

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3400 South Houghton Road, Tucson, AZ 85730

Tucson 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	Performing Plus
2004-05	Performing Plus
2003-04	Highly Performing

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

### School Overview

Principal/Administrator : Mr. James Christ  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : 6-8  
 Web Address : edweb.tusd.k12.az.us/Secrist/  
 Phone Number : (520) 731-5300  
 Fax Number : (520) 731-5301  
 E-mail : Jim.Christ@tusd.k12.az.us

### Mission

Our mission at Secrist Middle School is to empower students to become self-confident, responsible, productive citizens, helping them achieve their academic and physical potential in a culturally aware and safe learning environment.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

### School / Academic Goals

- Ü Personal Qualities: Self-directed learner; collaborative worker; problem solver; responsible citizen; quality producer.
- Ü Skills and Knowledge: Reading; writing; mathematics; social studies; science; fine arts; listening and speaking; health.
- Ü Good citizenship: Positive interaction with peers and adults; good decision making skills; positive interaction with community.
- Ü Goal setting: Establish goals to achieve as student prepares for high school. Learn to establish timeline needed to obtain each goal.

### Enrollment

October 1, 2005 School Year Student Enrollment : 591  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 42

Instructional Programs

- Ü GATE Classes
- Ü Technology based learning
- Ü On-site Special Education
- Ü High School Credit Classes
- Ü ESL Classes
- Ü Tutoring
- Ü Honors Classes
- Ü At-Risk program

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 16 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Provide a safe and appropriate learning environment for each Secrist student. Communicate appropriate information about students in a timely manner. Listen and respond to parent input and feedback regarding operations and instruction of the school.

Parents

To actively form a partnership with the school, their student and our community. Parents are encouraged to participate in school governance and advisement through site council, the parent teacher organization and a districtwide partnership council.

Transportation Policy

Buses available for students living beyond a two and one-half mile radius.

