

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

735 E Fillmore, Phoenix, AZ 85006

Phoenix Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. John Ewing
Schedule : 07:00 AM to 06:00 PM
Grades : 7-8
Web Address : www.phelem.k12.az.us
Phone Number : (602) 257-4843
Fax Number : (602) 257-4852
E-mail : john.ewing@phxelem.k12.az.us

Mission

The Alternative Center for Education, ACE, serves a population of at-risk 7th and 8th graders. Many of the students are over-age or involved in the Juvenile Court System. Our goal is to transition the students back to a regular program or promote the them to high school. Students are permitted to take one elective on the Phoenix Prep campus. We offer a late start ACE, 10:00-4:15 and an evening ACE, 2:30-7:00.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Not Met
2003-04 N/A

School Improvement Status (b)

2005-06 SI Year 1
2004-05 Warning Year
2003-04 N/A

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

School / Academic Goals

- ü Increase student test scores to grade level.
- ü Goal setting and goal achieving. We strive to move students to either a regular middle school or high school, ACE is not a permanent assignment
- ü Behavior modification and counseling
- ü Instruction in basic skills and writing.

Enrollment

October 1, 2005 School Year Student Enrollment : 81
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Small class size
- Individualized instruction
- Access to electives
- computer labs
- library
- transportation for both programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

We will provide a basic education for students who have been long term suspended, expelled or are over-age. With a focus on basic academic skills, our student should be prepared to return to middle school or be promoted to high school

Parents

Parents must sign an agreement with the student regarding behavior and attendance. Students should arrive to school wearing the school uniform ready to work. Attendance, completing of homework and adhering to behavioral rules are critical to student success.

Transportation Policy

We provide bus service for all students in ACE including the night school.

