

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7007 E. GUADALUPE RD., GILBERT, AZ 85212

Gilbert 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	N/A

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

School Overview

Principal/Administrator : Mr. JARED RYAN
 Schedule : 07:00 AM to 06:00 PM
 Grades : 7-8
 Web Address : www.gilbert.k12.az.us/info/schools/glc.html
 Phone Number : (480) 507-0519
 Fax Number : (480) 507-3978
 E-mail : jared_ryan@gilbert.k12.az.us

Mission

The mission of the JH Gilbert Learning Center is to provide junior high students who are behind in credits or who are not successful in the traditional classroom to achieve academic excellence.

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	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 Junior high students will complete requirements for promotion to high school

Enrollment

October 1, 2005 School Year Student Enrollment : 40
 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

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/10/2005
Last Day of School : 5/25/2006

Shared Responsibilities

School

Parents are assured that their student will be given a quality academic program that takes individual situations into account in an effort to ensure that each student has the best opportunity possible to be successful

Parents

Parents are asked to assist the school and students in promoting regular attendance and good academic performance.

Transportation Policy

Transport junior high students on the 8:00 am to 2:00 pm schedule.

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	17	2928	78546	89	97	97	487	577	543	53	4	15	24	7	18	24	61	52	NA	28	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1416	38645	NC	97	98	NC	578	545	NC	3	13	NC	7	18	NC	62	54	NC	28	15
Male	13	1512	39792	93	97	97	490	576	542	46	5	17	23	8	17	31	59	50	NA	29	15
African American	NC	139	4205	NC	95	97	NC	548	524	NC	12	22	NC	12	22	NC	62	49	NC	14	7
Hispanic	NC	454	31177	NC	94	97	NC	555	524	NC	7	22	NC	13	23	NC	66	48	NC	14	7
Asian/Pacific Islander	--	133	1940	--	98	99	--	590	580	--	1	5	--	6	9	--	56	53	--	37	33
American Indian/Alaskan Native	--	29	4689	--	94	95	--	557	515	--	10	28	--	10	25	--	62	43	--	17	4
White	10	2173	36450	83	98	97	NA	583	563	NA	3	7	NA	6	12	NA	60	57	NA	32	23
Students with Disabilities	NC	242	8093	NC	73	82	NC	522	489	NC	29	50	NC	25	24	NC	40	23	NC	6	2
Students without Disabilities	14	2686	70453	88	100	100	484	581	549	57	2	11	21	6	17	21	62	56	NA	30	16
Limited English Proficient Students	--	65	9323	--	92	94	--	530	491	--	17	47	--	22	28	--	57	24	--	5	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	NC	526	34694	NC	92	96	NC	556	524	NC	6	23	NC	13	23	NC	66	48	NC	14	7
Non-Economically Disadvantaged	11	2402	43852	85	98	99	492	581	559	45	3	10	27	6	13	27	59	56	NA	31	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	18	2943	79045	95	97	98	476	542	512	11	3	10	61	11	25	28	71	58	NA	15	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1423	38860	NC	98	98	NC	549	519	NC	2	7	NC	9	22	NC	70	62	NC	19	8
Male	14	1520	40075	100	97	97	485	536	505	NA	3	12	64	14	28	36	71	54	NA	12	6
African American	NC	137	4250	NC	94	98	NC	520	500	NC	7	12	NC	26	31	NC	61	54	NC	7	3
Hispanic	NC	458	31314	NC	95	98	NC	524	493	NC	7	16	NC	16	34	NC	69	48	NC	8	2
