



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

840 12th street, Douglas, AZ 85607

Douglas 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	Performing

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

School Overview

Principal/Administrator : Ms. Diane Cash Drury M Ed. Ldsh
 Schedule : 08:00 AM to 04:00 PM
 Grades : 6-8
 Web Address : www.dusd.k12.az.us/rayborane
 Phone Number : (520) 364-2461
 Fax Number : (520) 805-5537
 E-mail : ddrury@dusd.k12.az.us

Mission

Our mission is to provide our students with an opportunity to pursue an education in a safe and disciplined environment.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Improve percentage of students meeting or exceeding State Standards in reading, math, and writing in grade 8 each year as measured by the AIMS test.
- ü Emphasize individual student needs, particularly with regard to ELL and Special Education students.
- ü Increase student achievement through increased utilization of effective instructional strategies/practices in the classroom following the Professional Learning Communities model.
- ü Increase parental involvement by involving parents in academic/school activities through the use of PTSSO and Site Council and a variety of student clubs.

Enrollment

October 1, 2005 School Year Student Enrollment : 430
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 1

Instructional Programs

- ü Grades 6, 7, 8
- ü Middle School Concept
- ü Mainstreamed ESL/Inclusion Spec. Ed.
- ü Consumer Sciences
- ü Quality Instruction
- ü Professional Learning Community model
- ü Boys and Girls Physical Education
- ü Channel One

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 52 minutes
First Day of School :	8/7/2005
Last Day of School :	5/23/2006

Shared Responsibilities

School

RBMS communicates to parents regularly. Teachers and administration contact parents concerning academic, discipline problems and successes, curricular matters, special events and activities. This is done through personal contact, letters, media, and website.

Parents

Parents are to ensure that their children attend school regularly. Parents monitor their child's progress by contacting the school or through the school's new website and the 4.5 week and quarterly reports created through the district's grading program. Parent/teacher conferences are held regularly both in the fall and the spring semesters.

Transportation Policy

Most of the students attending RBMS live within walking distance of the school. About 45 students are bused to school each day. Extra curricular activities provide transportation to games played at 'home'.

School Honors

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

Award/Honor	Year
ü Academic Computer Decathlon	2003
ü 4th Place Knowledge Bowl	2003
ü 4th place Math Counts	2004
ü Awards in 6th Grade Math Challenge	2005

