



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

37327 N. Gantzel Road, Queen Creek, AZ 85242

J O Combs 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
2004-05	Performing
2003-04	Not Evaluated

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

School Overview

Principal/Administrator : Mr. Eric Samuels
 Schedule : 08:00 AM to 04:30 PM
 Grades : 6-8
 Web Address : www.jocombs.org
 Phone Number : (480) 987-5320
 Fax Number : (480) 987-5009
 E-mail : esamuels@jocombs.k12.az.us

Mission

The J.O. Combs Staff and community values each student and what they mean to the future of our community and country; therefore, each student will be provided a safe environment in which to acquire the knowledge and skills necessary to be a lifelong learner and a responsible citizen in our ever changing global society.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	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 Students will exceed one years growth on AIMS.
- ü The J.O. Combs School will provide a safe and secure learning environment where students can learn and teachers can teach.
- ü Teachers and students will focus on mathematics, reading, and spend extra instructional time promoting higher order thinking skills.

Enrollment

October 1, 2005 School Year Student Enrollment : 370
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 8

Instructional Programs

- Ü Gifted
- Ü Technology
- Ü ELL
- Ü Special Education
- Ü San Tan Academy
- Ü Spanish
- Ü Music/Art/PE
- Ü After school tutoring and clubs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 8 minutes
First Day of School :	8/7/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

To provide a safe and positive environment for students to develop their full academic potential. To make the learning process an enjoyable one.

Parents

To work with school personnel as a team to ensure students are performing to the best of their ability. Parents are responsible for ensuring students are prepared and attend school daily.

Transportation Policy

All students enrolled within the J.O. Combs District will be provided transportation to and from school. This will include after school sports and activities.

