



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2323 East Mountain Gate Pass, Phoenix, AZ 85024

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)

2005-06	Excelling
2004-05	Excelling
2003-04	Not Evaluated

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

School Overview

Principal/Administrator : Mrs. Tanya Beckwith
 Schedule : 08:00 AM to 04:30 PM
 Grades : 7-8
 Web Address : epage.pvUSD.k12.az.us/mtmsweb/index.ht
 Phone Number : (480) 538-7100
 Fax Number : (480) 538-7110
 E-mail : tbeckwith@pvUSD.k12.az.us

Mission

Mountain Trail Middle School is dedicated to providing a comprehensive core curriculum for all students. This is achieved through commitment, collaboration, consistency, and community partnership within a safe and orderly environment.

We believe that a Circle of Responsibility exists in the education of children. This includes equal participation between parents, students and educators. Everyone is responsible and accountable for his/her choices and actions.

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 Goal 1 - To advance excellence in teaching and learning.
- ü Goal 2 - To ensure a positive and productive physical and cultural environment..
- ü Goal 3 - To effectively enhance communication and apply collaborative process.

Enrollment

October 1, 2005 School Year Student Enrollment : 903
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 45

Instructional Programs

- ü Core Knowledge Curriculum
- ü Accelerated Reader Program
- ü Honors Program for Math and English
- ü Intradisciplinary Curriculum
- ü Integrated Technology Program
- ü Culinary Arts and Visual Arts Program
- ü Comprehensive Performing Arts Program
- ü Foreign Language and Physical Education

Calendar Information

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

Shared Responsibilities

School

Six newsletters are mailed to parents each school year in addition to supplemental flyers as needed. Report cards and progress reports are mailed home to parents quarterly. Student grades may be accessed by using Power School. Passwords for Power School are mailed to students and parents by the second week of school. An up-to-date school bulletin is kept on Power School. Homework assignments can be accessed over the internet at www.schoolnotes.com for all academic and elective programs.

Parents

Mountain Trail endorses parent participation by visiting the school; serving on school committees; reinforcing student adherence to school rules; and monitoring student responsibility for completing all classroom assignments and projects. The Mountain Trail Middle School PTSO helps to coordinate parent volunteers for various programs and activities throughout the school year. Additional information regarding parent involvement is included in the school's parent newsletter.

Transportation Policy

Bus transportation services are provided for all students who reside further than one and one-half miles from the school. Two activity buses are available for students who participate in after school clubs and intramural activities.

School Honors

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

Award/Honor	Year
ü Channel 3 -Fulton Homes Silver Apple Teacher Award	2004
ü Seventh grade PVUSD Poetry Contest Winner	2004
ü PLATO/NASA Science Camp Student Recipient	2004
ü National Board Certified/District Teacher Mentor	2004

