

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9851 E. 28th St., Yuma, AZ 85365

Yuma 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	Performing Plus
2004-05	Performing
2003-04	N/A

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mrs. Donna Franklin
 Schedule : 07:30 AM to 03:30 PM
 Grades : 6-7
 Web Address :
 Phone Number : (928) 502-7400
 Fax Number : (928) 502-7403
 E-mail : dfranklin@yumaed.org

Mission

We are devoted to implementing challenging curriculums and programs which ensure student success. We are dedicated to creating a climate which encourages student leadership, parental involvement, and community partnerships. We are committed to integrating and modeling character building life skills, lifelong learning, and professional development.

School / Academic Goals

- ü We will use current data, assessments, and practices to refine our academic programs and increase the number of students reaching grade level standards.
- ü We will continue to strive for better communication with parents through classroom newsletters, notes, phone calls, and conferences.
- ü We will develop opportunities for student involvement before, during and after school.
- ü We will continue to implement a school wide character education plan.

Enrollment

October 1, 2005 School Year Student Enrollment : 326
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 5

Instructional Programs

- Title One Targeted Assistance
- Title One Intervention Classes
- Special Education Resource Classes
- Counseling Intervention Services
- Migrant Intervention Services

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 36 minutes
First Day of School :	9/6/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

As a school, in order to give students every opportunity to be successful, we agree to the following: 1. We will make every effort to provide students with a safe environment for learning. 2. We will offer challenging instruction in a respectful environment. 3. We will communicate and work with families to support learning. 4. We will notify parents whenever there is an unusual situation involving their child. 5. We will respect the cultural differences of students and their families.

Parents

Ron Watson Middle School parents want their children to be successful; therefore, they have agreed to encourage their child by doing the following: 1. Ensure that their child is punctual and attends school daily. 2. Support the school in its effort to maintain proper discipline. 3. Establish a time for homework and review it regularly. 4. Encourage their child's efforts and be available for support. 5. Stay aware of what their child is learning.

Transportation Policy

Bus transportation is provided for students in the Ron Watson Middle School boundaries who live further than one mile from school. Riding the bus is a privilege that may be suspended due to inappropriate behavior on the bus.

School Honors

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

Award/Honor	Year
• Volunteer of the Year	2005
• New Teacher of the Year	2005

6th 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	166	1192	79327	99	97	98	493	494	518	27	26	19	27	28	20	40	41	46	6	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	593	38961	99	99	98	490	494	520	29	25	16	28	31	20	38	39	48	5	5	16
Male	84	599	40295	99	94	97	495	495	516	25	27	21	26	25	19	42	43	44	7	6	16
African American	NC	31	4247	NC	97	98	NC	502	499	NC	26	27	NC	26	24	NC	39	41	NC	10	8
Hispanic	77	804	32327	100	97	98	482	486	499	34	30	27	34	32	25	30	35	41	3	3	8
Asian/Pacific Islander	NC	13	1939	NC	93	99	NC	538	556	NC	8	6	NC	15	10	NC	62	47	NC	15	36
American Indian/Alaskan Native	NC	21	4391	NC	100	96	NC	492	489	NC	29	32	NC	19	27	NC	52	36	NC	NA	4
White	84	323	36373	99	96	98	499	512	538	23	16	10	23	18	14	46	54	52	8	11	25
Students with Disabilities	20	107	9321	100	75	87	454	458	467	70	59	54	20	21	22	10	20	21	NA	1	3
Students without Disabilities	146	1085	70006	99	99	100	498	498	524	21	23	14	28	28	19	44	43	49	7	6	18
Limited English Proficient Students	28	249	9431	100	95	95	468	461	466	50	55	53	25	29	27	21	15	18	4	1	1
Migrant Students	NC	113	635	NC	96	94	NC	477	488	NC	42	31	NC	29	29	NC	27	36	NC	2	4
Economically Disadvantaged	76	788	37097	100	96	97	479	485	498	37	32	27	32	30	25	30	35	41	1	3	7
Non-Economically Disadvantaged	90	404	42230	98	99	99	504	513	535	19	15	11	23	23	15	48	53	50	10	10	24