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	346	79327	88	94	98	502	495	518	18	23	19	31	31	20	45	42	46	7	4	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	172	38961	89	95	98	502	497	520	14	17	16	35	37	20	43	41	48	8	5	16
Male	63	174	40295	88	93	97	503	494	516	22	30	21	25	24	19	48	42	44	5	4	16
African American	--	NC	4247	--	NC	98	--	NC	499	--	NC	27	--	NC	24	--	NC	41	--	NC	8
Hispanic	135	333	32327	88	94	98	502	496	499	18	23	27	30	31	25	45	42	41	7	4	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	NC	11	36373	NC	92	98	NC	489	538	NC	36	10	NC	18	14	NC	36	52	NC	9	25
Students with Disabilities	NC	20	9321	NC	50	87	NC	447	467	NC	70	54	NC	25	22	NC	5	21	NC	NA	3
Students without Disabilities	135	326	70006	98	99	100	502	498	524	18	21	14	30	31	19	46	44	49	7	5	18
Limited English Proficient Students	39	90	9431	72	84	95	465	463	466	49	51	53	36	37	27	15	12	18	NA	NA	1
Migrant Students	16	26	635	80	84	94	507	494	488	19	23	31	19	31	29	56	42	36	6	4	4
Economically Disadvantaged	128	283	37097	89	93	97	500	491	498	18	25	27	31	32	25	45	40	41	6	3	7
Non-Economically Disadvantaged	NC	63	42230	NC	97	99	NC	514	535	NC	17	11	NC	24	15	NC	48	50	NC	11	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	137	340	79501	88	92	98	480	482	497	12	10	10	35	36	25	53	52	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	172	39062	89	95	99	481	485	502	11	9	8	32	32	23	57	59	64	NA	1	5
Male	63	168	40368	88	89	98	478	479	491	13	11	13	38	40	27	48	46	57	2	2	3
African American	--	NC	4279	--	NC	99	--	NC	485	--	NC	14	--	NC	30	--	NC	54	--	NC	2
Hispanic	135	329	32389	88	93	98	479	482	478	12	10	16	36	37	34	52	52	48	1	1	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	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	NC	14	9411	NC	35	88	NC	438	453	NC	43	36	NC	57	36	NC	NA	26	NC	NA	1
Students without Disabilities	135	326	70090	98	99	100	480	484	502	11	9	7	35	35	24	53	55	65	1	2	5
Limited English Proficient Students	39	88	9401	72	82	94	447	445	443	31	28	40	54	63	46	15	9	14	NA	NA	0
Migrant Students	16	26	642	80	84	95	488	472	465	6	19	24	38	42	41	56	38	35	NA	NA	0
Economically Disadvantaged	128	279	37183	89	92	97	479	477	479	12	11	16	37	41	34	51	47	49	1	1	1
Non-Economically Disadvantaged	NC	61	42318	NC	94	99	NC	507	513	NC	7	5	NC	13	17	NC	75	70	NC	5	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	151	364	80000	97	99	99	555	554	564	1	2	3	11	12	11	86	84	75	1	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	180	39288	98	99	99	560	566	579	2	1	2	7	6	6	89	89	77	1	3	16
Male	70	184	40644	97	98	98	549	543	549	NA	3	4	16	17	15	83	78	74	1	2	7
African American	--	NC	4307	--	NC	99	--	NC	551	--	NC	4	--	NC	13	--	NC	75	--	NC	7
Hispanic	149	350	32672	97	99	99	555	555	548	1	1	4	11	12	14	86	84	76	1	3	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	NC	12	36602	NC	100	99	NC	526	579	NC	17	2	NC	8	7	NC	75	75	NC	NA	16
Students with Disabilities	15	38	9919	88	95	93	498	490	505	NA	8	9	53	39	35	47	53	54	NA	NA	2
Students without Disabilities	136	326	70081	99	99	100	561	561	571	1	1	2	7	8	7	90	87	79	1	3	12
Limited English Proficient Students	51	104	9571	94	97	96	522	517	502	4	4	10	25	30	29	71	66	60	NA	NA	1
Migrant Students	19	29	654	95	94	97	555	549	534	NA	NA	7	16	17	16	84	83	74	NA	NA	3
Economically Disadvantaged	141	299	37534	98	98	98	554	550	547	1	2	4	12	12	15	85	84	76	1	2	5
Non-Economically Disadvantaged	10	65	42466	91	100	100	NA	572	578	NA	2	2	NA	9	7	NA	82	75	NA	8	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	108	299	78546	90	91	97	532	527	543	10	16	15	22	23	18	63	57	52	5	5	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	143	38645	92	94	98	539	529	545	6	14	13	21	24	18	66	56	54	6	6	15
Male	61	156	39792	88	88	97	526	526	542	13	17	17	23	22	17	61	57	50	3	3	15
African American	--	NC	4205	--	NC	97	--	NC	524	--	NC	22	--	NC	22	--	NC	49	--	NC	7
Hispanic	107	285	31177	90	91	97	533	526	524	9	16	22	22	23	23	64	57	48	5	4	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	--	11	36450	--	73	97	--	561	563	--	9	7	--	9	12	--	55	57	--	27	23
Students with Disabilities	NC	12	8093	NC	29	82	NC	465	489	NC	83	50	NC	17	24	NC	NA	23	NC	NA	2
Students without Disabilities	106	287	70453	100	100	100	533	530	549	8	13	11	23	23	17	64	59	56	5	5	16
Limited English Proficient Students	29	59	9323	76	78	94	507	498	491	24	36	47	34	34	28	41	31	24	NA	NA	1
Migrant Students	11	20	674	85	91	95	526	505	515	9	35	28	27	25	27	64	40	40	NA	NA	5
Economically Disadvantaged	101	249	34694	89	91	96	532	525	524	9	16	23	24	25	23	62	55	48	5	4	7
Non-Economically Disadvantaged	NC	50	43852	NC	91	99	NC	539	559	NC	14	10	NC	12	13	NC	64	56	NC	10	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	108	298	79045	90	90	98	494	496	512	7	8	10	43	41	25	49	49	58	1	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	143	38860	92	94	98	499	499	519	9	8	7	32	36	22	57	54	62	2	3	8
Male	61	155	40075	88	87	97	490	492	505	7	9	12	51	46	28	43	45	54	NA	1	6
African American	--	NC	4250	--	NC	98	--	NC	500	--	NC	12	--	NC	31	--	NC	54	--	NC	3
Hispanic	107	284	31314	90	91	98	494	495	493	7	8	16	42	42	34	50	49	48	1	1	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	--	11	36730	--	73	98	--	534	532	--	NA	4	--	18	16	--	64	68	--	18	12
Students with Disabilities	NC	12	8552	NC	29	87	NC	453	463	NC	33	35	NC	58	40	NC	8	23	NC	NA	1
Students without Disabilities	106	286	70493	100	99	100	495	498	517	6	7	7	43	40	24	50	51	62	1	2	8
Limited English Proficient Students	29	58	9355	76	76	95	466	459	456	24	31	37	55	53	48	21	16	15	NA	NA	0
Migrant Students	11	20	682	85	91	96	497	477	480	9	25	23	27	35	37	64	40	39	NA	NA	1
Economically Disadvantaged	101	248	34922	89	90	96	495	493	493	8	10	15	40	42	34	51	46	48	1	1	3
Non-Economically Disadvantaged	NC	50	44123	NC	91	99	NC	510	527	NC	NA	6	NC	34	18	NC	62	66	NC	4	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	116	325	79657	97	98	99	553	559	566	3	2	3	8	8	8	89	89	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	149	39120	94	98	99	567	572	580	NA	1	2	8	4	4	92	95	92	NA	NA	2
Male	68	176	40423	99	99	98	543	549	553	6	4	5	7	12	12	87	84	83	NA	NA	1
African American	--	NC	4290	--	NC	99	--	NC	560	--	NC	4	--	NC	9	--	NC	86	--	NC	1
Hispanic	114	307	31642	96	98	99	553	559	552	4	3	5	8	8	11	89	89	84	NA	NA	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	NC	15	36929	NC	100	99	NC	565	579	NC	NA	2	NC	7	5	NC	93	91	NC	NA	2
Students with Disabilities	13	40	9069	93	95	92	444	476	508	31	15	11	38	40	30	31	45	58	NA	NA	1
Students without Disabilities	103	285	70588	97	99	100	567	571	573	NA	1	2	4	4	5	96	95	91	NA	NA	1
Limited English Proficient Students	37	75	9521	97	99	96	512	512	507	11	9	13	19	23	24	70	68	63	NA	NA	0
Migrant Students	12	21	694	92	95	98	555	532	546	8	10	5	NA	10	12	92	81	82	NA	NA	1
Economically Disadvantaged	108	268	35341	96	97	97	553	557	551	4	3	5	8	9	12	88	88	83	NA	NA	0
Non-Economically Disadvantaged	NC	57	44316	NC	100	100	NC	570	578	NC	NA	2	NC	5	5	NC	95	90	NC	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	122	310	78400	85	93	97	539	554	554	22	16	21	29	23	19	43	51	47	6	10	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	154	38686	88	94	98	536	550	554	23	16	20	30	28	20	42	49	49	5	7	12
Male	58	155	39636	82	92	96	542	559	554	21	17	23	28	17	18	45	54	46	7	12	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	119	295	30732	84	93	97	538	552	534	23	17	31	29	23	24	44	51	40	5	9	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	NC	14	37038	NC	100	97	NC	595	575	NC	NA	11	NC	7	14	NC	71	56	NC	21	19
Students with Disabilities	--	15	7840	--	42	81	--	487	498	--	73	60	--	20	18	--	7	20	--	NA	2
Students without Disabilities	122	295	70560	99	100	99	539	557	560	22	13	17	29	23	19	43	54	50	6	10	14
Limited English Proficient Students	29	69	8956	66	82	95	513	514	502	38	42	56	41	33	25	21	23	18	NA	1	1
Migrant Students	15	23	676	100	100	95	529	540	523	33	26	38	27	22	25	33	43	36	7	9	1
Economically Disadvantaged	109	228	33014	84	92	95	537	547	534	23	20	31	31	25	24	39	47	40	6	8	5
Non-Economically Disadvantaged	13	82	45386	87	99	99	556	573	569	15	6	15	8	16	15	77	63	52	NA	15	18

