



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7250 W. Lower Buckkeye Road, Phoenix, AZ 85043

Fowler Elementary 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 Plus
2004-05 Performing Plus
2003-04 Performing

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

School Overview

Principal/Administrator : Mr. Frank Larby
Schedule : 08:00 AM to 04:00 PM
Grades : 6-8
Web Address : www.fesd.org
Phone Number : (623) 707-1100
Fax Number : (623) 707-1110
E-mail : fxlarby@fesd.org

Mission

Promote a positive, safe and nurturing environment that supports learning, mutual respect, and cooperation for student, staff, and community. Prepares all students to meet the challenges of high school graduation and beyond.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06 SI Year 2
2004-05 SI Year 2
2003-04 Year 2

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

School / Academic Goals

- Each student will increase their performance score on state assessments by a minimum of one year over previous year in each of the academic measures.
Increase academic achievement in Reading by 5% at each grade level as measured by the AIMS Test.
Increase academic achievement in Math by 5% at each grade level as measured by the AIMS Test.
Increase academic achievement in Writing by 5% at each grade level as measured by the AIMS Test.

Enrollment

October 1, 2005 School Year Student Enrollment : 630
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 15

Instructional Programs

- ü Effective Middle Level philosophy
- ü Interdisciplinary teaching teams
- ü Special Education
- ü Gifted instruction
- ü Structured English Immersion

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

The faculty at Santa Maria has a commitment to make verbal or face-to-face contact with parents and/or guardians on a regular basis. This, in addition to regular written communications through notes, e-mail, and progress reports insures ongoing communication regarding the progress of each student.

Parents

Parents are expected to provide to the school any information that is relevant to the success of the students. This includes, but is not limited to, current phone numbers and address, custodial rights, and medical conditions. Parents are encouraged to notify the school in a timely fashion of student absence.

Transportation Policy

The use of school district transportation is a privilege extended to students. You do not have a "right" to ride the bus.

According to state law, the bus driver has authority over all passengers.

All school rules are in force while you are riding the bus, while waiting in the morning and after leaving the bus at your stop.

Discipline situations that occur on the bus will be handled under the school discipline program.

School Honors

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

Award/Honor	Year
ü West Side Impact Teacher of The Year	2005
ü West Side Impact Teacher of The Year	2006
ü Wal-Mart Teacher of the Year	2005
ü Wal-Mart Teacher of the Year	2006