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	433	2578	78546	96	97	97	571	558	543	4	9	15	10	12	18	59	58	52	27	20	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	228	1246	38645	97	97	98	570	560	545	4	8	13	11	12	18	58	60	54	27	20	15
Male	205	1328	39792	95	97	97	572	557	542	5	11	17	10	12	17	59	57	50	26	20	15
African American	NC	82	4205	NC	92	97	NC	541	524	NC	7	22	NC	18	22	NC	67	49	NC	7	7
Hispanic	47	515	31177	89	95	97	544	521	524	11	24	22	21	23	23	53	47	48	15	6	7
Asian/Pacific Islander	17	67	1940	100	99	99	588	583	580	NA	NA	5	12	13	9	41	49	53	47	37	33
American Indian/Alaskan Native	NC	34	4689	NC	94	95	NC	539	515	NC	21	28	NC	24	25	NC	38	43	NC	18	4
White	361	1878	36450	98	98	97	574	569	563	4	6	7	9	9	12	60	62	57	27	24	23
Students with Disabilities	21	226	8093	53	75	82	541	501	489	14	41	50	14	22	24	67	35	23	5	3	2
Students without Disabilities	412	2352	70453	100	100	100	573	563	549	4	6	11	10	11	17	58	61	56	28	22	16
Limited English Proficient Students	NC	162	9323	NC	94	94	NC	483	491	NC	56	47	NC	22	28	NC	21	24	NC	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	51	649	34694	89	93	96	547	526	524	4	19	23	22	22	23	61	54	48	14	5	7
Non-Economically Disadvantaged	382	1929	43852	97	99	99	574	569	559	4	6	10	9	9	13	58	60	56	28	25	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	436	2617	79045	97	98	98	540	526	512	3	7	10	13	19	25	72	64	58	13	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	230	1261	38860	97	98	98	547	534	519	2	5	7	10	15	22	70	66	62	18	14	8
Male	206	1351	40075	96	98	97	531	518	505	3	8	12	16	22	28	73	63	54	8	7	6
African American	NC	87	4250	NC	98	98	NC	515	500	NC	6	12	NC	29	31	NC	56	54	NC	9	3
Hispanic	49	527	31314	92	98	98	520	491	493	6	19	16	22	33	34	63	45	48	8	3	2
Asian/Pacific Islander	16	67	1949	94	99	99	560	541	536	NA	4	4	6	10	15	69	66	66	25	19	15
American Indian/Alaskan Native	NC	36	4719	NC	100	96	NC	508	489	NC	14	15	NC	25	39	NC	50	45	NC	11	2
White	362	1897	36730	98	99	98	542	535	532	2	3	4	11	14	16	73	70	68	14	13	12
Students with Disabilities	24	263	8552	60	87	87	499	469	463	13	30	35	29	38	40	54	30	23	4	2	1
Students without Disabilities	412	2354	70493	100	100	100	542	531	517	2	4	7	12	16	24	73	68	62	14	12	8
Limited English Proficient Students	NC	167	9355	NC	97	95	NC	448	456	NC	47	37	NC	42	48	NC	11	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	52	667	34922	91	95	96	515	495	493	4	15	15	27	32	34	65	49	48	4	3	3
Non-Economically Disadvantaged	384	1950	44123	97	100	99	543	536	527	2	4	6	11	14	18	72	69	66	15	13	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	451	2661	79657	100	100	99	585	579	566	1	2	3	3	4	8	95	92	87	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	235	1280	39120	100	100	99	594	591	580	0	1	2	NA	2	4	98	95	92	1	2	2
Male	216	1378	40423	100	100	98	576	568	553	1	3	5	6	7	12	92	89	83	1	1	1
African American	NC	88	4290	NC	99	99	NC	577	560	NC	5	4	NC	1	9	NC	92	86	NC	2	1
Hispanic	54	543	31642	100	100	99	567	553	552	2	6	5	4	10	11	94	83	84	NA	1	0
Asian/Pacific Islander	17	68	1948	100	100	99	599	591	589	NA	1	1	NA	3	3	100	96	91	NA	NA	4
American Indian/Alaskan Native	NC	36	4760	NC	100	97	NC	576	547	NC	NA	5	NC	6	14	NC	94	81	NC	NA	0
White	370	1925	36929	100	100	99	587	586	579	1	1	2	3	3	5	95	94	91	1	2	2
Students with Disabilities	39	302	9069	98	100	92	552	529	508	NA	5	11	18	21	30	82	71	58	NA	3	1
Students without Disabilities	412	2359	70588	100	100	100	588	585	573	1	2	2	2	2	5	96	94	91	1	2	1
Limited English Proficient Students	NC	175	9521	NC	100	96	NC	499	507	NC	15	13	NC	27	24	NC	57	63	NC	1	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	57	693	35341	100	99	97	577	558	551	NA	5	5	2	8	12	98	86	83	NA	1	0
Non-Economically Disadvantaged	394	1968	44316	100	100	100	586	586	578	1	1	2	3	3	5	95	93	90	1	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	434	2561	78400	96	97	97	580	568	554	5	14	21	15	16	19	59	52	47	21	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	243	1281	38686	96	96	98	577	568	554	6	13	20	16	17	20	60	54	49	19	16	12
Male	191	1277	39636	97	98	96	584	569	554	4	15	23	13	15	18	59	51	46	24	19	13
African American	12	77	4193	100	97	97	577	536	533	NA	29	32	25	25	23	67	43	40	8	4	5
Hispanic	33	480	30732	92	95	97	557	530	534	12	34	31	21	23	24	58	39	40	9	5	5
Asian/Pacific Islander	11	60	1827	100	98	99	594	588	594	NA	5	8	NA	15	12	55	47	49	45	33	31
American Indian/Alaskan Native	NC	26	4536	NC	93	95	NC	544	528	NC	19	35	NC	19	25	NC	58	37	NC	4	4
White	376	1916	37038	97	98	97	582	579	575	5	9	11	14	14	14	60	56	56	22	21	19
Students with Disabilities	14	222	7840	45	76	81	547	509	498	14	48	60	36	20	18	50	30	20	NA	3	2
Students without Disabilities	420	2339	70560	100	100	99	581	573	560	5	11	17	14	16	19	60	54	50	22	19	14
Limited English Proficient Students	NC	162	8956	NC	93	95	NC	496	502	NC	65	56	NC	16	25	NC	18	18	NC	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	29	597	33014	91	92	95	545	533	534	17	30	31	31	24	24	45	42	40	7	5	5
Non-Economically Disadvantaged	405	1964	45386	97	99	99	583	579	569	4	9	15	14	14	15	60	55	52	22	22	18