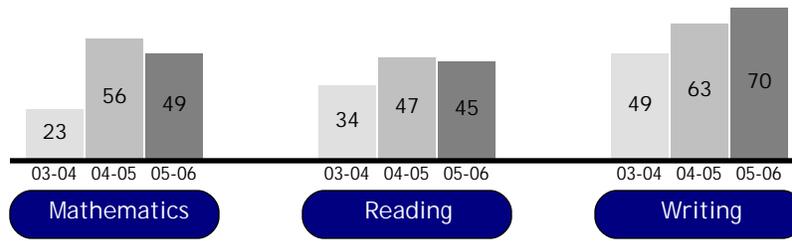
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	309	79179	85	93	98	496	506	519	11	9	11	44	37	27	43	54	58	2	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	154	38974	88	94	99	498	508	524	9	6	8	39	36	25	50	57	61	2	1	5
Male	58	154	40124	82	91	97	493	503	513	12	12	13	50	38	28	36	50	54	2	1	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	119	294	30987	84	92	98	494	504	498	11	9	17	45	38	36	45	53	45	NA	NA	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	NC	14	37467	NC	100	98	NC	535	539	NC	NA	5	NC	21	17	NC	64	70	NC	14	8
Students with Disabilities	--	14	8567	--	39	88	--	450	467	--	50	39	--	50	38	--	NA	22	--	NA	1
Students without Disabilities	122	295	70612	99	100	99	496	508	524	11	7	7	44	36	25	43	56	62	2	1	5
Limited English Proficient Students	29	68	9013	66	81	95	463	464	461	31	32	40	59	57	48	10	10	12	NA	NA	0
Migrant Students	15	23	680	100	100	96	475	486	487	27	22	20	40	39	43	33	39	36	NA	NA	1
Economically Disadvantaged	109	227	33345	84	91	96	492	498	499	12	12	17	47	40	36	40	48	46	1	0	1
Non-Economically Disadvantaged	13	82	45834	87	99	99	530	528	533	NA	NA	7	23	28	19	69	71	67	8	1	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	141	328	79734	98	99	99	530	545	554	4	4	3	26	19	19	70	77	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	161	39243	97	99	99	538	556	568	4	3	2	20	14	12	76	83	85	NA	NA	1
Male	70	166	40413	99	98	98	522	534	541	4	4	4	31	24	26	64	71	70	NA	1	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	138	314	31254	98	99	99	529	544	539	4	4	5	26	20	25	70	76	70	NA	0	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	NC	13	37668	NC	93	99	NC	568	569	NC	NA	1	NC	NA	13	NC	100	85	NC	NA	1
Students with Disabilities	18	33	8943	86	92	92	468	460	495	11	18	11	83	73	51	6	9	38	NA	NA	1
Students without Disabilities	123	295	70791	100	100	100	539	554	561	3	2	2	17	13	15	80	85	83	NA	0	0
Limited English Proficient Students	42	82	9138	95	98	97	481	490	492	12	13	13	60	46	46	29	40	40	NA	NA	NA
Migrant Students	15	23	687	100	100	97	511	519	528	13	9	6	20	22	28	67	70	65	NA	NA	NA
Economically Disadvantaged	126	245	33718	98	98	97	528	537	538	5	5	5	25	22	26	70	73	69	NA	NA	0
Non-Economically Disadvantaged	15	83	46016	100	100	100	547	570	567	NA	NA	2	27	11	14	73	88	84	NA	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.