School Honors

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

Award/Honor

Year

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	30	781	78546	94	100	97	469	518	543	77	28	15	23	21	18	NA	44	52	NA	7	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	377	38645	91	100	98	NA	520	545	NA	23	13	NA	26	18	NA	44	54	NA	6	15
Male	20	399	39792	95	100	97	466	517	542	85	32	17	15	17	17	NA	44	50	NA	7	15
African American	NC	59	4205	NC	100	97	NC	519	524	NC	22	22	NC	29	22	NC	46	49	NC	3	7
Hispanic	24	658	31177	96	100	97	468	515	524	79	30	22	21	21	23	NA	44	48	NA	5	7
Asian/Pacific Islander	--	NC	1940	--	NC	99	--	NC	580	--	NC	5	--	NC	9	--	NC	53	--	NC	33
American Indian/Alaskan Native	NC	16	4689	NC	94	95	NC	521	515	NC	25	28	NC	38	25	NC	25	43	NC	13	4
White	NC	38	36450	NC	100	97	NC	568	563	NC	8	7	NC	16	12	NC	47	57	NC	29	23
Students with Disabilities	NC	127	8093	NC	98	82	NC	466	489	NC	75	50	NC	14	24	NC	10	23	NC	1	2
Students without Disabilities	27	654	70453	96	100	100	469	528	549	74	19	11	26	23	17	NA	51	56	NA	8	16
Limited English Proficient Students	15	217	9323	100	99	94	470	482	491	73	56	47	27	25	28	NA	18	24	NA	0	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	--	19	34694	--	100	96	--	507	524	--	37	23	--	21	23	--	32	48	--	11	7
Non-Economically Disadvantaged	30	762	43852	94	100	99	469	518	559	77	28	10	23	21	13	NA	44	56	NA	6	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	30	780	79045	94	100	98	466	488	512	33	19	10	43	34	25	23	46	58	NA	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	378	38860	91	100	98	NA	493	519	NA	14	7	NA	34	22	NA	49	62	NA	2	8
Male	20	397	40075	95	99	97	457	484	505	35	23	12	55	33	28	10	43	54	NA	1	6
African American	NC	59	4250	NC	100	98	NC	496	500	NC	8	12	NC	39	31	NC	53	54	NC	NA	3
Hispanic	24	657	31314	96	100	99	463	484	493	33	20	16	46	35	34	21	44	48	NA	1	2
Asian/Pacific Islander	--	NC	1949	--	NC	99	--	NC	536	--	NC	4	--	NC	15	--	NC	66	--	NC	15
American Indian/Alaskan Native	NC	16	4719	NC	94	96	NC	495	489	NC	25	15	NC	25	39	NC	44	45	NC	6	2
White	NC	38	36730	NC	100	98	NC	535	532	NC	5	4	NC	11	16	NC	71	68	NC	13	12
Students with Disabilities	NC	126	8552	NC	98	87	NC	443	463	NC	54	35	NC	37	40	NC	9	23	NC	NA	1
Students without Disabilities	27	654	70493	96	100	100	468	496	517	33	12	7	41	33	24	26	53	62	NA	2	8
Limited English Proficient Students	15	215	9355	100	98	95	454	453	456	33	41	37	60	44	48	7	14	15	NA	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	--	19	34922	--	100	96	--	465	493	--	37	15	--	37	34	--	26	48	--	NA	3
Non-Economically Disadvantaged	30	761	44123	94	100	99	466	488	527	33	19	6	43	34	18	23	46	66	NA	2	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	31	779	79657	97	100	99	479	543	566	6	6	3	68	13	8	26	80	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	379	39120	100	100	99	516	557	580	NA	4	2	45	7	4	55	88	92	NA	1	2
Male	20	395	40423	95	99	98	459	531	553	10	8	5	80	18	12	10	74	83	NA	1	1
African American	NC	59	4290	NC	100	99	NC	552	560	NC	3	4	NC	10	9	NC	86	86	NC	NA	1
Hispanic	25	658	31642	100	100	99	478	540	552	8	7	5	68	13	11	24	80	84	NA	0	0
Asian/Pacific Islander	--	NC	1948	--	NC	99	--	NC	589	--	NC	1	--	NC	3	--	NC	91	--	NC	4
American Indian/Alaskan Native	NC	15	4760	NC	88	97	NC	538	547	NC	7	5	NC	20	14	NC	73	81	NC	NA	0
White	NC	37	36929	NC	97	99	NC	582	579	NC	NA	2	NC	8	5	NC	86	91	NC	5	2
Students with Disabilities	NC	129	9069	NC	100	92	NC	479	508	NC	20	11	NC	31	30	NC	49	58	NC	NA	1
Students without Disabilities	27	650	70588	96	100	100	479	555	573	7	4	2	67	9	5	26	87	91	NA	1	1
Limited English Proficient Students	16	217	9521	100	99	96	486	499	507	6	13	13	69	27	24	25	59	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	--	18	35341	--	95	97	--	531	551	--	6	5	--	22	12	--	72	83	--	NA	0
Non-Economically Disadvantaged	31	761	44316	97	100	100	479	543	578	6	6	2	68	12	5	26	81	90	NA	1	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	49	706	78400	100	100	97	480	523	554	78	38	21	10	25	19	12	34	47	NA	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	358	38686	100	100	98	479	523	554	78	37	20	6	26	20	17	35	49	NA	2	12
Male	31	347	39636	100	100	96	481	524	554	77	40	23	13	23	18	10	33	46	NA	5	13
African American	NC	54	4193	NC	100	97	NC	516	533	NC	44	32	NC	20	23	NC	35	40	NC	NA	5
Hispanic	44	584	30732	100	100	97	480	522	534	80	39	31	11	26	24	9	32	40	NA	3	5
Asian/Pacific Islander	--	NC	1827	--	NC	99	--	NC	594	--	NC	8	--	NC	12	--	NC	49	--	NC	31
American Indian/Alaskan Native	NC	18	4536	NC	100	95	NC	521	528	NC	39	35	NC	28	25	NC	33	37	NC	NA	4
White	--	42	37038	--	95	97	--	553	575	--	24	11	--	12	14	--	48	56	--	17	19
Students with Disabilities	NC	104	7840	NC	96	81	NC	486	498	NC	71	60	NC	15	18	NC	13	20	NC	NA	2
Students without Disabilities	45	602	70560	100	100	99	481	530	560	78	33	17	9	26	19	13	37	50	NA	4	14
Limited English Proficient Students	22	204	8956	100	100	95	471	493	502	86	65	56	9	24	25	5	11	18	NA	0	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	NC	14	33014	NC	93	95	NC	514	534	NC	43	31	NC	29	24	NC	29	40	NC	NA	5
Non-Economically Disadvantaged	48	692	45386	100	100	99	481	524	569	77	38	15	10	24	15	13	34	52	NA	3	18