School Honors

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

Award/Honor	Year
Ü Placed 6th in the Pinal County Spelling Bee	2005
Ü Placed 3rd in Science Olympiad	2005
Ü Given a "Performing School" label by the state	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	64	213	79327	98	100	98	497	515	518	27	16	19	20	18	20	48	53	46	5	13	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	85	38961	96	99	98	488	515	520	29	16	16	21	15	20	50	54	48	NA	14	16
Male	40	128	40295	100	100	97	502	514	516	25	16	21	20	20	19	48	52	44	8	13	16
African American	NC	12	4247	NC	100	98	NC	486	499	NC	25	27	NC	25	24	NC	50	41	NC	NA	8
Hispanic	23	62	32327	100	98	98	491	502	499	30	26	27	26	23	25	43	42	41	NA	10	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	--	NC	4391	--	NC	96	--	NC	489	--	NC	32	--	NC	27	--	NC	36	--	NC	4
White	37	133	36373	100	100	98	505	522	538	22	12	10	16	16	14	54	56	52	8	16	25
Students with Disabilities	NC	26	9321	NC	96	87	NC	476	467	NC	38	54	NC	35	22	NC	27	21	NC	NA	3
Students without Disabilities	55	187	70006	98	100	100	499	520	524	25	13	14	18	16	19	51	56	49	5	15	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	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	27	85	37097	100	99	97	494	504	498	30	21	27	19	21	25	52	52	41	NA	6	7
Non-Economically Disadvantaged	37	128	42230	97	100	99	499	522	535	24	13	11	22	16	15	46	53	50	8	18	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	64	213	79501	98	100	98	497	501	497	5	5	10	30	24	25	66	69	60	NA	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	85	39062	96	99	99	494	506	502	4	2	8	29	18	23	67	76	64	NA	4	5
Male	40	128	40368	100	100	98	499	498	491	5	7	13	30	28	27	65	64	57	NA	1	3
African American	NC	12	4279	NC	100	99	NC	484	485	NC	NA	14	NC	42	30	NC	58	54	NC	NA	2
Hispanic	23	62	32389	100	98	98	486	486	478	9	10	16	35	35	34	57	55	48	NA	NA	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	--	NC	4401	--	NC	96	--	NC	473	--	NC	17	--	NC	40	--	NC	43	--	NC	1
White	37	133	36446	100	100	99	507	509	516	3	4	4	22	18	15	76	75	73	NA	3	7
Students with Disabilities	NC	26	9411	NC	96	88	NC	458	453	NC	27	36	NC	42	36	NC	31	26	NC	NA	1
Students without Disabilities	55	187	70090	98	100	100	499	507	502	4	2	7	29	21	24	67	74	65	NA	2	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	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	27	85	37183	100	99	97	494	493	479	7	6	16	33	32	34	59	61	49	NA	1	1
Non-Economically Disadvantaged	37	128	42318	97	100	99	499	507	513	3	5	5	27	19	17	70	74	70	NA	2	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	63	213	80000	97	100	99	559	574	564	2	1	3	13	9	11	81	80	75	5	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	86	39288	96	100	99	577	594	579	NA	NA	2	4	2	6	88	85	77	8	13	16
Male	39	127	40644	98	99	98	547	560	549	3	2	4	18	13	15	77	77	74	3	8	7
African American	NC	12	4307	NC	100	99	NC	572	551	NC	NA	4	NC	17	13	NC	67	75	NC	17	7
Hispanic	22	62	32672	96	98	99	547	566	548	NA	NA	4	23	13	14	77	79	76	NA	8	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	--	NC	4424	--	NC	97	--	NC	549	--	NC	3	--	NC	14	--	NC	77	--	NC	5
White	37	133	36602	100	100	99	566	577	579	3	2	2	5	7	7	84	81	75	8	11	16
Students with Disabilities	NC	27	9919	NC	100	93	NC	499	505	NC	4	9	NC	48	35	NC	48	54	NC	NA	2
Students without Disabilities	54	186	70081	96	99	100	567	584	571	2	1	2	6	3	7	87	85	79	6	11	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	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	26	85	37534	96	99	98	549	568	547	NA	NA	4	15	9	15	85	87	76	NA	4	5
Non-Economically Disadvantaged	37	128	42466	97	100	100	565	578	578	3	2	2	11	9	7	78	76	75	8	14	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	169	169	78546	99	99	97	536	536	543	11	11	15	23	23	18	59	59	52	7	7	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	79	38645	98	98	98	537	537	545	10	10	13	24	24	18	58	58	54	8	8	15
Male	90	90	39792	100	100	97	535	535	542	12	12	17	22	22	17	59	59	50	7	7	15
African American	11	11	4205	92	92	97	511	511	524	27	27	22	27	27	22	45	45	49	NA	NA	7
Hispanic	59	59	31177	100	100	97	525	525	524	17	17	22	31	31	23	49	49	48	3	3	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	96	96	36450	98	98	97	545	545	563	6	6	7	19	19	12	65	65	57	10	10	23
Students with Disabilities	19	19	8093	86	86	82	493	493	489	32	32	50	58	58	24	11	11	23	NA	NA	2
Students without Disabilities	150	150	70453	100	100	100	541	541	549	9	9	11	19	19	17	65	65	56	8	8	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	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	58	58	34694	97	97	96	527	527	524	14	14	23	29	29	23	53	53	48	3	3	7
Non-Economically Disadvantaged	111	111	43852	100	100	99	541	541	559	10	10	10	20	20	13	61	61	56	9	9	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	172	172	79045	100	100	98	509	509	512	8	8	10	23	23	25	66	66	58	3	3	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	80	38860	99	99	98	521	521	519	4	4	7	15	15	22	74	74	62	8	8	8
Male	92	92	40075	100	100	97	498	498	505	11	11	12	30	30	28	59	59	54	NA	NA	6
African American	12	12	4250	100	100	98	479	479	500	17	17	12	42	42	31	42	42	54	NA	NA	3
Hispanic	59	59	31314	100	100	98	494	494	493	14	14	16	27	27	34	58	58	48	2	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	98	98	36730	100	100	98	520	520	532	3	3	4	19	19	16	73	73	68	4	4	12
Students with Disabilities	22	22	8552	100	100	87	468	468	463	14	14	35	64	64	40	23	23	23	NA	NA	1
Students without Disabilities	150	150	70493	100	100	100	514	514	517	7	7	7	17	17	24	72	72	62	4	4	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	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	59	59	34922	98	98	96	497	497	493	12	12	15	32	32	34	54	54	48	2	2	3
Non-Economically Disadvantaged	113	113	44123	100	100	99	515	515	527	5	5	6	19	19	18	72	72	66	4	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	172	172	79657	100	100	99	563	563	566	3	3	3	8	8	8	88	88	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	80	39120	99	99	99	588	588	580	NA	NA	2	3	3	4	95	95	92	3	3	2
Male	92	92	40423	100	100	98	541	541	553	5	5	5	12	12	12	83	83	83	NA	NA	1
African American	12	12	4290	100	100	99	546	546	560	NA	NA	4	17	17	9	83	83	86	NA	NA	1
Hispanic	59	59	31642	100	100	99	557	557	552	5	5	5	8	8	11	86	86	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	98	98	36929	100	100	99	568	568	579	2	2	2	6	6	5	90	90	91	2	2	2
Students with Disabilities	22	22	9069	100	100	92	505	505	508	14	14	11	23	23	30	64	64	58	NA	NA	1
Students without Disabilities	150	150	70588	100	100	100	571	571	573	1	1	2	5	5	5	92	92	91	1	1	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	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	59	59	35341	98	98	97	555	555	551	5	5	5	8	8	12	86	86	83	NA	NA	0
Non-Economically Disadvantaged	113	113	44316	100	100	100	567	567	578	2	2	2	7	7	5	89	89	90	2	2	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	160	160	78400	99	99	97	543	543	554	19	19	21	25	25	19	51	51	47	4	4	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	78	38686	99	99	98	543	543	554	13	13	20	28	28	20	58	58	49	1	1	12
Male	81	81	39636	99	99	96	543	543	554	26	26	23	22	22	18	44	44	46	7	7	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	44	44	30732	100	100	97	527	527	534	25	25	31	41	41	24	30	30	40	5	5	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	106	106	37038	99	99	97	550	550	575	18	18	11	18	18	14	59	59	56	5	5	19
Students with Disabilities	17	17	7840	89	89	81	497	497	498	59	59	60	12	12	18	29	29	20	NA	NA	2
Students without Disabilities	143	143	70560	100	100	99	548	548	560	15	15	17	27	27	19	54	54	50	5	5	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	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	51	51	33014	98	98	95	535	535	534	24	24	31	33	33	24	39	39	40	4	4	5
Non-Economically Disadvantaged	109	109	45386	100	100	99	547	547	569	17	17	15	21	21	15	57	57	52	5	5	18