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?	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	100	38	NA	56	99	40	43	51	89	46	46	56
	Language	100	32	37	48	99	38	40	47	98	41	39	50
	Mathematics	100	49	53	66	99	45	46	52	89	46	43	58
7	Reading	96	34	NA	54	97	37	43	50	90	39	43	54
	Language	96	50	51	58	97	39	46	52	99	44	44	58
	Mathematics	95	60	60	62	98	42	45	50	90	46	44	54
8	Reading	97	43	NA	55	97	36	42	51	86	41	48	58
	Language	97	46	52	52	97	42	45	50	99	39	48	56
	Mathematics	97	58	61	61	97	51	50	53	86	46	54	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)
- 0 Non-certified Employee(s)
- 1 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü School Facility Maintenance and Upkeep
- Ü Extracurricular Activities
- Ü Recognition for Academic Excellence
- Ü Community Involvement
- Ü Professional Learning Community developm

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	1.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	37
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü Consumer Sciences Exploration Lab
- Ü Computer Lab
- Ü Title I wireless lab (2)
- Ü Library

Extracurricular Activities

- Ü After School Tutoring
- Ü Folklorico
- Ü Student Council
- Ü Intramural Athletics
- Ü Ping Pong
- Ü Compuer club
- Ü National Junior Honor Society
- Ü Yearbook

Social Services

- Ü Lunch Program
- Ü Clothing/Food Banks
- Ü Counseling Services
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Our Folklorico group is becoming known throughout the state. They represent our school very well.

ü Several staff members recognized on state committees.

ü Two teachers recognized in America's Who's Who of Teachers.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	91	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

The security officer and additional personnel continually patrol the school and school grounds. Teachers are providing more intervention by making more parent contact when there is a problem with a student. Principal is an active and visible member of the disciplinary team making phone calls home as well as home visits and providing consequences that mirror the district's new discipline matrix. Administration is proactive in recruiting volunteers to within the school.

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) :

3

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	Diane C> Drury	(520) 364-2461
Transportation Policy	Gilbert Gutierrez	(520) 364-2447
Community Resources	Richard C. Acosta	(520) 364-2461
School Nutrition Programs	Beverly Jackson	(520) 364-2447
Parent Organization	Liza Morales	(520) 364-2461
Student Health/Nurse	Sylvia Valenzuela	(520) 364-2461

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.

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