School Honors

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

Award/Honor	Year
Ü Girls Soccer Division and City Champions	2004
Ü Boys Volleyball City Champions	2003
Ü Girls Volleyball Division Champions	2003
Ü Boys Basketball City Champions	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	179	4286	79327	97	94	98	513	500	518	12	28	19	24	24	20	57	39	46	7	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	95	2076	38961	96	95	98	519	501	520	8	25	16	24	26	20	59	40	48	8	9	16
Male	84	2208	40295	98	94	97	506	499	516	17	31	21	24	22	19	55	38	44	5	10	16
African American	15	300	4247	94	95	98	492	484	499	33	38	27	20	25	24	40	34	41	7	4	8
Hispanic	50	2354	32327	96	93	98	508	488	499	12	34	27	22	27	25	64	35	41	2	5	8
Asian/Pacific Islander	NC	106	1939	NC	98	99	NC	544	556	NC	11	6	NC	11	10	NC	49	47	NC	28	36
American Indian/Alaskan Native	NC	195	4391	NC	97	96	NC	477	489	NC	41	32	NC	29	27	NC	29	36	NC	2	4
White	101	1331	36373	97	95	98	519	524	538	9	15	10	27	19	14	55	48	52	9	19	25
Students with Disabilities	20	539	9321	77	79	87	481	457	467	25	61	54	45	22	22	30	15	21	NA	1	3
Students without Disabilities	159	3747	70006	100	97	100	517	505	524	11	23	14	21	24	19	60	42	49	8	11	18
Limited English Proficient Students	NC	483	9431	NC	88	95	NC	454	466	NC	66	53	NC	23	27	NC	10	18	NC	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	50	2195	37097	98	94	97	505	487	498	16	35	27	24	26	25	56	34	41	4	5	7
Non-Economically Disadvantaged	129	2091	42230	96	95	99	516	512	535	11	20	11	24	22	15	57	44	50	8	14	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	178	4423	79501	96	97	98	498	485	497	4	15	10	26	31	25	67	52	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	96	2144	39062	97	98	99	506	490	502	5	11	8	18	30	23	76	56	64	1	3	5
Male	82	2277	40368	95	97	98	489	480	491	4	18	13	37	31	27	57	49	57	2	2	3
African American	14	309	4279	88	97	99	497	475	485	7	20	14	29	32	30	64	47	54	NA	1	2
Hispanic	50	2452	32389	96	97	98	493	474	478	4	19	16	30	36	34	66	45	48	NA	1	1
Asian/Pacific Islander	NC	107	1936	NC	99	99	NC	512	519	NC	3	3	NC	21	14	NC	67	73	NC	8	9
American Indian/Alaskan Native	NC	195	4401	NC	97	96	NC	469	473	NC	21	17	NC	41	40	NC	38	43	NC	1	1
White	101	1360	36446	97	97	99	502	506	516	4	7	4	25	21	15	68	68	73	3	5	7
Students with Disabilities	19	601	9411	73	88	88	464	443	453	26	41	36	37	40	36	37	19	26	NA	1	1
Students without Disabilities	159	3822	70090	100	99	100	503	491	502	2	11	7	25	29	24	71	58	65	2	3	5
Limited English Proficient Students	NC	513	9401	NC	94	94	NC	434	443	NC	51	40	NC	39	46	NC	10	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	49	2266	37183	96	97	97	494	473	479	4	19	16	29	36	34	65	44	49	2	1	1
Non-Economically Disadvantaged	129	2157	42318	96	98	99	500	497	513	5	10	5	26	25	17	68	61	70	2	4	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	181	4464	80000	98	98	99	572	560	564	2	3	3	4	11	11	86	80	75	8	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	2164	39288	99	99	99	590	574	579	NA	2	2	2	6	6	84	83	77	14	9	16
Male	83	2297	40644	97	98	98	551	546	549	4	4	4	7	16	15	88	77	74	1	3	7
African American	16	315	4307	100	99	99	554	539	551	6	8	4	13	13	13	63	74	75	19	4	7
Hispanic	49	2475	32672	94	98	99	577	553	548	NA	3	4	2	13	14	96	81	76	2	4	6
Asian/Pacific Islander	NC	106	1945	NC	98	99	NC	596	592	NC	1	1	NC	4	4	NC	70	69	NC	25	25
American Indian/Alaskan Native	NC	197	4424	NC	98	97	NC	551	549	NC	3	3	NC	15	14	NC	79	77	NC	3	5
White	103	1370	36602	99	98	99	571	575	579	2	2	2	4	7	7	86	80	75	8	11	16
Students with Disabilities	25	640	9919	96	93	93	520	504	505	12	10	9	12	34	35	72	55	54	4	1	2
Students without Disabilities	156	3824	70081	98	99	100	581	568	571	NA	2	2	3	7	7	88	84	79	9	7	12
Limited English Proficient Students	NC	524	9571	NC	96	96	NC	498	502	NC	11	10	NC	31	29	NC	57	60	NC	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	51	2296	37534	100	98	98	559	548	547	4	4	4	8	14	15	80	78	76	8	4	5
Non-Economically Disadvantaged	130	2168	42466	97	98	100	577	572	578	1	2	2	3	8	7	88	82	75	8	9	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	197	4399	78546	99	97	97	546	528	543	10	22	15	14	21	18	64	48	52	12	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	111	2183	38645	99	97	98	548	531	545	9	20	13	10	20	18	67	51	54	14	9	15
Male	86	2209	39792	99	96	97	543	526	542	10	25	17	20	22	17	62	44	50	8	9	15
African American	15	289	4205	100	97	97	541	518	524	13	26	22	13	24	22	73	45	49	NA	4	7
Hispanic	48	2347	31177	100	97	97	533	516	524	17	27	22	13	24	23	63	44	48	8	4	7