Asian/Pacific Islander	--	135	1949	--	99	99	--	545	536	--	4	4	--	9	15	--	72	66	--	16	15
American Indian/Alaskan Native	--	30	4719	--	97	96	--	525	489	--	3	15	--	17	39	--	77	45	--	3	2
White	11	2183	36730	92	98	98	472	547	532	NA	2	4	73	10	16	27	71	68	NA	18	12
Students with Disabilities	NC	256	8552	NC	78	87	NC	492	463	NC	17	35	NC	42	40	NC	39	23	NC	2	1
Students without Disabilities	15	2687	70493	94	100	100	470	546	517	13	1	7	67	8	24	20	74	62	NA	17	8
Limited English Proficient Students	--	66	9355	--	93	95	--	478	456	--	29	37	--	33	48	--	38	15	--	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	NC	531	34922	NC	93	96	NC	521	493	NC	7	15	NC	20	34	NC	67	48	NC	6	3
Non-Economically Disadvantaged	12	2412	44123	92	98	99	483	547	527	NA	2	6	67	9	18	33	71	66	NA	17	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	18	2989	79657	95	99	99	527	589	566	6	1	3	28	3	8	67	94	87	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1445	39120	NC	99	99	NC	600	580	NC	1	2	NC	1	4	NC	96	92	NC	2	2
Male	14	1544	40423	100	99	98	519	580	553	7	1	5	36	4	12	57	93	83	NA	1	1
African American	NC	144	4290	NC	99	99	NC	580	560	NC	4	4	NC	3	9	NC	92	86	NC	NA	1
Hispanic	NC	470	31642	NC	97	99	NC	580	552	NC	2	5	NC	5	11	NC	93	84	NC	0	0
Asian/Pacific Islander	--	135	1948	--	99	99	--	594	589	--	1	1	--	1	3	--	93	91	--	4	4
American Indian/Alaskan Native	--	31	4760	--	100	97	--	583	547	--	NA	5	--	6	14	--	94	81	--	NA	0
White	11	2209	36929	92	99	99	518	592	579	9	1	2	27	2	5	64	95	91	NA	2	2
Students with Disabilities	NC	301	9069	NC	91	92	NC	548	508	NC	7	11	NC	17	30	NC	75	58	NC	1	1
Students without Disabilities	15	2688	70588	94	100	100	521	593	573	7	1	2	33	1	5	60	97	91	NA	2	1
Limited English Proficient Students	--	69	9521	--	97	96	--	544	507	--	6	13	--	9	24	--	86	63	--	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	NC	552	35341	NC	97	97	NC	578	551	NC	2	5	NC	4	12	NC	93	83	NC	1	0
Non-Economically Disadvantaged	12	2437	44316	92	99	100	536	592	578	NA	1	2	42	2	5	58	95	90	NA	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	56	2976	78400	93	97	97	508	589	554	54	7	21	16	9	19	30	58	47	NA	26	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1446	38686	NC	98	98	NC	591	554	NC	4	20	NC	10	20	NC	60	49	NC	26	12
Male	47	1528	39636	96	96	96	508	588	554	55	9	23	15	9	18	30	57	46	NA	25	13
African American	NC	137	4193	NC	93	97	NC	566	533	NC	15	32	NC	18	23	NC	53	40	NC	14	5
Hispanic	21	463	30732	100	96	97	509	562	534	52	15	31	19	16	24	29	57	40	NA	12	5
Asian/Pacific Islander	NC	114	1827	NC	100	99	NC	613	594	NC	4	8	NC	4	12	NC	52	49	NC	41	31
American Indian/Alaskan Native	NC	34	4536	NC	100	95	NC	580	528	NC	9	35	NC	3	25	NC	71	37	NC	18	4
White	27	2228	37038	90	97	97	510	595	575	52	5	11	15	8	14	33	59	56	NA	28	19
Students with Disabilities	NC	255	7840	NC	75	81	NC	529	498	NC	38	60	NC	20	18	NC	37	20	NC	4	2
Students without Disabilities	52	2721	70560	93	99	99	510	594	560	52	4	17	17	8	19	31	60	50	NA	28	14
Limited English Proficient Students	--	33	8956	--	87	95	--	530	502	--	42	56	--	18	25	--	30	18	--	9	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	24	453	33014	100	91	95	510	565	534	54	15	31	8	15	24	38	57	40	NA	13	5
Non-Economically Disadvantaged	32	2523	45386	89	98	99	507	594	569	53	5	15	22	8	15	25	59	52	NA	28	18

