

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7655 S. Higley Rd., Queen Creek, AZ 85242

Chandler 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	Highly Performing
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 : Mr. Craig L. Gilbert
 Schedule : 08:00 AM to 05:00 PM
 Grades : 7-8
 Web Address : ww2.chandler.k12.az.us/payne-jrhigh/
 Phone Number : (480) 224-2400
 Fax Number : (480) 224-2420
 E-mail : gilbert.craig@chandler.k12.az.us

Mission

The mission of Chandler Unified School District and Payne Junior High School is to provide students with the knowledge, skills, and attitudes to be lifelong learners and responsible citizens.

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 Students will improve reading, writing, and mathematics performance while increasing critical thinking and real-life application skills.
- ü The number of students who meet or exceed state standards will exceed the state average in all subject areas as measured by the Spring 2006 AIMS Test.
- ü Students will improve content area literacy skills.

Enrollment

October 1, 2005 School Year Student Enrollment : 765
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 67

Instructional Programs

- Ü Honors Language Arts
- Ü Advanced Mathematics Curriculum
- Ü Extensive Fine Arts Program
- Ü EL and Sheltered Immersion Program
- Ü On-Site Special Education
- Ü Diverse Elective Program
- Ü Technology Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

PJHS staff will provide a safe environment and maintain high academic and behavioral standards. PJHS staff will maintain open lines of communication through report cards, progress reports, parent/teacher conferences, school newsletters, and phone calls.

Parents

As partners in education, parents are expected to ensure good attendance; to support and assist in academic progress; to reinforce high academic and behavioral standards; and to participate as equal partners in their child's education.

Transportation Policy

Transportation is provided for students who live outside a one and one-half mile radius of the school. Bussing is not provided for open enrollment students. Specialized transportation is available for special education students, as addressed in the IEP.