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	164	1207	79501	98	98	98	496	486	497	5	12	10	32	32	25	59	54	60	3	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	595	39062	99	99	99	500	489	502	2	9	8	29	33	23	67	55	64	1	3	5
Male	82	612	40368	96	97	98	492	483	491	9	14	13	35	32	27	51	53	57	5	2	3
African American	NC	31	4279	NC	97	99	NC	493	485	NC	6	14	NC	39	30	NC	52	54	NC	3	2
Hispanic	76	814	32389	99	98	98	484	476	478	9	14	16	38	39	34	53	46	48	NA	1	1
Asian/Pacific Islander	NC	13	1936	NC	93	99	NC	523	519	NC	8	3	NC	15	14	NC	77	73	NC	NA	9
American Indian/Alaskan Native	NC	21	4401	NC	100	96	NC	493	473	NC	NA	17	NC	38	40	NC	62	43	NC	NA	1
White	83	328	36446	98	98	99	505	510	516	2	6	4	28	16	15	64	72	73	6	6	7
Students with Disabilities	18	121	9411	90	85	88	463	452	453	28	35	36	39	36	36	28	29	26	6	1	1
Students without Disabilities	146	1086	70090	99	100	100	500	490	502	3	9	7	32	32	24	63	57	65	3	3	5
Limited English Proficient Students	27	253	9401	96	97	94	464	446	443	15	32	40	59	55	46	26	13	14	NA	NA	0
Migrant Students	NC	115	642	NC	97	95	NC	460	465	NC	26	24	NC	44	41	NC	30	35	NC	NA	0
Economically Disadvantaged	74	800	37183	97	97	97	483	474	479	8	16	16	42	39	34	50	45	49	NA	1	1
Non-Economically Disadvantaged	90	407	42318	98	100	99	507	509	513	3	4	5	24	18	17	67	72	70	6	6	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	168	1216	80000	100	99	99	573	561	564	2	3	3	7	8	11	81	82	75	10	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	598	39288	100	100	99	586	575	579	2	2	2	4	6	6	78	82	77	16	10	16
Male	85	618	40644	100	97	98	560	549	549	2	5	4	11	11	15	84	81	74	4	3	7
African American	NC	31	4307	NC	97	99	NC	562	551	NC	3	4	NC	3	13	NC	84	75	NC	10	7
Hispanic	77	820	32672	100	99	99	568	555	548	3	4	4	9	9	14	82	83	76	6	4	6
Asian/Pacific Islander	NC	14	1945	NC	100	99	NC	594	592	NC	7	1	NC	NA	4	NC	71	69	NC	21	25
American Indian/Alaskan Native	NC	21	4424	NC	100	97	NC	583	549	NC	NA	3	NC	5	14	NC	90	77	NC	5	5
White	85	330	36602	100	99	99	576	575	579	2	2	2	6	7	7	80	79	75	12	11	16
Students with Disabilities	20	126	9919	100	88	93	510	498	505	10	11	9	30	29	35	60	60	54	NA	NA	2
Students without Disabilities	148	1090	70081	100	100	100	581	568	571	1	3	2	4	6	7	84	84	79	11	7	12
Limited English Proficient Students	28	257	9571	100	98	96	544	519	502	4	10	10	21	18	29	75	72	60	NA	1	1
Migrant Students	NC	115	654	NC	97	97	NC	528	534	NC	10	7	NC	16	16	NC	70	74	NC	4	3
Economically Disadvantaged	76	805	37534	100	98	98	561	554	547	4	4	4	11	10	15	80	82	76	5	4	5
Non-Economically Disadvantaged	92	411	42466	100	100	100	582	576	578	1	2	2	4	5	7	82	82	75	13	11	16