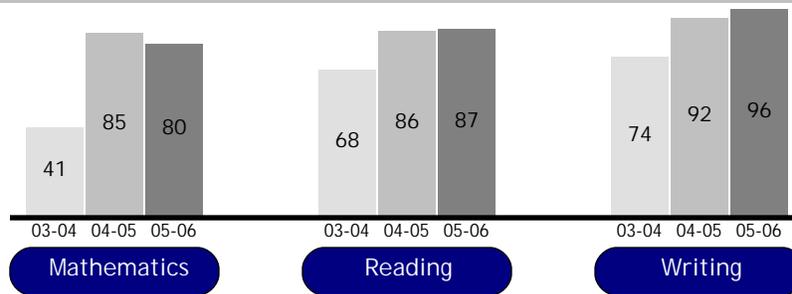
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	446	2627	79179	99	100	98	549	532	519	1	8	11	12	18	27	79	67	58	8	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	249	1309	38974	98	99	99	553	537	524	1	6	8	9	16	25	81	71	61	9	7	5
Male	197	1315	40124	100	100	97	544	528	513	1	10	13	16	21	28	76	62	54	7	7	4
African American	12	77	4243	100	97	98	536	513	506	NA	13	14	17	27	32	75	55	51	8	5	3
Hispanic	36	502	30987	100	100	98	525	494	498	3	22	17	28	33	36	64	44	45	6	1	1
Asian/Pacific Islander	11	61	1832	100	100	99	561	533	543	NA	8	4	NA	16	17	91	70	69	9	5	10
American Indian/Alaskan Native	NC	29	4573	NC	100	96	NC	515	494	NC	3	16	NC	41	41	NC	52	42	NC	3	1
White	385	1956	37467	99	100	98	551	543	539	1	4	5	11	14	17	80	73	70	9	9	8
Students with Disabilities	26	287	8567	84	98	88	510	476	467	4	31	39	42	37	38	54	29	22	NA	3	1
Students without Disabilities	420	2340	70612	100	100	99	551	539	524	1	5	7	10	16	25	80	71	62	9	8	5
Limited English Proficient Students	NC	173	9013	NC	99	95	NC	448	461	NC	56	40	NC	37	48	NC	7	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	31	622	33345	97	96	96	513	498	499	3	18	17	32	33	36	65	48	46	NA	1	1
Non-Economically Disadvantaged	415	2005	45834	99	100	99	552	543	533	1	5	7	11	14	19	80	72	67	9	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	448	2641	79734	100	100	99	585	566	554	NA	2	3	4	13	19	96	85	78	0	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	252	1320	39243	100	99	99	592	578	568	NA	1	2	3	7	12	96	91	85	1	1	1
Male	196	1318	40413	99	100	98	575	554	541	NA	3	4	6	18	26	94	79	70	NA	0	0
African American	12	78	4285	100	99	99	582	552	548	NA	3	3	NA	18	22	100	79	74	NA	NA	0
Hispanic	36	507	31254	100	100	99	569	538	539	NA	6	5	14	24	25	86	70	70	NA	0	0
Asian/Pacific Islander	11	61	1837	100	100	99	581	569	579	NA	2	1	NA	11	9	100	85	87	NA	2	2
American Indian/Alaskan Native	NC	29	4613	NC	100	97	NC	552	535	NC	3	4	NC	21	29	NC	76	67	NC	NA	0
White	387	1964	37668	99	100	99	586	574	569	NA	1	1	3	9	13	96	89	85	1	1	1
Students with Disabilities	29	293	8943	94	100	92	558	515	495	NA	7	11	21	40	51	79	50	38	NA	3	1
Students without Disabilities	419	2348	70791	100	100	100	586	572	561	NA	1	2	3	9	15	97	89	83	0	1	0
Limited English Proficient Students	NC	177	9138	NC	100	97	NC	480	492	NC	18	13	NC	50	46	NC	32	40	NC	1	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	32	633	33718	100	98	97	566	541	538	NA	4	5	16	24	26	84	72	69	NA	1	0
Non-Economically Disadvantaged	416	2008	46016	100	100	100	586	574	567	NA	1	2	3	9	14	96	89	84	0	1	1