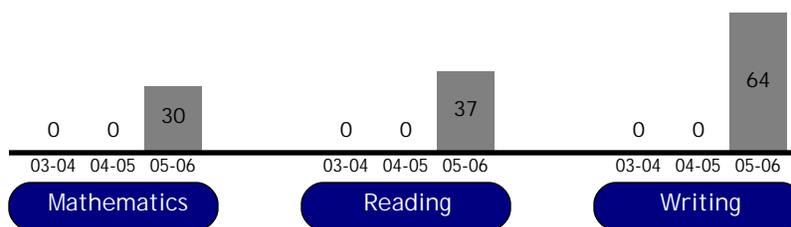
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	2975	79179	95	97	98	489	545	519	19	3	11	44	14	27	37	74	58	NA	8	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	1445	38974	91	98	99	NA	552	524	NA	2	8	NA	10	25	NA	78	61	NA	11	5
Male	47	1528	40124	96	96	97	484	538	513	23	4	13	45	18	28	32	71	54	NA	6	4
African American	NC	138	4243	NC	94	98	NC	534	506	NC	4	14	NC	22	32	NC	68	51	NC	7	3
Hispanic	21	460	30987	100	96	98	487	522	498	10	6	17	62	25	36	29	67	45	NA	2	1
Asian/Pacific Islander	NC	112	1832	NC	98	99	NC	550	543	NC	2	4	NC	11	17	NC	79	69	NC	9	10
American Indian/Alaskan Native	NC	34	4573	NC	100	96	NC	518	494	NC	9	16	NC	24	41	NC	68	42	NC	NA	1
White	28	2231	37467	93	97	98	492	550	539	25	3	5	29	11	17	46	76	70	NA	10	8
Students with Disabilities	NC	254	8567	NC	75	88	NC	493	467	NC	22	39	NC	38	38	NC	37	22	NC	2	1
Students without Disabilities	53	2721	70612	95	99	99	491	549	524	15	1	7	47	12	25	38	78	62	NA	9	5
Limited English Proficient Students	--	36	9013	--	95	95	--	465	461	--	42	40	--	47	48	--	11	12	--	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	24	448	33345	100	90	96	481	522	499	17	6	17	58	27	36	25	65	46	NA	2	1
Non-Economically Disadvantaged	33	2527	45834	92	98	99	494	548	533	21	3	7	33	12	19	45	76	67	NA	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	58	3053	79734	97	99	99	528	574	554	5	1	3	31	10	19	64	89	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	1474	39243	100	100	99	553	588	568	NA	0	2	27	4	12	73	95	85	NA	1	1
Male	47	1577	40413	96	99	98	522	561	541	6	2	4	32	14	26	62	84	70	NA	0	0
African American	NC	144	4285	NC	98	99	NC	565	548	NC	1	3	NC	13	22	NC	86	74	NC	NA	0
Hispanic	21	479	31254	100	100	99	523	560	539	5	2	5	38	15	25	57	82	70	NA	0	0
Asian/Pacific Islander	NC	114	1837	NC	100	99	NC	583	579	NC	NA	1	NC	5	9	NC	94	87	NC	1	2
American Indian/Alaskan Native	NC	35	4613	NC	100	97	NC	567	535	NC	NA	4	NC	14	29	NC	86	67	NC	NA	0
White	29	2281	37668	97	99	99	532	577	569	7	1	1	24	8	13	69	90	85	NA	0	1
Students with Disabilities	NC	327	8943	NC	97	92	NC	515	495	NC	9	11	NC	42	51	NC	49	38	NC	NA	1
Students without Disabilities	54	2726	70791	96	100	100	534	580	561	4	0	2	30	6	15	67	94	83	NA	0	0
Limited English Proficient Students	--	37	9138	--	97	97	--	511	492	--	8	13	--	30	46	--	62	40	--	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	23	482	33718	96	97	97	513	557	538	9	2	5	35	17	26	57	81	69	NA	0	0
Non-Economically Disadvantaged	35	2571	46016	97	100	100	538	577	567	3	1	2	29	8	14	69	90	84	NA	0	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?	N
	Met Test Objectives?	Not Evaluated
	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	--	--	NA	54	93	34	63	50	100	13	75	54
	Language	--	--	74	58	93	36	66	52	100	16	75	58
	Mathematics	--	--	78	62	100	41	64	50	100	2	72	54
8	Reading	--	--	NA	55	95	41	60	51	98	25	73	58
	Language	--	--	64	52	95	42	60	50	98	27	67	56
	Mathematics	--	--	75	61	91	46	67	53	98	21	76	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	2.00	Teacher	4.00
Other Professional Staff	2.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	2
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

Extracurricular Activities

Ü CHARACTER COUNTS

Social Services

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	89	95	94	95
Promotion Rate ⁵	53	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

Incidents have been significantly reduced by increased classroom structure which have been positively responded to by students.

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	Dave Allison	(480) 497-3342
Transportation Policy	Dave Allison	(480) 497-3342
Community Resources	Shane McCord	(480) 892-9089
School Nutrition Programs	Dave Allison	(480) 497-3342
Parent Organization		
Student Health/Nurse	Sherry Shinn	(480) 497-3459

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.