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	371	2447	78546	98	96	97	571	567	543	3	8	15	8	11	18	65	55	52	24	26	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	188	1218	38645	97	97	98	571	569	545	3	7	13	8	10	18	66	57	54	23	27	15
Male	183	1225	39792	100	95	97	571	565	542	3	9	17	8	13	17	64	54	50	25	25	15
African American	10	161	4205	91	94	97	NA	541	524	NA	13	22	NA	19	22	NA	57	49	NA	11	7
Hispanic	69	672	31177	97	95	97	553	536	524	4	18	22	19	19	23	58	52	48	19	11	7
Asian/Pacific Islander	11	130	1940	100	98	99	589	607	580	NA	2	5	NA	3	9	82	41	53	18	55	33
American Indian/Alaskan Native	NC	36	4689	NC	95	95	NC	544	515	NC	17	28	NC	11	25	NC	64	43	NC	8	4
White	277	1443	36450	99	96	97	577	581	563	3	3	7	5	7	12	66	57	57	26	33	23
Students with Disabilities	22	240	8093	79	77	82	520	509	489	18	32	50	32	25	24	45	38	23	5	5	2
Students without Disabilities	349	2207	70453	100	99	100	575	573	549	2	5	11	6	10	17	66	57	56	25	28	16
Limited English Proficient Students	NC	172	9323	NC	93	94	NC	497	491	NC	43	47	NC	26	28	NC	30	24	NC	1	1
Migrant Students	--	11	674	--	100	95	--	536	515	--	NA	28	--	45	27	--	36	40	--	18	5
Economically Disadvantaged	44	567	34694	96	92	96	562	532	524	NA	19	23	18	20	23	66	53	48	16	8	7
Non-Economically Disadvantaged	327	1880	43852	99	97	99	573	577	559	3	4	10	6	9	13	65	56	56	25	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	375	2467	79045	99	97	98	534	526	512	2	6	10	12	19	25	75	64	58	11	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	192	1222	38860	99	97	98	539	533	519	1	5	7	12	17	22	74	66	62	13	12	8
Male	183	1241	40075	100	96	97	529	520	505	3	8	12	13	22	28	75	61	54	9	9	6
African American	10	164	4250	91	95	98	NA	508	500	NA	10	12	NA	26	31	NA	59	54	NA	4	3
Hispanic	71	681	31314	100	96	98	517	496	493	3	15	16	27	35	34	63	46	48	7	4	2
Asian/Pacific Islander	11	131	1949	100	99	99	542	550	536	NA	2	4	NA	8	15	100	72	66	NA	18	15
American Indian/Alaskan Native	NC	34	4719	NC	89	96	NC	519	489	NC	6	15	NC	24	39	NC	68	45	NC	3	2
White	279	1453	36730	100	97	98	539	540	532	2	2	4	9	12	16	77	72	68	13	14	12
Students with Disabilities	26	258	8552	93	83	87	482	477	463	23	26	35	38	41	40	35	30	23	4	3	1
Students without Disabilities	349	2209	70493	100	99	100	538	531	517	1	4	7	10	17	24	78	68	62	11	12	8
Limited English Proficient Students	NC	171	9355	NC	93	95	NC	455	456	NC	39	37	NC	48	48	NC	13	15	NC	NA	0
Migrant Students	--	11	682	--	100	96	--	475	480	--	18	23	--	55	37	--	27	39	--	NA	1
Economically Disadvantaged	45	580	34922	98	94	96	519	492	493	2	16	15	20	36	34	73	45	48	4	3	3
Non-Economically Disadvantaged	330	1887	44123	100	98	99	536	537	527	2	3	6	11	14	18	75	69	66	12	13	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	375	2503	79657	99	98	99	589	584	566	1	2	3	2	4	8	95	92	87	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	193	1244	39120	99	99	99	596	593	580	1	1	2	NA	2	4	96	94	92	3	3	2
Male	182	1255	40423	99	97	98	582	575	553	2	3	5	3	5	12	95	90	83	1	2	1
African American	10	167	4290	91	97	99	NA	578	560	NA	4	4	NA	5	9	NA	88	86	NA	4	1
Hispanic	72	700	31642	100	99	99	577	560	552	3	5	5	1	8	11	94	85	84	1	1	0
Asian/Pacific Islander	11	132	1948	100	100	99	611	608	589	NA	1	1	NA	NA	3	100	93	91	NA	6	4
American Indian/Alaskan Native	NC	37	4760	NC	97	97	NC	574	547	NC	5	5	NC	3	14	NC	89	81	NC	3	0
White	278	1462	36929	99	98	99	592	595	579	0	0	2	2	2	5	96	96	91	2	2	2
Students with Disabilities	27	278	9069	96	90	92	551	543	508	4	6	11	7	17	30	89	77	58	NA	0	1
Students without Disabilities	348	2225	70588	100	99	100	592	589	573	1	2	2	1	2	5	96	94	91	2	3	1
Limited English Proficient Students	NC	180	9521	NC	98	96	NC	507	507	NC	14	13	NC	22	24	NC	64	63	NC	NA	0
Migrant Students	--	11	694	--	100	98	--	560	546	--	9	5	--	NA	12	--	91	82	--	NA	1
Economically Disadvantaged	46	598	35341	100	97	97	587	559	551	NA	5	5	NA	9	12	98	86	83	2	1	0
Non-Economically Disadvantaged	329	1905	44316	99	99	100	589	592	578	1	1	2	2	2	5	95	94	90	2	3	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	235	2290	78400	98	96	97	569	575	554	9	11	21	13	14	19	64	56	47	14	19	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	122	1120	38686	98	96	98	573	575	554	9	9	20	11	14	20	64	59	49	16	18	12
Male	113	1169	39636	99	95	96	565	575	554	9	13	23	15	14	18	64	53	46	12	20	13
African American	12	159	4193	100	95	97	531	555	533	33	15	32	8	19	23	58	62	40	NA	4	5
Hispanic	39	690	30732	100	95	97	544	547	534	26	23	31	21	21	24	44	45	40	10	10	5
Asian/Pacific Islander	12	116	1827	100	97	99	579	615	594	8	4	8	17	7	12	58	47	49	17	41	31
American Indian/Alaskan Native	NC	29	4536	NC	97	95	NC	549	528	NC	24	35	NC	14	25	NC	52	37	NC	10	4
White	170	1296	37038	98	96	97	578	589	575	3	4	11	12	10	14	69	62	56	16	24	19
Students with Disabilities	20	193	7840	91	73	81	527	517	498	25	35	60	35	31	18	40	32	20	NA	3	2
Students without Disabilities	215	2097	70560	99	98	99	573	579	560	7	9	17	11	13	19	66	58	50	15	21	14
Limited English Proficient Students	NC	148	8956	NC	94	95	NC	506	502	NC	50	56	NC	27	25	NC	23	18	NC	NA	1
Migrant Students	--	13	676	--	93	95	--	527	523	--	38	38	--	31	25	--	31	36	--	NA	1
Economically Disadvantaged	24	538	33014	96	93	95	533	544	534	25	23	31	13	22	24	63	47	40	NA	7	5
Non-Economically Disadvantaged	211	1752	45386	99	97	99	573	584	569	7	7	15	13	12	15	64	58	52	16	23	18

