

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

Apache 7160, Sanders, AZ 86512

Sanders 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Underperforming
2004-05	Performing
2003-04	Performing

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

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

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

### School Overview

Principal/Administrator : Mr. James L Bingham  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 6-8  
 Web Address : www.susd.k12.az.us  
 Phone Number : (928) 688-4770  
 Fax Number : (928) 688-4776  
 E-mail : james.bingham@sandersusd.net

### Mission

The mission of SMS in partnership with parents, is to implement educational programs which will provide the motivation and resources to enhance the potential and talents of all students and which will assist them to become responsible citizens.

### School / Academic Goals

- ü To facilitate maximum learning levels among our students in reading, writing, math and communication skills, according to each student's ability.
- ü To provide an atmosphere in which individuality can survive and differences are an acceptable part of everyone's life.
- ü To provide the instruction necessary for all of our pupils to meet state standards. SMS will make AYP each year and maintain a 'Performing' ranking or higher as a school.
- ü Provide opportunities for our pupils to explore areas such as art and crafts, athletics, newspapers, yearbook, recreational activities, and learning the Navajo language.

### Enrollment

October 1, 2005 School Year Student Enrollment : 351  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 11

Instructional Programs

- ü Accelerated Reader & SRA Corrective Read
- ü Navajo Language & Culture
- ü Art / Library /Band
- ü PE and Competitive Sports Program
- ü Computer labs / Internet connected
- ü McDougal Littell math & Accelerated Math
- ü Orchard & Odessay tutorial programs
- ü Prentice Hall Science

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/27/2006

Shared Responsibilities

School

A climate that is safe, free from harassment, physical or verbal abuse, with zero gang tolerance. We will develop a curriculum that stresses respect, positive attitude, integrity, compassion, initiative, perseverance, responsibility and cooperation. We will work to give timely and appropriate communications to the parents and invite them as partners in the education of their children. We will work to make them feel welcome at our school and will be respectful to them.

Parents

Getting the students to school on a regular, timely basis, properly nourished, in good health, and ready to learn. Make students aware of school and bus rules, and district regulations. Ensure the student completes homework and reading assignments. Parents will be supportive of the school programs, with their children and work with the staff to make SMS a productive learning environment. Parents will attend school conferences and be involved in their child's education as volunteers.

Transportation Policy

The school will provide transportation by certified drivers and buses to all of its students in accordance with ARS 15-922. A bus safety program with evacuation drills will be completed. All drivers are subject to random drug testing. Bus drivers will work with the child, parents and school officials to resolve problems that may arise. Children who can not follow safety rules will lose bus riding privileges.

School Honors

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

Award/Honor	Year
ü North Central Association Accreditation	2000
ü Apache County Fair - Art Exhibit - Best in Show	2002
ü SMS Achieved 'AYP'	2003
ü SMS Achieved 'Performing School'	2003

