

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2020 N Arizona Ave. G-62, Chandler, AZ 85225

Tempe Preparatory Academy

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	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Ms. Helen Hayes
 Schedule : 07:30 AM to 04:00 PM
 Grades : 7-8
 Web Address : www.chandlerprep.org
 Phone Number : (480) 855-5410
 Fax Number : (480) 855-7789
 E-mail : hhayes@chandlerprep.org

Mission

The mission of Chandler Preparatory Academy (CPA) is to educate students for the lifelong pursuit of truth, goodness, and beauty. The CPA graduate has a foundation in the liberal arts and has practiced the fine arts. The graduate is thus prepared for every course of study and every career choice. CPA provides an environment that allows every student who is curious and diligent the opportunity to fulfill his or her potential.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	N/A
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 To maintain a safe, preparatory school environment that permits students to give their full focus to academic matters while in the classroom.
- ü To provide the students with scholarly experiences that foster a lifelong love of learning.
- ü To focus on the great works of our cultural heritage.
- ü To provide a solid understanding of the Western heritage and traditions, including the historical, literary, mathematical, scientific, artistic, and linguistic concepts and works that form the basis of our modern culture.

Enrollment

October 1, 2005 School Year Student Enrollment : 150
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 145

Instructional Programs

ü Core liberal-arts curriculum

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/4/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

CPA will fulfill its mission by service to a rigorous, core liberal arts curriculum in the Western tradition that is the same for all students. We provide dedicated, enthusiastic, and intellectually excellent teachers. Small class sizes of 20 allow for an emphasis upon written, narrative evaluation of learning rather than upon grades or percentages. Narrative evaluation is done through regular and meaningful homework assignments. High standards of personal conduct are set for all students.

Parents

CPA parents are responsible for supporting their child in their journey through the Academy. Parents should contact the teachers to share important information on how their child approaches the curriculum at home and if they are experiencing difficulty. Parents are also encouraged to give back to the school in the form of volunteering and donations of supplies, time and funding to help bridge the gap between state funding and the education cost per student.

Transportation Policy

CPA does not provide bus transportation to/from school. Students may purchase student bus passes from the front office. Carpooling is encouraged.