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	229	447	79327	100	98	98	496	490	518	24	30	19	27	26	20	47	42	46	3	2	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	107	213	38961	99	98	98	497	493	520	19	25	16	29	27	20	51	46	48	1	1	16
Male	122	234	40295	100	99	97	496	488	516	28	34	21	25	24	19	43	38	44	4	3	16
African American	26	47	4247	100	100	98	490	493	499	31	28	27	27	26	24	38	40	41	4	6	8
Hispanic	180	355	32327	100	99	98	496	489	499	23	30	27	28	27	25	47	41	41	3	2	8
Asian/Pacific Islander	NC	10	1939	NC	91	99	NC	NA	556	NC	NA	6	NC	NA	10	NC	NA	47	NC	NA	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	16	32	36373	94	94	98	501	490	538	25	34	10	19	16	14	56	50	52	NA	NA	25
Students with Disabilities	28	51	9321	97	93	87	438	441	467	79	76	54	11	18	22	11	6	21	NA	NA	3
Students without Disabilities	201	396	70006	100	99	100	503	496	524	16	24	14	29	27	19	52	46	49	3	3	18
Limited English Proficient Students	41	115	9431	100	97	95	460	460	466	59	58	53	27	29	27	15	13	18	NA	NA	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	166	342	37097	99	98	97	492	488	498	25	31	27	28	26	25	45	41	41	2	2	7
Non-Economically Disadvantaged	63	105	42230	100	100	99	506	498	535	19	27	11	24	25	15	54	44	50	3	5	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	230	449	79501	100	99	98	478	469	497	17	23	10	32	35	25	50	41	60	0	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	108	215	39062	100	99	99	480	473	502	15	20	8	31	33	23	54	47	64	NA	0	5
Male	122	234	40368	100	99	98	476	466	491	20	26	13	32	38	27	48	36	57	1	1	3
African American	26	48	4279	100	100	99	475	476	485	23	19	14	31	33	30	46	48	54	NA	NA	2
Hispanic	180	355	32389	100	99	98	476	468	478	17	24	16	34	36	34	49	39	48	1	1	1
Asian/Pacific Islander	NC	10	1936	NC	91	99	NC	NA	519	NC	NA	3	NC	NA	14	NC	NA	73	NC	NA	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	17	33	36446	100	97	99	494	472	516	18	27	4	18	27	15	65	45	73	NA	NA	7
Students with Disabilities	29	53	9411	100	96	88	424	422	453	69	68	36	21	25	36	10	8	26	NA	NA	1
Students without Disabilities	201	396	70090	100	99	100	485	475	502	10	17	7	33	37	24	56	45	65	0	1	5
Limited English Proficient Students	41	115	9401	100	97	94	441	434	443	41	50	40	44	43	46	15	8	14	NA	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	166	343	37183	99	98	97	474	467	479	19	24	16	34	37	34	47	39	49	1	1	1
Non-Economically Disadvantaged	64	106	42318	100	100	99	488	477	513	14	22	5	27	30	17	59	48	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	230	449	80000	100	99	99	561	545	564	0	2	3	12	19	11	85	75	75	2	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	108	214	39288	100	98	99	570	559	579	1	1	2	6	12	6	90	81	77	3	6	16
Male	122	235	40644	100	100	98	553	532	549	NA	3	4	17	26	15	81	70	74	2	1	7
African American	26	48	4307	100	100	99	555	552	551	NA	2	4	23	19	13	73	75	75	4	4	7
Hispanic	180	354	32672	100	98	99	561	544	548	1	3	4	11	19	14	87	75	76	2	3	6
Asian/Pacific Islander	NC	10	1945	NC	91	99	NC	NA	592	NC	NA	1	NC	NA	4	NC	NA	69	NC	NA	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	17	34	36602	100	100	99	563	544	579	NA	NA	2	12	21	7	88	76	75	NA	3	16
Students with Disabilities	29	54	9919	100	98	93	512	492	505	NA	2	9	45	57	35	55	41	54	NA	NA	2
Students without Disabilities	201	395	70081	100	99	100	568	552	571	0	2	2	7	14	7	90	80	79	2	4	12
Limited English Proficient Students	41	114	9571	100	96	96	522	499	502	2	7	10	37	39	29	61	54	60	NA	NA	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	166	342	37534	99	98	98	559	543	547	1	3	4	12	18	15	85	75	76	2	4	5
Non-Economically Disadvantaged	64	107	42466	100	100	100	566	552	578	NA	NA	2	13	21	7	86	76	75	2	3	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	206	403	78546	98	95	97	531	522	543	17	21	15	15	23	18	61	51	52	7	4	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	107	215	38645	99	98	98	529	519	545	13	19	13	21	28	18	61	50	54	6	3	15
Male	99	188	39792	96	93	97	533	524	542	21	24	17	9	17	17	62	53	50	8	6	15
African American	24	40	4205	100	95	97	529	519	524	17	28	22	13	10	22	71	63	49	NA	NA	7
Hispanic	157	311	31177	98	97	97	530	521	524	17	21	22	17	25	23	59	49	48	8	5	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	21	42	36450	95	88	97	546	535	563	10	10	7	5	21	12	76	62	57	10	7	23
Students with Disabilities	12	18	8093	67	53	82	464	476	489	75	61	50	8	17	24	17	22	23	NA	NA	2
Students without Disabilities	194	385	70453	100	99	100	535	524	549	13	19	11	15	23	17	64	52	56	7	5	16
Limited English Proficient Students	40	78	9323	98	89	94	498	491	491	45	50	47	23	26	28	30	23	24	3	1	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	166	333	34694	96	93	96	529	520	524	16	21	23	17	24	23	61	52	48	5	4	7
Non-Economically Disadvantaged	40	70	43852	100	100	99	539	527	559	23	24	10	5	20	13	60	49	56	13	7	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	210	414	79045	100	98	98	499	491	512	12	16	10	28	33	25	56	48	58	4	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	108	219	38860	100	100	98	506	494	519	6	11	7	27	37	22	63	49	62	5	3	8
Male	101	194	40075	98	96	97	492	488	505	19	22	12	29	29	28	50	47	54	3	2	6
African American	24	41	4250	100	98	98	516	503	500	8	15	12	17	24	31	67	56	54	8	5	3
Hispanic	160	318	31314	99	99	98	495	488	493	14	18	16	30	35	34	54	45	48	3	2	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	21	44	36730	95	92	98	519	507	532	NA	7	4	19	23	16	71	66	68	10	5	12
Students with Disabilities	15	28	8552	83	82	87	438	443	463	67	61	35	27	29	40	7	11	23	NA	NA	1
Students without Disabilities	195	386	70493	100	99	100	503	494	517	8	13	7	28	33	24	60	51	62	4	3	8
Limited English Proficient Students	42	84	9355	100	95	95	458	452	456	33	40	37	48	44	48	19	15	15	NA	NA	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	169	343	34922	98	96	96	497	489	493	13	18	15	28	33	34	56	48	48	3	2	3
Non-Economically Disadvantaged	41	71	44123	100	100	99	508	500	527	10	10	6	24	35	18	59	51	66	7	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	209	413	79657	99	98	99	565	554	566	4	6	3	5	8	8	90	86	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	108	218	39120	100	99	99	578	566	580	2	3	2	1	4	4	97	93	92	NA	NA	2
Male	100	194	40423	97	96	98	554	541	553	6	8	5	10	13	12	84	79	83	NA	NA	1
African American	23	40	4290	96	95	99	587	570	560	NA	NA	4	NA	10	9	100	90	86	NA	NA	1
Hispanic	160	317	31642	99	98	99	562	550	552	5	7	5	6	8	11	89	85	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	21	44	36929	95	92	99	580	571	579	NA	2	2	5	2	5	95	95	91	NA	NA	2
Students with Disabilities	15	28	9069	83	82	92	482	497	508	20	14	11	27	29	30	53	57	58	NA	NA	1
Students without Disabilities	194	385	70588	100	99	100	571	558	573	3	5	2	4	6	5	93	89	91	NA	NA	1
Limited English Proficient Students	41	83	9521	100	94	96	498	487	507	17	19	13	20	27	24	63	54	63	NA	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	170	344	35341	98	96	97	562	550	551	5	6	5	6	8	12	89	85	83	NA	NA	0
Non-Economically Disadvantaged	39	69	44316	100	100	100	578	571	578	3	1	2	3	7	5	95	91	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	217	389	78400	96	97	97	538	530	554	26	31	21	26	27	19	41	38	47	7	4	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	107	202	38686	99	96	98	534	526	554	30	35	20	25	26	20	40	36	49	5	3	12
Male	110	187	39636	94	98	96	543	534	554	22	28	23	26	27	18	43	39	46	9	6	13
African American	21	41	4193	100	100	97	523	522	533	38	37	32	19	24	23	33	34	40	10	5	5
Hispanic	166	294	30732	98	98	97	536	528	534	27	34	31	28	27	24	39	35	40	6	4	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	27	47	37038	87	89	97	561	544	575	11	15	11	15	28	14	63	51	56	11	6	19
Students with Disabilities	15	30	7840	60	67	81	481	483	498	47	60	60	13	13	18	20	17	20	20	10	2
Students without Disabilities	202	359	70560	100	100	99	541	533	560	24	29	17	27	28	19	43	39	50	6	4	14
Limited English Proficient Students	40	82	8956	93	96	95	505	496	502	58	66	56	18	21	25	23	12	18	3	1	1
Migrant Students	NC	NC	676	NC	NC	95	NC	NC	523	NC	NC	38	NC	NC	25	NC	NC	36	NC	NC	1
Economically Disadvantaged	170	309	33014	96	95	95	537	527	534	26	32	31	28	28	24	39	36	40	7	4	5
Non-Economically Disadvantaged	47	80	45386	98	100	99	544	538	569	26	28	15	19	23	15	49	44	52	6	6	18