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	113	113	79327	99	98	98	467	467	518	49	49	19	35	35	20	17	17	46	NA	NA	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	58	38961	98	97	98	468	468	520	47	47	16	38	38	20	16	16	48	NA	NA	16
Male	55	55	40295	100	100	97	467	467	516	51	51	21	31	31	19	18	18	44	NA	NA	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	110	110	4391	99	98	96	467	467	489	49	49	32	35	35	27	16	16	36	NA	NA	4
White	NC	NC	36373	NC	NC	98	NC	NC	538	NC	NC	10	NC	NC	14	NC	NC	52	NC	NC	25
Students with Disabilities	13	13	9321	93	93	87	448	448	467	69	69	54	31	31	22	NA	NA	21	NA	NA	3
Students without Disabilities	100	100	70006	100	99	100	469	469	524	46	46	14	35	35	19	19	19	49	NA	NA	18
Limited English Proficient Students	51	51	9431	100	100	95	450	450	466	71	71	53	29	29	27	NA	NA	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	--	37097	--	--	97	--	--	498	--	--	27	--	--	25	--	--	41	--	--	7
Non-Economically Disadvantaged	113	113	42230	99	98	99	467	467	535	49	49	11	35	35	15	17	17	50	NA	NA	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	113	113	79501	99	98	98	459	459	497	26	26	10	48	48	25	27	27	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	58	39062	98	97	99	462	462	502	29	29	8	38	38	23	33	33	64	NA	NA	5
Male	55	55	40368	100	100	98	456	456	491	22	22	13	58	58	27	20	20	57	NA	NA	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	110	110	4401	99	98	96	458	458	473	26	26	17	48	48	40	25	25	43	NA	NA	1
White	NC	NC	36446	NC	NC	99	NC	NC	516	NC	NC	4	NC	NC	15	NC	NC	73	NC	NC	7
Students with Disabilities	13	13	9411	93	93	88	450	450	453	54	54	36	38	38	36	8	8	26	NA	NA	1
Students without Disabilities	100	100	70090	100	99	100	460	460	502	22	22	7	49	49	24	29	29	65	NA	NA	5
Limited English Proficient Students	51	51	9401	100	100	94	439	439	443	41	41	40	53	53	46	6	6	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	--	37183	--	--	97	--	--	479	--	--	16	--	--	34	--	--	49	--	--	1
Non-Economically Disadvantaged	113	113	42318	99	98	99	459	459	513	26	26	5	48	48	17	27	27	70	NA	NA	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	113	113	80000	99	98	99	521	521	564	11	11	3	25	25	11	61	61	75	4	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	58	39288	98	97	99	540	540	579	5	5	2	24	24	6	64	64	77	7	7	16
Male	55	55	40644	100	100	98	500	500	549	16	16	4	25	25	15	58	58	74	NA	NA	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	NC	NC	32672	NC	NC	99	NC	NC	548	NC	NC	4	NC	NC	14	NC	NC	76	NC	NC	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	110	110	4424	99	98	97	520	520	549	11	11	3	25	25	14	61	61	77	4	4	5
White	NC	NC	36602	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16
Students with Disabilities	13	13	9919	93	93	93	489	489	505	31	31	9	46	46	35	23	23	54	NA	NA	2
Students without Disabilities	100	100	70081	100	99	100	524	524	571	8	8	2	22	22	7	66	66	79	4	4	12
Limited English Proficient Students	51	51	9571	100	100	96	483	483	502	14	14	10	43	43	29	41	41	60	2	2	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	--	37534	--	--	98	--	--	547	--	--	4	--	--	15	--	--	76	--	--	5
Non-Economically Disadvantaged	113	113	42466	99	98	100	521	521	578	11	11	2	25	25	7	61	61	75	4	4	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	110	110	78546	96	95	97	493	493	543	46	46	15	32	32	18	21	21	52	1	1	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	50	38645	94	93	98	492	492	545	42	42	13	32	32	18	26	26	54	NA	NA	15
Male	59	59	39792	95	95	97	493	493	542	51	51	17	31	31	17	17	17	50	2	2	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	--	--	31177	--	--	97	--	--	524	--	--	22	--	--	23	--	--	48	--	--	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	108	108	4689	96	95	95	491	491	515	47	47	28	31	31	25	21	21	43	NA	NA	4
White	NC	NC	36450	NC	NC	97	NC	NC	563	NC	NC	7	NC	NC	12	NC	NC	57	NC	NC	23
Students with Disabilities	16	16	8093	89	89	82	468	468	489	75	75	50	25	25	24	NA	NA	23	NA	NA	2
Students without Disabilities	94	94	70453	97	96	100	495	495	549	41	41	11	33	33	17	24	24	56	1	1	16
Limited English Proficient Students	42	42	9323	91	91	94	480	480	491	55	55	47	43	43	28	2	2	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	--	--	34694	--	--	96	--	--	524	--	--	23	--	--	23	--	--	48	--	--	7
Non-Economically Disadvantaged	110	110	43852	96	95	99	493	493	559	46	46	10	32	32	13	21	21	56	1	1	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	112	112	79045	97	97	98	481	481	512	14	14	10	51	51	25	35	35	58	NA	NA	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	38860	98	96	98	485	485	519	4	4	7	56	56	22	40	40	62	NA	NA	8
Male	59	59	40075	95	95	97	476	476	505	24	24	12	47	47	28	29	29	54	NA	NA	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	--	--	31314	--	--	98	--	--	493	--	--	16	--	--	34	--	--	48	--	--	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	110	110	4719	97	96	96	480	480	489	15	15	15	52	52	39	34	34	45	NA	NA	2
White	NC	NC	36730	NC	NC	98	NC	NC	532	NC	NC	4	NC	NC	16	NC	NC	68	NC	NC	12
Students with Disabilities	16	16	8552	89	89	87	463	463	463	38	38	35	56	56	40	6	6	23	NA	NA	1
Students without Disabilities	96	96	70493	99	98	100	483	483	517	10	10	7	50	50	24	40	40	62	NA	NA	8
Limited English Proficient Students	43	43	9355	93	93	95	463	463	456	23	23	37	70	70	48	7	7	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	--	--	34922	--	--	96	--	--	493	--	--	15	--	--	34	--	--	48	--	--	3
Non-Economically Disadvantaged	112	112	44123	97	97	99	481	481	527	14	14	6	51	51	18	35	35	66	NA	NA	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	108	108	79657	94	93	99	505	505	566	19	19	3	20	20	8	60	60	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	47	39120	89	87	99	543	543	580	6	6	2	11	11	4	83	83	92	NA	NA	2
Male	60	60	40423	97	97	98	471	471	553	30	30	5	28	28	12	42	42	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	--	--	31642	--	--	99	--	--	552	--	--	5	--	--	11	--	--	84	--	--	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	106	106	4760	94	93	97	505	505	547	20	20	5	20	20	14	60	60	81	NA	NA	0
White	NC	NC	36929	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	5	NC	NC	91	NC	NC	2
Students with Disabilities	16	16	9069	89	89	92	447	447	508	56	56	11	19	19	30	25	25	58	NA	NA	1
Students without Disabilities	92	92	70588	95	94	100	511	511	573	13	13	2	21	21	5	66	66	91	NA	NA	1
Limited English Proficient Students	43	43	9521	93	93	96	479	479	507	26	26	13	28	28	24	47	47	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	--	--	35341	--	--	97	--	--	551	--	--	5	--	--	12	--	--	83	--	--	0
Non-Economically Disadvantaged	108	108	44316	94	93	100	505	505	578	19	19	2	20	20	5	60	60	90	NA	NA	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	107	107	78400	97	97	97	512	512	554	43	43	21	31	31	19	26	26	47	NA	NA	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	58	38686	98	98	98	506	506	554	43	43	20	38	38	20	19	19	49	NA	NA	12
Male	49	49	39636	96	96	96	518	518	554	43	43	23	22	22	18	35	35	46	NA	NA	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	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	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	104	104	4536	97	97	95	511	511	528	44	44	35	30	30	25	26	26	37	NA	NA	4
White	NC	NC	37038	NC	NC	97	NC	NC	575	NC	NC	11	NC	NC	14	NC	NC	56	NC	NC	19
Students with Disabilities	12	12	7840	75	75	81	470	470	498	100	100	60	NA	NA	18	NA	NA	20	NA	NA	2
Students without Disabilities	95	95	70560	100	100	99	516	516	560	36	36	17	35	35	19	29	29	50	NA	NA	14
Limited English Proficient Students	46	46	8956	100	100	95	490	490	502	67	67	56	28	28	25	4	4	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	--	--	33014	--	--	95	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Non-Economically Disadvantaged	107	107	45386	97	97	99	512	512	569	43	43	15	31	31	15	26	26	52	NA	NA	18