School Honors

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

Award/Honor	Year
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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	72	131	78546	100	100	97	610	610	543	NA	NA	15	NA	1	18	42	44	52	58	56	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	61	38645	97	98	98	613	613	545	NA	NA	13	NA	2	18	38	41	54	62	57	15
Male	37	69	39792	100	100	97	608	608	542	NA	NA	17	NA	NA	17	43	45	50	57	55	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	--	NC	31177	--	NC	97	--	NC	524	--	NC	22	--	NC	23	--	NC	48	--	NC	7
Asian/Pacific Islander	NC	11	1940	NC	100	99	NC	647	580	NC	NA	5	NC	NA	9	NC	18	53	NC	82	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	61	109	36450	98	99	97	610	610	563	NA	NA	7	NA	1	12	43	44	57	57	55	23
Students with Disabilities	--	NC	8093	--	NC	82	--	NC	489	--	NC	50	--	NC	24	--	NC	23	--	NC	2
Students without Disabilities	72	129	70453	100	100	100	610	611	549	NA	NA	11	NA	1	17	42	43	56	58	57	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	--	--	34694	--	--	96	--	--	524	--	--	23	--	--	23	--	--	48	--	--	7
Non-Economically Disadvantaged	72	131	43852	100	100	99	610	610	559	NA	NA	10	NA	1	13	42	44	56	58	56	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	72	131	79045	100	100	98	565	565	512	NA	NA	10	4	3	25	67	72	58	29	25	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	61	38860	97	98	98	569	568	519	NA	NA	7	NA	NA	22	71	70	62	29	30	8
Male	37	69	40075	100	100	97	560	562	505	NA	NA	12	8	6	28	65	74	54	27	20	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	--	NC	31314	--	NC	98	--	NC	493	--	NC	16	--	NC	34	--	NC	48	--	NC	2
Asian/Pacific Islander	NC	11	1949	NC	100	99	NC	582	536	NC	NA	4	NC	NA	15	NC	45	66	NC	55	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	61	109	36730	98	99	98	566	566	532	NA	NA	4	2	2	16	74	75	68	25	23	12
Students with Disabilities	--	NC	8552	--	NC	87	--	NC	463	--	NC	35	--	NC	40	--	NC	23	--	NC	1
Students without Disabilities	72	129	70493	100	100	100	565	565	517	NA	NA	7	4	3	24	67	71	62	29	26	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	--	--	34922	--	--	96	--	--	493	--	--	15	--	--	34	--	--	48	--	--	3
Non-Economically Disadvantaged	72	131	44123	100	100	99	565	565	527	NA	NA	6	4	3	18	67	72	66	29	25	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	72	131	79657	100	100	99	604	603	566	NA	NA	3	3	2	8	93	95	87	4	4	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	61	39120	97	98	99	618	615	580	NA	NA	2	NA	NA	4	91	92	92	9	8	2
Male	37	69	40423	100	100	98	591	592	553	NA	NA	5	5	3	12	95	97	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	--	NC	31642	--	NC	99	--	NC	552	--	NC	5	--	NC	11	--	NC	84	--	NC	0
Asian/Pacific Islander	NC	11	1948	NC	100	99	NC	625	589	NC	NA	1	NC	NA	3	NC	91	91	NC	9	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	61	109	36929	98	99	99	603	601	579	NA	NA	2	3	2	5	92	94	91	5	4	2
Students with Disabilities	--	NC	9069	--	NC	92	--	NC	508	--	NC	11	--	NC	30	--	NC	58	--	NC	1
Students without Disabilities	72	129	70588	100	100	100	604	603	573	NA	NA	2	3	2	5	93	95	91	4	4	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	--	--	35341	--	--	97	--	--	551	--	--	5	--	--	12	--	--	83	--	--	0
Non-Economically Disadvantaged	72	131	44316	100	100	100	604	603	578	NA	NA	2	3	2	5	93	95	90	4	4	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	71	131	78400	99	99	97	627	630	554	NA	NA	21	1	2	19	46	44	47	52	54	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	67	38686	97	99	98	635	631	554	NA	NA	20	3	1	20	42	46	49	55	52	12
Male	36	62	39636	95	97	96	620	630	554	NA	NA	23	NA	2	18	50	42	46	50	56	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	NC	NC	30732	NC	NC	97	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Asian/Pacific Islander	NC	10	1827	NC	100	99	NC	NA	594	NC	NA	8	NC	NA	12	NC	NA	49	NC	NA	31
American Indian/Alaskan Native	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	62	109	37038	95	97	97	626	627	575	NA	NA	11	NA	1	14	48	49	56	52	50	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	68	127	70560	99	99	99	627	631	560	NA	NA	17	1	2	19	46	44	50	53	54	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	--	--	33014	--	--	95	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Non-Economically Disadvantaged	71	131	45386	99	99	99	627	630	569	NA	NA	15	1	2	15	46	44	52	52	54	18