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

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	172	1184	78546	98	97	97	521	525	543	20	21	15	27	24	18	48	48	52	4	6	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	583	38645	95	97	98	525	527	545	18	18	13	27	24	18	53	53	54	2	5	15
Male	89	599	39792	100	95	97	518	522	542	22	24	17	28	25	17	44	44	50	6	7	15
African American	NC	38	4205	NC	90	97	NC	520	524	NC	21	22	NC	26	22	NC	53	49	NC	NA	7
Hispanic	92	775	31177	99	97	97	513	514	524	24	26	22	34	28	23	39	42	48	3	3	7
Asian/Pacific Islander	NC	12	1940	NC	86	99	NC	571	580	NC	NA	5	NC	17	9	NC	67	53	NC	17	33
American Indian/Alaskan Native	NC	12	4689	NC	100	95	NC	522	515	NC	42	28	NC	17	25	NC	25	43	NC	17	4
White	74	347	36450	96	96	97	532	547	563	14	9	7	22	16	12	59	62	57	5	13	23
Students with Disabilities	14	119	8093	100	81	82	462	480	489	86	59	50	7	21	24	7	20	23	NA	NA	2
Students without Disabilities	158	1065	70453	98	99	100	527	530	549	15	17	11	29	25	17	52	51	56	4	7	16
Limited English Proficient Students	20	274	9323	100	95	94	475	489	491	60	48	47	30	32	28	10	19	24	NA	1	1
Migrant Students	13	136	674	100	96	95	495	503	515	31	36	28	62	32	27	8	30	40	NA	2	5
Economically Disadvantaged	90	744	34694	99	97	96	507	514	524	30	27	23	32	27	23	37	43	48	1	3	7
Non-Economically Disadvantaged	82	440	43852	96	96	99	537	542	559	10	11	10	22	20	13	61	58	56	7	12	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	170	1199	79045	97	98	98	509	506	512	7	10	10	28	27	25	60	58	58	5	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	591	38860	95	99	98	519	514	519	4	7	7	22	23	22	70	66	62	5	4	8
Male	87	606	40075	98	96	97	500	498	505	10	14	12	34	32	28	51	50	54	5	5	6
African American	NC	41	4250	NC	98	98	NC	506	500	NC	10	12	NC	24	31	NC	61	54	NC	5	3
Hispanic	91	782	31314	98	98	98	498	494	493	10	13	16	34	33	34	55	51	48	1	2	2
Asian/Pacific Islander	NC	12	1949	NC	86	99	NC	539	536	NC	NA	4	NC	17	15	NC	75	66	NC	8	15
American Indian/Alaskan Native	NC	11	4719	NC	100	96	NC	522	489	NC	NA	15	NC	18	39	NC	82	45	NC	NA	2
White	73	353	36730	95	98	98	521	530	532	4	4	4	22	16	16	66	70	68	8	10	12
Students with Disabilities	13	136	8552	93	93	87	452	464	463	38	38	35	46	36	40	15	26	23	NA	NA	1
Students without Disabilities	157	1063	70493	97	99	100	514	511	517	4	7	7	27	26	24	64	62	62	5	5	8
Limited English Proficient Students	19	279	9355	95	97	95	460	462	456	26	30	37	58	50	48	16	20	15	NA	NA	0
Migrant Students	12	137	682	92	97	96	481	480	480	25	25	23	25	36	37	50	37	39	NA	1	1
Economically Disadvantaged	88	751	34922	97	98	96	496	495	493	9	13	15	38	32	34	51	53	48	2	2	3
Non-Economically Disadvantaged	82	448	44123	96	98	99	523	524	527	5	5	6	18	20	18	70	66	66	7	9	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	175	1216	79657	99	99	99	561	570	566	6	3	3	5	6	8	88	90	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	86	595	39120	99	99	99	588	588	580	1	1	2	2	3	4	94	95	92	2	1	2
Male	89	619	40423	100	99	98	535	554	553	10	5	5	8	9	12	82	86	83	NA	NA	1
African American	NC	42	4290	NC	100	99	NC	576	560	NC	2	4	NC	10	9	NC	88	86	NC	NA	1
Hispanic	93	794	31642	100	99	99	551	565	552	9	4	5	5	7	11	85	89	84	1	1	0
Asian/Pacific Islander	NC	12	1948	NC	86	99	NC	595	589	NC	NA	1	NC	NA	3	NC	100	91	NC	NA	4
American Indian/Alaskan Native	NC	11	4760	NC	100	97	NC	587	547	NC	NA	5	NC	NA	14	NC	100	81	NC	NA	0
White	76	357	36929	99	99	99	572	582	579	3	1	2	5	5	5	91	93	91	1	1	2
Students with Disabilities	14	144	9069	100	98	92	476	508	508	14	10	11	43	28	30	43	62	58	NA	NA	1
Students without Disabilities	161	1072	70588	99	99	100	568	579	573	5	2	2	2	3	5	92	94	91	1	1	1
Limited English Proficient Students	20	285	9521	100	99	96	501	530	507	20	9	13	5	13	24	75	78	63	NA	NA	0
Migrant Students	13	141	694	100	100	98	548	548	546	8	7	5	8	11	12	77	81	82	8	1	1
Economically Disadvantaged	91	762	35341	100	99	97	552	564	551	7	4	5	8	7	12	85	88	83	1	0	0
Non-Economically Disadvantaged	84	454	44316	99	100	100	570	582	578	5	2	2	2	4	5	92	94	90	1	1	2

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

No AIMS test data found for this school.

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
6	Reading	--	--	NA	56	100	50	47	51	99	56	48	56
	Language	--	--	42	48	100	43	42	47	100	46	39	50
	Mathematics	--	--	61	66	100	43	44	52	100	43	43	58
7	Reading	--	--	NA	54	--	--	46	50	58	52	48	54
	Language	--	--	55	58	--	--	49	52	59	50	50	58
	Mathematics	--	--	48	62	--	--	44	50	59	41	43	54

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)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Title One Planning
- Ü Prioritizing Budget Expenditures
- Ü Extra Curricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	17.00
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	12	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	1	0	0	0
10 or more years	0	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	74
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü 18 station computer lab
- Ü 29 student lap tops
- Ü Media Center
- Ü Multi-purpose building; Gym & cafeteria

Extracurricular Activities

- Ü Beginning and Intermediate Band
- Ü Orchestra
- Ü Drama
- Ü Interscholastic Athletics
- Ü Spanish Club
- Ü Science Club
- Ü Homework Club
- Ü After school tutoring

Social Services

- Ü On site counselor
- Ü On site nurse

ü School District Number One Volunteer of the Year.

ü Yuma County New Teacher of the Year.

Student Activity Rates for School Year 2005-06

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

Character Education and Lifeskills promote a safe and healthy learning environment. Zero tolerance along with progressive discipline reinforce this as well.

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) :

0

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	Donna Franklin	(928) 502-7400
Transportation Policy	Rob Larson	(928) 341-9076
Community Resources	Margy Erskine	(928) 502-7406
School Nutrition Programs	Karen Johnson	(928) 502-4311
Parent Organization	Priscilla Smith	(928) 502-7400
Student Health/Nurse	Peppa Ruhl	(928) 502-7404

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."

ACHIEVEMENT PROFILES

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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