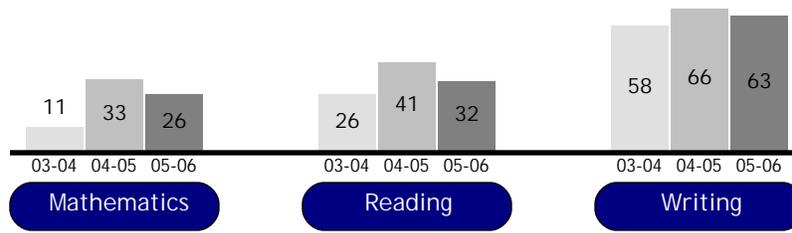
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	108	79179	98	98	98	483	483	519	22	22	11	45	45	27	32	32	58	NA	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	58	38974	98	98	99	484	484	524	21	21	8	47	47	25	33	33	61	NA	NA	5
Male	50	50	40124	98	98	97	481	481	513	24	24	13	44	44	28	32	32	54	NA	NA	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	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	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	105	105	4573	98	98	96	482	482	494	23	23	16	46	46	41	31	31	42	NA	NA	1
White	NC	NC	37467	NC	NC	98	NC	NC	539	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	8
Students with Disabilities	13	13	8567	81	81	88	436	436	467	69	69	39	31	31	38	NA	NA	22	NA	NA	1
Students without Disabilities	95	95	70612	100	100	99	489	489	524	16	16	7	47	47	25	37	37	62	NA	NA	5
Limited English Proficient Students	46	46	9013	100	100	95	457	457	461	43	43	40	50	50	48	7	7	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	--	--	33345	--	--	96	--	--	499	--	--	17	--	--	36	--	--	46	--	--	1
Non-Economically Disadvantaged	108	108	45834	98	98	99	483	483	533	22	22	7	45	45	19	32	32	67	NA	NA	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	109	109	79734	99	99	99	525	525	554	6	6	3	31	31	19	63	63	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	59	39243	100	100	99	541	541	568	2	2	2	24	24	12	75	75	85	NA	NA	1
Male	50	50	40413	98	98	98	506	506	541	10	10	4	40	40	26	50	50	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	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	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	106	106	4613	99	99	97	527	527	535	5	5	4	31	31	29	64	64	67	NA	NA	0
White	NC	NC	37668	NC	NC	99	NC	NC	569	NC	NC	1	NC	NC	13	NC	NC	85	NC	NC	1
Students with Disabilities	14	14	8943	88	88	92	468	468	495	21	21	11	64	64	51	14	14	38	NA	NA	1
Students without Disabilities	95	95	70791	100	100	100	532	532	561	3	3	2	26	26	15	71	71	83	NA	NA	0
Limited English Proficient Students	47	47	9138	100	100	97	508	508	492	6	6	13	49	49	46	45	45	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	--	--	33718	--	--	97	--	--	538	--	--	5	--	--	26	--	--	69	--	--	0
Non-Economically Disadvantaged	109	109	46016	99	99	100	525	525	567	6	6	2	31	31	14	63	63	84	NA	NA	1