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

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

8th Grade Proficiency



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

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

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

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	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	95	71	NA	54	99	65	57	50	96	73	65	54
	Language	92	72	69	58	99	68	61	52	100	75	68	58
	Mathematics	89	78	73	62	99	65	59	50	96	72	65	54
8	Reading	97	71	NA	55	99	67	59	51	99	76	67	58
	Language	97	71	62	52	99	65	58	50	100	73	65	56
	Mathematics	94	75	71	61	99	69	63	53	96	73	67	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)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Review and Input as Required
- Ü Assist With Short and Long Term Planning
- Ü Advisement Regarding Student Management
- Ü Provide Input Regarding District Issues
- Ü Developing and Renewing Vision Statement
- Ü Tax Credit Expenditure Review

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	43.16
Other Professional Staff	5.50	Teacher Aide	2.00

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	3	6	0	0
7 to 9 years	4	7	0	0
10 or more years	4	19	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	191
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 Four Computer Labs
- Ü Extensive Physical Education Facility
- Ü Separate Applied Technology Lab
- Ü Complete Performing Arts Classrooms

Extracurricular Activities

- Ü Student Council
- Ü Coyote Cafe
- Ü National Junior Honor Society
- Ü Theater Performance -School Play
- Ü Intramural Sports Festival Program
- Ü Technology Club
- Ü Varied Student Interest Programs
- Ü Limited Interscholastic Activity Program

Social Services

- Ü Breakfast Program
- Ü Crisis Intervention
- Ü Advisement Services
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü First Core Knowledge public middle school in Arizona. All elementary feeder schools for Mountain Trail Middle School are also Core Knowledge Schools. Elementary schools include Boulder Creek, Eagle Ridge, Grayhawk, Pinnacle Peak, and Sunset Canyon.
- ü School Awards: 1) Recipient of the Arizona Department of Education's health and nutrition grant program for the purpose of curriculum integration; 2) Top middle school participation award from the American Cancer Society for Relay for Life.
- ü Teacher Awards: 1) Teacher recipient of the Channel 3 -Fulton Homes Silver Apple Teacher Award for the 2003-2004 school year; 2) National Board Certified/district teacher mentor faculty representative.
- ü Student Awards: 1) Paradise Valley Unified School District 7th grade poetry contest winner for the 2003-2004 school year; 2) Arizona student representative selected for the PLATO/NASA space science program held in Houston, Texas.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	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

The faculty, staff, and PTSO all concur that the educational process should not be interrupted by inappropriate behavior. Personal discipline and respect for others should be the norm--and more importantly modeled, by all students, staff and parents. Students are provided a positive, safe and orderly learning environment, where they can explore and experience diverse educational opportunities to achieve their very best.

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) :

1

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	Tanya Beckwith	(480) 538-7100
Transportation Policy	Doug Curry	(480) 493-6324
Community Resources	L. Meyer/ T. Young	(480) 538-7100
School Nutrition Programs	Kathy Glindmeier	(928) 493-6330
Parent Organization	Zoe Hare	(480) 538-7100
Student Health/Nurse	Dee Smith	(480) 538-7100

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.