	67	--	--	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	14	--	79734	100	--	99	509	--	554	NA	--	3	50	--	19	50	--	78	NA	--	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	--	39243	NC	--	99	NC	--	568	NC	--	2	NC	--	12	NC	--	85	NC	--	1
Male	11	--	40413	100	--	98	498	--	541	NA	--	4	64	--	26	36	--	70	NA	--	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	--	--	31254	--	--	99	--	--	539	--	--	5	--	--	25	--	--	70	--	--	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	14	--	4613	100	--	97	509	--	535	NA	--	4	50	--	29	50	--	67	NA	--	0
White	--	--	37668	--	--	99	--	--	569	--	--	1	--	--	13	--	--	85	--	--	1
Students with Disabilities	NC	--	8943	NC	--	92	NC	--	495	NC	--	11	NC	--	51	NC	--	38	NC	--	1
Students without Disabilities	13	--	70791	100	--	100	508	--	561	NA	--	2	46	--	15	54	--	83	NA	--	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	14	--	33718	100	--	97	509	--	538	NA	--	5	50	--	26	50	--	69	NA	--	0
Non-Economically Disadvantaged	--	--	46016	--	--	100	--	--	567	--	--	2	--	--	14	--	--	84	--	--	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?	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	--	--	--	54	94	17	17	50	NC	NC	--	54
	Language	--	--	--	58	94	25	25	52	NC	NC	--	58
	Mathematics	--	--	--	62	94	32	32	50	NC	NC	--	54
8	Reading	NC	NC	NC	55	100	20	20	51	100	28	--	58
	Language	NC	NC	NC	52	100	18	18	50	100	24	--	56
	Mathematics	NC	NC	NC	61	100	17	17	53	93	50	--	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)
- 2 Teacher(s)
- 0 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Student Discipline
- Ü State Consolidated School Reform Plan
- Ü North Central Association Accreditation
- Ü Staff Incentive & Training
- Ü Special Education Program Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	2.00
Other Professional Staff	.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	1
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library Media Services
- Ü Computer Lab
- Ü BILINGUAL STUDIES
- Ü RECREATION

Extracurricular Activities

- Ü Junior High Interscholastic Sports
- Ü Indian Club
- Ü Gifted and Talented Program
- Ü Spelling Bees
- Ü Year End Field Trips

Social Services

- Ü Classes for Staff Via Internet
- Ü Volunteer Program
- Ü Parent Education Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Professional development is continous.

- ü The teaching staff has developed a curriculum and will be more focused on curriculum implementation. Each Friday, the teachers submit their lesson plans for closer monitoring of instructions.

- ü Accredited by North Central Association continued.

- ü Monitored annually by outside source.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	84	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

Staff orientation was implemented on health and safety, hazardous material, asbestos, and First Aid Training/CPR. A Health program is set up for all students for their participation, scheduled throughout the year.

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) :

3

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	Ronald E. Arias	(928) 755-3711
Transportation Policy	Ronald E. Arias	(928) 755-3711
Community Resources	Ronald E. Arias	(928) 755-6125
School Nutrition Programs	Diane Bydonnie	(928) 755-6125
Parent Organization	Ronald E. Arias	(928) 755-6125
Student Health/Nurse	Charlene King	(928) 755-6125

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.