Asian/Pacific Islander	10	113	1940	100	98	99	NA	560	580	NA	9	5	NA	13	9	NA	57	53	NA	21	33
American Indian/Alaskan Native	NC	193	4689	NC	96	95	NC	511	515	NC	34	28	NC	23	25	NC	39	43	NC	4	4
White	122	1448	36450	98	97	97	550	550	563	7	13	7	16	16	12	63	54	57	13	18	23
Students with Disabilities	21	530	8093	91	84	82	508	480	489	33	58	50	33	24	24	29	18	23	5	1	2
Students without Disabilities	176	3869	70453	100	99	100	551	534	549	7	17	11	12	21	17	69	52	56	13	10	16
Limited English Proficient Students	NC	584	9323	NC	95	94	NC	483	491	NC	56	47	NC	25	28	NC	19	24	NC	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	56	2090	34694	98	96	96	534	516	524	13	28	23	25	25	23	54	43	48	9	5	7
Non-Economically Disadvantaged	141	2309	43852	99	98	99	551	539	559	9	17	10	10	17	13	69	52	56	13	13	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	199	4467	79045	100	98	98	514	501	512	6	14	10	24	31	25	63	51	58	7	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	112	2206	38860	100	98	98	518	509	519	6	9	7	18	28	22	70	57	62	6	6	8
Male	87	2254	40075	100	98	97	510	493	505	6	18	12	32	34	28	55	45	54	7	4	6
African American	15	295	4250	100	99	98	503	494	500	7	16	12	40	33	31	53	50	54	NA	1	3
Hispanic	48	2386	31314	100	98	98	505	488	493	4	18	16	31	36	34	58	45	48	6	2	2
Asian/Pacific Islander	10	114	1949	100	99	99	NA	523	536	NA	6	4	NA	19	15	NA	62	66	NA	12	15
American Indian/Alaskan Native	NC	196	4719	NC	98	96	NC	490	489	NC	13	15	NC	38	39	NC	48	45	NC	1	2
White	124	1467	36730	100	98	98	518	521	532	7	7	4	20	22	16	65	60	68	7	11	12
Students with Disabilities	23	588	8552	100	93	87	474	455	463	35	43	35	35	37	40	26	19	23	4	1	1
Students without Disabilities	176	3879	70493	100	99	100	520	507	517	2	9	7	23	30	24	68	56	62	7	5	8
Limited English Proficient Students	NC	602	9355	NC	98	95	NC	450	456	NC	44	37	NC	44	48	NC	11	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	57	2126	34922	100	98	96	501	489	493	12	17	15	25	36	34	58	44	48	5	3	3
Non-Economically Disadvantaged	142	2341	44123	100	99	99	520	511	527	4	10	6	24	26	18	65	57	66	7	7	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	198	4459	79657	99	98	99	587	569	566	NA	2	3	1	8	8	99	89	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	112	2207	39120	100	98	99	591	582	580	NA	1	2	NA	4	4	100	93	92	NA	1	2
Male	86	2245	40423	99	98	98	583	557	553	NA	4	5	1	12	12	99	84	83	NA	0	1
African American	15	296	4290	100	99	99	598	566	560	NA	4	4	NA	7	9	100	87	86	NA	1	1
Hispanic	48	2371	31642	100	98	99	589	561	552	NA	3	5	NA	10	11	100	87	84	NA	0	0
Asian/Pacific Islander	10	115	1948	100	100	99	NA	588	589	NA	1	1	NA	4	3	NA	90	91	NA	4	4
American Indian/Alaskan Native	NC	200	4760	NC	100	97	NC	560	547	NC	3	5	NC	7	14	NC	91	81	NC	NA	0
White	123	1468	36929	99	98	99	585	582	579	NA	1	2	1	5	5	99	92	91	NA	2	2
Students with Disabilities	23	583	9069	100	92	92	559	517	508	NA	10	11	4	28	30	96	61	58	NA	1	1
Students without Disabilities	175	3876	70588	99	99	100	591	576	573	NA	1	2	NA	5	5	100	93	91	NA	1	1
Limited English Proficient Students	NC	594	9521	NC	96	96	NC	518	507	NC	9	13	NC	23	24	NC	67	63	NC	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	56	2116	35341	98	97	97	586	560	551	NA	3	5	NA	12	12	100	86	83	NA	0	0
Non-Economically Disadvantaged	142	2343	44316	100	99	100	588	577	578	NA	2	2	1	5	5	99	92	90	NA	1	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	198	4533	78400	97	96	97	557	545	554	12	26	21	23	21	19	56	44	47	9	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	2289	38686	96	97	98	555	544	554	13	24	20	21	22	20	56	45	49	10	8	12
Male	107	2240	39636	97	95	96	559	545	554	10	28	23	24	19	18	57	42	46	8	11	13
African American	20	339	4193	100	96	97	541	527	533	15	35	32	30	24	23	55	37	40	NA	5	5
Hispanic	52	2362	30732	95	95	97	541	531	534	21	33	31	29	24	24	42	39	40	8	5	5
Asian/Pacific Islander	NC	117	1827	NC	98	99	NC	584	594	NC	9	8	NC	17	12	NC	46	49	NC	27	31
American Indian/Alaskan Native	NC	178	4536	NC	98	95	NC	519	528	NC	41	35	NC	25	25	NC	30	37	NC	4	4
White	117	1534	37038	97	96	97	567	570	575	8	14	11	17	15	14	63	54	56	12	17	19
Students with Disabilities	13	520	7840	65	76	81	515	494	498	31	63	60	54	18	18	15	17	20	NA	1	2
Students without Disabilities	185	4013	70560	100	99	99	560	551	560	11	21	17	21	21	19	59	47	50	10	10	14
Limited English Proficient Students	NC	533	8956	NC	93	95	NC	498	502	NC	62	56	NC	20	25	NC	17	18	NC	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	57	2056	33014	95	94	95	556	531	534	12	33	31	25	24	24	53	39	40	11	4	5
Non-Economically Disadvantaged	141	2477	45386	98	97	99	557	556	569	12	21	15	22	18	15	57	47	52	9	14	18