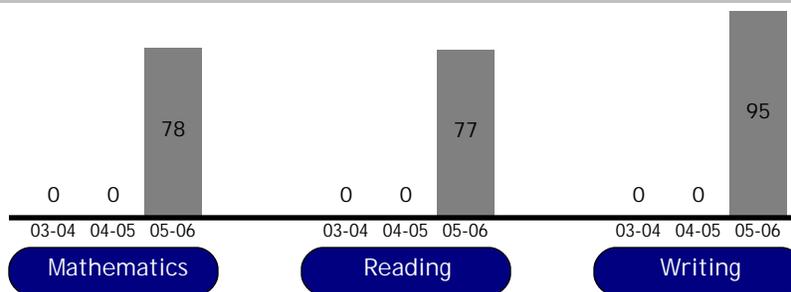
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	236	2334	79179	99	97	98	536	533	519	4	7	11	19	21	27	70	65	58	7	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	122	1137	38974	98	98	99	546	540	524	4	4	8	14	18	25	70	70	61	12	9	5
Male	114	1195	40124	100	97	97	525	526	513	4	10	13	24	24	28	70	61	54	2	5	4
African American	12	162	4243	100	97	98	511	521	506	25	7	14	8	31	32	67	59	51	NA	3	3
Hispanic	39	706	30987	100	98	98	512	504	498	15	17	17	23	32	36	62	49	45	NA	2	1
Asian/Pacific Islander	12	117	1832	100	98	99	552	557	543	NC	1	4	17	9	17	83	78	69	NA	12	10
American Indian/Alaskan Native	NC	28	4573	NC	93	96	NC	519	494	NC	NA	16	NC	46	41	NC	46	42	NC	7	1
White	171	1321	37467	98	97	98	542	547	539	1	2	5	18	14	17	71	74	70	10	10	8
Students with Disabilities	21	236	8567	95	89	88	496	480	467	14	24	39	38	44	38	48	31	22	NA	1	1
Students without Disabilities	215	2098	70612	99	98	99	539	538	524	3	5	7	17	18	25	72	69	62	8	8	5
Limited English Proficient Students	NC	150	9013	NC	96	95	NC	457	461	NC	47	40	NC	43	48	NC	11	12	NC	NA	0
Migrant Students	--	14	680	--	100	96	--	479	487	--	14	20	--	57	43	--	29	36	--	NA	1
Economically Disadvantaged	24	552	33345	96	95	96	506	500	499	17	16	17	17	34	36	67	49	46	NA	1	1
Non-Economically Disadvantaged	212	1782	45834	99	98	99	539	543	533	3	4	7	19	17	19	70	70	67	8	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	240	2366	79734	100	99	99	586	577	554	1	1	3	5	10	19	94	89	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	126	1152	39243	100	99	99	596	589	568	1	0	2	2	5	12	95	93	85	2	1	1
Male	114	1213	40413	100	99	98	575	566	541	1	2	4	7	14	26	92	84	70	NA	1	0
African American	12	166	4285	100	99	99	585	574	548	NA	1	3	8	14	22	92	84	74	NA	1	0
Hispanic	39	718	31254	100	99	99	558	555	539	5	3	5	5	18	25	90	79	70	NA	1	0
Asian/Pacific Islander	12	117	1837	100	98	99	609	600	579	NA	NA	1	NA	3	9	100	96	87	NA	1	2
American Indian/Alaskan Native	NC	30	4613	NC	100	97	NC	574	535	NC	NA	4	NC	13	29	NC	87	67	NC	NA	0
White	175	1335	37668	100	98	99	590	588	569	NA	0	1	5	5	13	94	93	85	1	1	1
Students with Disabilities	22	244	8943	100	92	92	552	523	495	NA	3	11	18	40	51	82	56	38	NA	1	1
Students without Disabilities	218	2122	70791	100	100	100	589	583	561	1	1	2	3	6	15	95	92	83	1	1	0
Limited English Proficient Students	NC	155	9138	NC	99	97	NC	496	492	NC	12	13	NC	41	46	NC	47	40	NC	NA	NA
Migrant Students	--	14	687	--	100	97	--	544	528	--	NA	6	--	29	28	--	71	65	--	NA	NA
Economically Disadvantaged	25	566	33718	100	97	97	556	548	538	4	3	5	16	21	26	80	76	69	NA	0	0
Non-Economically Disadvantaged	215	1800	46016	100	99	100	589	586	567	0	1	2	3	6	14	95	93	84	1	1	1