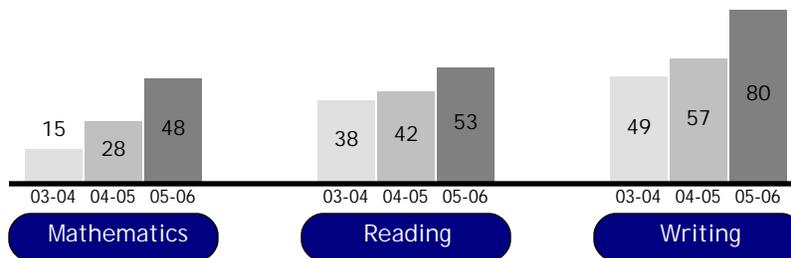
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	228	406	79179	100	100	98	507	499	519	13	15	11	35	39	27	50	44	58	3	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	109	209	38974	100	100	99	510	501	524	9	12	8	32	41	25	56	45	61	3	2	5
Male	119	197	40124	100	100	97	503	497	513	16	19	13	37	37	28	44	42	54	3	2	4
African American	22	42	4243	100	100	98	505	507	506	14	14	14	36	40	32	50	43	51	NA	2	3
Hispanic	172	305	30987	100	100	98	504	496	498	13	16	17	35	40	36	50	44	45	1	1	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	30	51	37467	97	96	98	527	510	539	7	14	5	27	29	17	50	47	70	17	10	8
Students with Disabilities	26	47	8567	100	100	88	443	443	467	54	53	39	31	34	38	12	11	22	4	2	1
Students without Disabilities	202	359	70612	100	100	99	514	506	524	7	10	7	35	40	25	54	48	62	3	2	5
Limited English Proficient Students	43	86	9013	100	100	95	465	460	461	35	37	40	51	53	48	14	9	12	NA	NA	0
Migrant Students	NC	NC	680	NC	NC	96	NC	NC	487	NC	NC	20	NC	NC	43	NC	NC	36	NC	NC	1
Economically Disadvantaged	176	321	33345	99	99	96	503	496	499	12	16	17	36	41	36	51	42	46	1	1	1
Non-Economically Disadvantaged	52	85	45834	100	100	99	517	511	533	15	13	7	31	31	19	44	51	67	10	6	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	227	405	79734	100	100	99	555	546	554	4	4	3	16	20	19	79	76	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	109	210	39243	100	100	99	569	558	568	1	2	2	13	17	12	85	81	85	1	0	1
Male	118	195	40413	100	100	98	541	534	541	6	7	4	19	23	26	74	70	70	1	1	0
African American	22	42	4285	100	100	99	546	552	548	5	2	3	14	17	22	82	81	74	NA	NA	0
Hispanic	171	304	31254	100	100	99	556	545	539	3	4	5	16	21	25	80	75	70	1	0	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	30	51	37668	97	96	99	553	547	569	7	8	1	17	14	13	73	76	85	3	2	1
Students with Disabilities	26	47	8943	100	100	92	451	462	495	23	21	11	54	51	51	15	23	38	8	4	1
Students without Disabilities	201	358	70791	100	100	100	566	556	561	1	2	2	11	15	15	88	82	83	NA	NA	0
Limited English Proficient Students	42	84	9138	98	99	97	508	499	492	10	11	13	43	44	46	45	44	40	2	1	NA
Migrant Students	NC	NC	687	NC	NC	97	NC	NC	528	NC	NC	6	NC	NC	28	NC	NC	65	NC	NC	NA
Economically Disadvantaged	176	320	33718	99	99	97	555	544	538	4	5	5	14	19	26	81	75	69	1	1	0
Non-Economically Disadvantaged	51	85	46016	100	100	100	555	555	567	2	1	2	24	21	14	75	78	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.