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

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

8th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	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
6	Reading	99	31	NA	56	95	33	33	51	95	32	32	56
	Language	100	21	21	48	95	32	32	47	95	25	25	50
	Mathematics	100	37	37	66	95	32	32	52	95	24	24	58
7	Reading	97	22	NA	54	98	35	35	50	92	32	32	54
	Language	97	30	30	58	98	35	35	52	92	37	37	58
	Mathematics	99	35	35	62	98	31	31	50	92	27	27	54
8	Reading	96	38	NA	55	97	40	40	51	99	32	32	58
	Language	100	41	41	52	97	37	37	50	99	35	35	56
	Mathematics	99	47	47	61	98	38	38	53	99	32	32	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/](http://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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Advise on School Programs, Events, Rules
- Ü Be Involved with School Programs
- Ü Encourage Involvement of Other Parents
- Ü Promote School Agenda with Outside Group
- Ü Advise on Safety Issues
- Ü Advise on Discipline Policies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	3.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	85
Teachers with Emergency Certification.	7
Percent of teachers in the school with Emergency/Provisional Certification	29%
Percent of core classes not taught by Highly Qualified Teachers	17%

Resources Available at School Site

Special Facilities

- Ü Ropes Course
- Ü Life Skills & Home Ec Room, Art Room
- Ü Gym and Fields for Physical Activities
- Ü Technology & Computer Skills Lab

Extracurricular Activities

- Ü Football, Wrestling, Basketball, Track
- Ü Cross Country, Softball, Baseball
- Ü Newspaper & Yearbook
- Ü Student Council
- Ü National Jr Honor Society
- Ü Ropes Course
- Ü Band
- Ü Volleyball, Cheerleading

Social Services

- Ü After School & Summer School Programs
- Ü Navajo Counseling Services
- Ü Family & Child Counseling Services
- Ü Drug Abuse Programs
- Ü DES & CPS
- Ü Apache County Juvenile Services
- Ü Navajo Tribal Social Services
- Ü School Breakfast & Lunch Programs

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü SMS has made AYP for the last three years.

ü We have been a performing school for three years,

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	83	89	88	73
Graduation Rate <sup>6</sup>	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

Full-time security officers are present in the schools and on school grounds during the day and evening activities. A parent liason helps with parent issues and communications, and are available to transport students and/or parents when needed. An inschool suspension and after school detention program has been implemented to: keep kids in school, provide counseling, and remediate misbehavior concerns.

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) :

18
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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	James L. Bingham	(928) 688-4770
Transportation Policy	Daniel Murphy	(928) 688-4250
Community Resources	Nancy Tsosie	(928) 688-4770
School Nutrition Programs	Chris Wysznski	(928) 688-4238
Parent Organization	Delbert James	(928) 688-4710
Student Health/Nurse	Kathy Wilson	(928) 688-3854

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](http://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](http://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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 300 Copies = \$117.00

\*\* 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.