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

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

8th Grade Proficiency



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

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

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

AYP Determination	Met Percent Tested?	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	--	--	57	50	99	70	63	54
	Language	--	--	67	58	--	--	59	52	99	70	67	58
	Mathematics	--	--	65	62	--	--	55	50	98	68	67	54
8	Reading	--	--	NA	55	--	--	57	51	99	70	67	58
	Language	--	--	60	52	--	--	56	50	100	67	63	56
	Mathematics	--	--	62	61	--	--	59	53	99	65	67	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 8 Teacher(s)
- 8 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Prop-301 Pay for Performance
- Ü School Safety and Climate
- Ü Parent/Community/School Collaboration
- Ü Student/Staff/Volunteer Recognition

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	28.00
Other Professional Staff	3.50	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	0	0
4 to 6 years	3	7	0	0
7 to 9 years	1	5	0	0
10 or more years	0	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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 Computers in every classroom
- Ü Five computer labs
- Ü Fine Arts Venue
- Ü Fitness Facility

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Chess Club
- Ü Yearbook
- Ü Newspaper
- Ü Interscholastic Sports
- Ü Spiritline
- Ü YMCA Youth Sports

Social Services

- Ü Breakfast program
- Ü Lunch program
- Ü Counseling Services
- Ü On-campus tutoring
- Ü School Resource Officer

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Athletic recognitions include East Valley Championships in 7th grade Girls Volleyball and Girls Softball.

ü CUSD Clean school award

Student Activity Rates for School Year 2005-06

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

PJHS takes a proactive approach to creating a safe and healthy learning environment. PJHS has a comprehensive emergency plan that includes classroom education, communication methods, and emergency situation drills. In addition, PJHS, in conjunction with the City of Gilbert, provides a School Resource Officer through the Gilbert Police Department and employs a full-time security guard.

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) :

7

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	Craig L. Gilbert	(480) 224-2400
Transportation Policy	Connie Draper	(480) 812-7000
Community Resources	Julie Tanner	(480) 224-2400
School Nutrition Programs	Cathy Brown	(480) 812-7000
Parent Organization	Craig Gilbert	(480) 224-2400
Student Health/Nurse	Deana Nesbitt	(480) 224-2400

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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** 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.