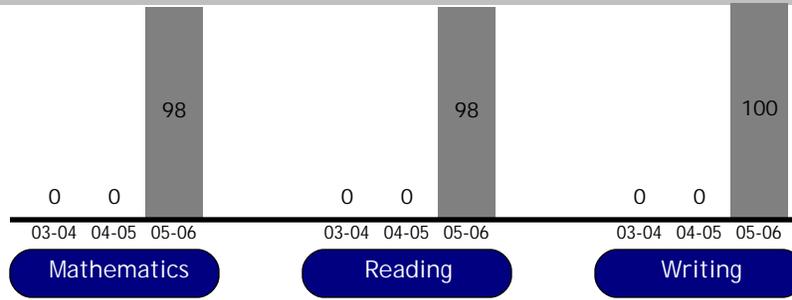
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	131	79179	99	99	98	580	579	519	NA	NA	11	1	1	27	77	81	58	21	18	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	67	38974	97	99	99	581	577	524	NA	NA	8	3	1	25	73	84	61	24	15	5
Male	36	62	40124	95	97	97	579	580	513	NA	NA	13	NA	NA	28	81	77	54	19	23	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	NC	NC	30987	NC	NC	98	NC	NC	498	NC	NC	17	NC	NC	36	NC	NC	45	NC	NC	1
Asian/Pacific Islander	NC	10	1832	NC	100	99	NC	NA	543	NC	NA	4	NC	NA	17	NC	NA	69	NC	NA	10
American Indian/Alaskan Native	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	62	109	37467	95	97	98	580	577	539	NA	NA	5	2	1	17	77	83	70	21	17	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	68	127	70612	99	99	99	580	579	524	NA	NA	7	1	1	25	78	81	62	21	18	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	--	--	33345	--	--	96	--	--	499	--	--	17	--	--	36	--	--	46	--	--	1
Non-Economically Disadvantaged	71	131	45834	99	99	99	580	579	533	NA	NA	7	1	1	19	77	81	67	21	18	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	72	132	79734	100	100	99	605	610	554	NA	NA	3	NA	NA	19	97	96	78	3	4	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	67	39243	97	99	99	610	618	568	NA	NA	2	NA	NA	12	97	96	85	3	4	1
Male	37	63	40413	97	98	98	600	601	541	NA	NA	4	NA	NA	26	97	97	70	3	3	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	NC	NC	31254	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	25	NC	NC	70	NC	NC	0
Asian/Pacific Islander	NC	10	1837	NC	100	99	NC	NA	579	NC	NA	1	NC	NA	9	NC	NA	87	NC	NA	2
American Indian/Alaskan Native	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	63	110	37668	97	98	99	603	607	569	NA	NA	1	NA	NA	13	98	97	85	2	3	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	69	128	70791	100	100	100	606	611	561	NA	NA	2	NA	NA	15	97	96	83	3	4	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	--	--	33718	--	--	97	--	--	538	--	--	5	--	--	26	--	--	69	--	--	0
Non-Economically Disadvantaged	72	132	46016	100	100	100	605	610	567	NA	NA	2	NA	NA	14	97	96	84	3	4	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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	--	--	NA	54	--	--	79	50	100	85	87	54
	Language	--	--	88	58	--	--	84	52	100	91	90	58
	Mathematics	--	--	89	62	--	--	80	50	100	87	86	54
8	Reading	--	--	NA	55	--	--	77	51	100	87	87	58
	Language	--	--	89	52	--	--	78	50	100	85	86	56
	Mathematics	--	--	93	61	--	--	84	53	100	86	88	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	1.00	Teacher	14.00
Other Professional Staff	.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	4	1	0
4 to 6 years	0	5	0	0
7 to 9 years	0	0	0	0
10 or more years	1	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	56
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	3%

Resources Available at School Site

Special Facilities

Ü Library

Extracurricular Activities

Ü Sports	Ü Extracurricular Music Ensembles
Ü Fencing	Ü Odessey of the Mind
Ü Chess Club	Ü Junior Classical League
Ü Drama Club	Ü Photography Club/Yearbook

Social Services

ü \$230,000 grant awarded by the Walton Foundation

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	93	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

CPA has not had any incidents to date. CPA is a closed campus. Students are not allowed to leave the campus for any reason during school hours or during after-school activities, unless accompanied by an adult. Signed statements from custodial parents must be on file with the office for non-custodial parents to pick up the child. All volunteers and visitors must sign in and wear a badge. Students that leave without permission may be suspended and missing students are reported to Chandler PD.

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		
Transportation Policy		
Community Resources		
School Nutrition Programs		
Parent Organization	Michele Cianfrani	(602) 495-4142
Student Health/Nurse		

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.