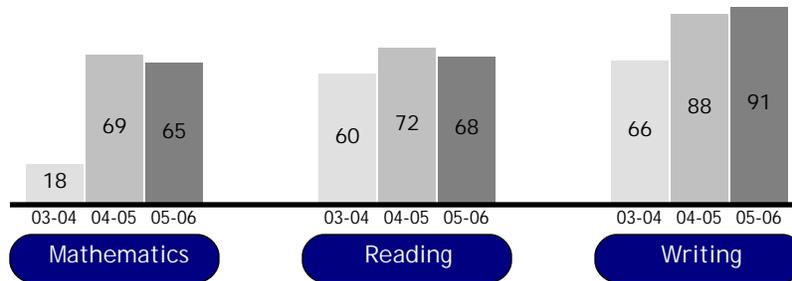
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	205	4640	79179	100	98	98	524	509	519	4	14	11	27	31	27	63	52	58	5	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	94	2327	38974	100	98	99	527	514	524	4	11	8	22	29	25	66	57	61	7	4	5
Male	110	2309	40124	100	98	97	522	504	513	4	16	13	31	33	28	62	48	54	4	3	4
African American	20	348	4243	100	98	98	522	499	506	5	20	14	30	31	32	60	45	51	5	3	3
Hispanic	55	2414	30987	100	97	98	511	497	498	5	17	17	35	37	36	58	45	45	2	1	1
Asian/Pacific Islander	NC	118	1832	NC	99	99	NC	530	543	NC	4	4	NC	25	17	NC	62	69	NC	8	10
American Indian/Alaskan Native	NC	182	4573	NC	100	96	NC	494	494	NC	19	16	NC	38	41	NC	43	42	NC	NA	1
White	121	1574	37467	100	99	98	531	530	539	3	7	5	22	21	17	67	66	70	7	6	8
Students with Disabilities	20	626	8567	100	91	88	470	462	467	25	41	39	55	42	38	20	17	22	NA	0	1
Students without Disabilities	185	4014	70612	100	99	99	529	516	524	2	9	7	24	29	25	68	58	62	6	4	5
Limited English Proficient Students	NC	546	9013	NC	95	95	NC	457	461	NC	43	40	NC	47	48	NC	10	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	60	2108	33345	100	97	96	519	496	499	7	18	17	33	37	36	52	43	46	8	2	1
Non-Economically Disadvantaged	145	2532	45834	100	99	99	526	520	533	3	10	7	24	25	19	68	60	67	4	4	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	205	4654	79734	100	98	99	569	555	554	NA	3	3	8	18	19	91	79	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	94	2341	39243	100	99	99	577	568	568	NA	2	2	3	11	12	97	87	85	NA	0	1
Male	110	2309	40413	100	98	98	562	542	541	NA	3	4	13	25	26	86	72	70	1	0	0
African American	20	350	4285	100	99	99	566	544	548	NA	6	3	10	19	22	90	75	74	NA	0	0
Hispanic	55	2433	31254	100	98	99	566	547	539	NA	3	5	7	22	25	91	75	70	2	0	0
Asian/Pacific Islander	NC	118	1837	NC	99	99	NC	580	579	NC	NA	1	NC	8	9	NC	91	87	NC	1	2
American Indian/Alaskan Native	NC	181	4613	NC	100	97	NC	538	535	NC	5	4	NC	24	29	NC	70	67	NC	1	0
White	121	1568	37668	100	98	99	571	571	569	NA	1	1	9	11	13	91	88	85	NA	0	1
Students with Disabilities	20	627	8943	100	91	92	539	499	495	NA	10	11	35	49	51	65	40	38	NA	1	1
Students without Disabilities	185	4027	70791	100	100	100	572	563	561	NA	1	2	5	13	15	94	85	83	1	0	0
Limited English Proficient Students	NC	551	9138	NC	96	97	NC	492	492	NC	13	13	NC	45	46	NC	42	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	60	2117	33718	100	97	97	568	545	538	NA	4	5	12	23	26	88	73	69	NA	0	0
Non-Economically Disadvantaged	145	2537	46016	100	100	100	569	564	567	NA	2	2	7	14	14	92	84	84	1	0	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?	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	97	62	NA	56	99	51	44	51	97	56	46	56
	Language	98	56	38	48	99	49	41	47	100	50	41	50
	Mathematics	98	69	52	66	99	56	44	52	97	58	44	58
7	Reading	99	59	NA	54	99	54	44	50	99	58	44	54
	Language	100	66	48	58	99	59	48	52	99	56	50	58
	Mathematics	96	64	49	62	99	57	44	50	98	54	44	54
8	Reading	98	57	NA	55	100	56	46	51	100	61	50	58
	Language	99	55	41	52	100	55	47	50	100	58	50	56
	Mathematics	98	58	50	61	100	58	48	53	97	63	50	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)
- 1 Non-certified Employee(s)
- 7 Teacher(s)
- 7 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues/Parent Involvement
- Ü Setting Schoolwide Goals
- Ü Increasing Attendance
- Ü Reducing Suspension
- Ü Extracurricular Activities
- Ü Staff Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	31.00
Other Professional Staff	3.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	7	0	0
4 to 6 years	2	1	0	0
7 to 9 years	3	3	0	0
10 or more years	6	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	126
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü State-of-the-Art Science Rooms
- Ü Two Computer Labs
- Ü Dance/Music rooms