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
6	Reading	98	33	NA	56	99	40	39	51	99	43	35	56
	Language	100	29	27	48	99	37	35	47	99	35	28	50
	Mathematics	99	39	40	66	99	39	38	52	99	44	35	58
7	Reading	99	34	NA	54	100	40	37	50	100	43	37	54
	Language	100	36	30	58	100	43	41	52	100	43	39	58
	Mathematics	100	32	27	62	99	36	35	50	99	46	39	54
8	Reading	95	48	NA	55	96	38	35	51	100	50	44	58
	Language	97	41	35	52	96	38	37	50	100	48	44	56
	Mathematics	96	45	40	61	96	35	32	53	96	46	39	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

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Instructional Programs
- Ü School Improvement
- Ü Extracurricular Activities
- Ü Curriculum Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	36.50
Other Professional Staff	2.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	2	0	0
4 to 6 years	3	5	0	0
7 to 9 years	3	1	0	0
10 or more years	3	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	149
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Highly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Instructional Computer Lab
- Ü User/Practice Computer Lab
- Ü Gymnasium

Extracurricular Activities

- Ü Fall Sports-Vollyball, Soccer, X-country
- Ü Winter Sports- Boys and Girls Basketball
- Ü Spring Sports-Baseball, Softball, Track
- Ü Cheerleading
- Ü Student Council
- Ü Yearbook
- Ü Wake-Up Club
- Ü Gifted Education Competition

Social Services

- Ü Guidance Counselor
- Ü Truancy Prevention Services
- Ü Alternative Discipline Program
- Ü At-Risk Latina Group

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Santa Maria achieved federal Annual Yearly Progress in 2003-2004 and in 2005-2006.

- ü Santa Maria has maintained an Arizona school label of Performing Plus for two consecutive years.

- ü A staff member was selected as Westside Impact Teacher of The Year.

- ü A staff member has been selected as the area Wal-Mart Teacher of the Year for two consecutive years.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	85	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

Santa Maria is once again a recipient of the Safe Schools Grant which permits us to have a full time School Resource Officer on our campus. This City of Phoenix Police Officer, in addition to teaching regular Law Related Education classes, is a well received community resource. He continues to sponsor the Wake-Up Club on campus that provides positive opportunities as well as community service projects for the students.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

37

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	Frank Larby	(623) 707-1100
Transportation Policy	Ignacio Fernandez	(623) 707-4500
Community Resources	Frank Larby	(623) 707-1100
School Nutrition Programs	Mary Donovan	(623) 707-4516
Parent Organization	Frank Larby	(623) 707-1100
Student Health/Nurse	Debra Lahaon, RN	(623) 707-1100

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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