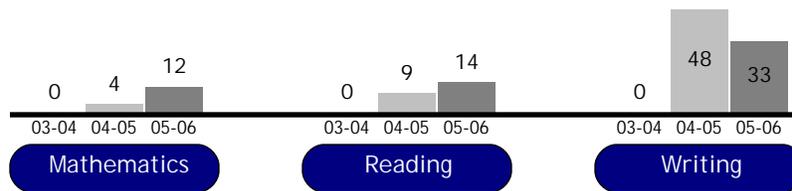
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	705	79179	100	100	98	464	493	519	35	20	11	51	37	27	14	42	58	NA	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	357	38974	100	100	99	472	497	524	22	18	8	56	37	25	22	45	61	NA	1	5
Male	31	347	40124	100	100	97	460	490	513	42	22	13	48	38	28	10	39	54	NA	1	4
African American	NC	55	4243	NC	100	98	NC	506	506	NC	16	14	NC	29	32	NC	53	51	NC	2	3
Hispanic	44	582	30987	100	100	98	465	489	498	32	21	17	55	40	36	14	39	45	NA	1	1
Asian/Pacific Islander	--	NC	1832	--	NC	99	--	NC	543	--	NC	4	--	NC	17	--	NC	69	--	NC	10
American Indian/Alaskan Native	NC	18	4573	NC	100	96	NC	497	494	NC	28	16	NC	28	41	NC	44	42	NC	NA	1
White	--	42	37467	--	95	98	--	525	539	--	12	5	--	21	17	--	62	70	--	5	8
Students with Disabilities	NC	103	8567	NC	95	88	NC	453	467	NC	52	39	NC	32	38	NC	16	22	NC	NA	1
Students without Disabilities	45	602	70612	100	100	99	467	500	524	33	14	7	51	38	25	16	46	62	NA	1	5
Limited English Proficient Students	22	202	9013	100	99	95	451	455	461	45	47	40	55	45	48	NA	9	12	NA	NA	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	NC	14	33345	NC	93	96	NC	473	499	NC	29	17	NC	57	36	NC	14	46	NC	NA	1
Non-Economically Disadvantaged	48	691	45834	100	100	99	466	494	533	33	20	7	52	37	19	15	42	67	NA	1	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	48	706	79734	100	100	99	486	526	554	17	6	3	50	32	19	33	62	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	359	39243	100	100	99	518	539	568	6	3	2	44	26	12	50	71	85	NA	NA	1
Male	30	346	40413	100	100	98	466	513	541	23	9	4	53	38	26	23	53	70	NA	NA	0
African American	NC	55	4285	NC	100	99	NC	531	548	NC	9	3	NC	24	22	NC	67	74	NC	NA	0
Hispanic	43	582	31254	100	100	99	485	523	539	16	6	5	51	34	25	33	60	70	NA	NA	0
Asian/Pacific Islander	--	NC	1837	--	NC	99	--	NC	579	--	NC	1	--	NC	9	--	NC	87	--	NC	2
American Indian/Alaskan Native	NC	19	4613	NC	100	97	NC	540	535	NC	NA	4	NC	32	29	NC	68	67	NC	NA	0
White	--	42	37668	--	95	99	--	546	569	--	2	1	--	24	13	--	74	85	--	NA	1
Students with Disabilities	NC	103	8943	NC	95	92	NC	464	495	NC	20	11	NC	55	51	NC	24	38	NC	NA	1
Students without Disabilities	45	603	70791	100	100	100	487	536	561	18	4	2	47	28	15	36	68	83	NA	NA	0
Limited English Proficient Students	21	201	9138	100	99	97	460	473	492	24	16	13	67	58	46	10	25	40	NA	NA	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	NC	14	33718	NC	93	97	NC	519	538	NC	7	5	NC	29	26	NC	64	69	NC	NA	0
Non-Economically Disadvantaged	47	692	46016	100	100	100	487	526	567	15	6	2	51	32	14	34	62	84	NA	NA	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?	Not Evaluated
	Met Attendance Rate?	N
	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	--	--	NA	54	89	24	38	50	94	20	37	54
	Language	--	--	40	58	89	22	41	52	94	27	43	58
	Mathematics	--	--	48	62	89	18	35	50	94	6	35	54
8	Reading	--	--	NA	55	100	20	40	51	100	17	39	58
	Language	--	--	36	52	100	23	44	50	100	18	41	56
	Mathematics	--	--	50	61	100	17	42	53	100	8	39	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

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	.50	Teacher	5.00
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	0	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	2	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.	8
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	12%

Resources Available at School Site

Special Facilities

Ü Computer labs	Ü gym
Ü library	Ü auditorium

Extracurricular Activities

Ü Can participate with Prep sports

Social Services

Ü School Nurse
Ü Free lunch
Ü Full time counselor
Ü On site PO

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Significant progress on behavioral referrals

ü All 8th graders promoted to high school

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	88	95	94	95
Promotion Rate ⁵	72	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

ACE is located on the campus of Phoenix Prep Academy. Although the two student bodies do not intermingle nor ride the same buses, the services of Prep are available to ACE including the SRO's. Most incidents with ACE involved drugs (marijuana) in small quantities. We have zero tolerance for drugs or weapons and the offender is referred to the court system. We also have an effective silent witness program which led to nearly every police intervention.

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) :

8

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	John Ewing	(602) 257-4843
Transportation Policy	Emily Rivera	(602) 257-3800
Community Resources	Becky Arroyo	(602) 257-3911
School Nutrition Programs	Michelle Burkhart	(602) 257-3743
Parent Organization	Burke Whitfield	(602) 257-4858
Student Health/Nurse	Gloria Johnstone	(602) 257-4845

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.

Footnotes

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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