Extracurricular Activities

- Ü Extensive Interscholastics Program
- Ü Fine Arts-Band/Orchestra/Choir/Drama/Art
- Ü National Junior Honor Society
- Ü Student Enrichment Team
- Ü Unity Council
- Ü Drill Team

Social Services

- Ü Counseling Services
- Ü Clothing Bank
- Ü Tobacco Free Ways
- Ü Second Step Violence Prevention Program
- Ü Substance Abuse Support Program
- Ü Bully Free School Program
- Ü Groups on Substance Abuse

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü District Certificate of Improvement for AIMS gains in Reading, Writing and Mathematics.

ü District Certificate of Improvement for Tara Nova gains in Mathematics.

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>	94	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

Secrist has a Multi-Hazard School Safety Plan. We work with neighborhood associations to improve school/community safety. Students and staff practice each part of our plan (lockdown, evacuation, etc.) We promote a positive and accepting environment. SRO works with the Student Enhancement Team to assist with school safety.

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) :

5
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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	Jim Christ	(520) 731-5300
Transportation Policy	Bud Waters	(520) 731-6706
Community Resources	William Hubbard	(520) 731-5319
School Nutrition Programs	Pam Palmo	(520) 225-4720
Parent Organization	Linda Matz	(520) 731-5300
Student Health/Nurse	Jan Hart-Fast	(520) 731-5317

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."

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](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 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.