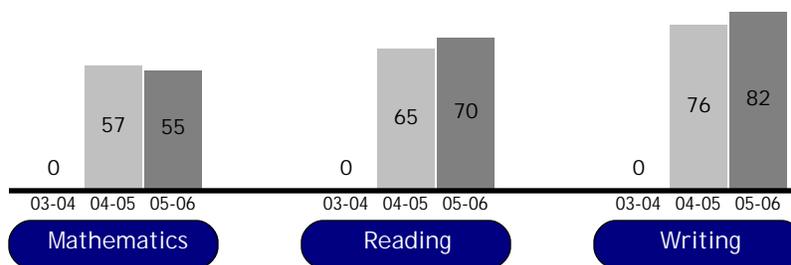
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	161	161	79179	100	100	98	525	525	519	7	7	11	23	23	27	66	66	58	4	4	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	78	38974	99	99	99	534	534	524	5	5	8	18	18	25	73	73	61	4	4	5
Male	82	82	40124	100	100	97	516	516	513	10	10	13	28	28	28	59	59	54	4	4	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	44	44	30987	100	100	98	513	513	498	16	16	17	23	23	36	59	59	45	2	2	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	106	106	37467	99	99	98	530	530	539	4	4	5	23	23	17	69	69	70	5	5	8
Students with Disabilities	19	19	8567	100	100	88	468	468	467	32	32	39	42	42	38	26	26	22	NA	NA	1
Students without Disabilities	142	142	70612	100	100	99	532	532	524	4	4	7	20	20	25	71	71	62	4	4	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	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	52	52	33345	100	100	96	517	517	499	10	10	17	27	27	36	62	62	46	2	2	1
Non-Economically Disadvantaged	109	109	45834	100	100	99	528	528	533	6	6	7	21	21	19	68	68	67	5	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	159	159	79734	99	99	99	564	564	554	1	1	3	17	17	19	82	82	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	78	39243	99	99	99	581	581	568	NA	NA	2	9	9	12	91	91	85	NA	NA	1
Male	80	80	40413	98	98	98	548	548	541	1	1	4	25	25	26	74	74	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	43	43	31254	98	98	99	555	555	539	2	2	5	19	19	25	79	79	70	NA	NA	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	105	105	37668	98	98	99	568	568	569	NA	NA	1	16	16	13	84	84	85	NA	NA	1
Students with Disabilities	17	17	8943	89	89	92	490	490	495	NA	NA	11	76	76	51	24	24	38	NA	NA	1
Students without Disabilities	142	142	70791	100	100	100	573	573	561	1	1	2	10	10	15	89	89	83	NA	NA	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	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	52	52	33718	100	100	97	559	559	538	2	2	5	17	17	26	81	81	69	NA	NA	0
Non-Economically Disadvantaged	107	107	46016	98	98	100	567	567	567	NA	NA	2	17	17	14	83	83	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	--	--	NA	56	97	49	49	51	95	59	63	56
	Language	--	--	41	48	97	43	43	47	95	48	54	50
	Mathematics	--	--	54	66	97	50	50	52	95	50	59	58
7	Reading	--	--	NA	54	99	47	47	50	99	50	50	54
	Language	--	--	65	58	99	49	49	52	99	56	56	58
	Mathematics	--	--	63	62	99	45	45	50	98	44	44	54
8	Reading	--	--	NA	55	100	50	50	51	100	61	61	58
	Language	--	--	47	52	100	51	51	50	99	54	54	56
	Mathematics	--	--	45	61	100	52	52	53	99	50	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/

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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Student Discipline
- Ü Curriculum Development
- Ü Program Development
- Ü Extra Curricular Activities
- Ü Policy Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	1.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	4	0	0
4 to 6 years	8	4	0	0
7 to 9 years	0	1	0	0
10 or more years	2	2	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	15
Teachers with Emergency Certification.	16
Percent of teachers in the school with Emergency/Provisional Certification	50%
Percent of core classes not taught by Highly Qualified Teachers	13%

Resources Available at School Site

Special Facilities

- Ü SmartBoard/Interactive Instruction
- Ü Accelerated/STAR Reading Lab
- Ü Media Center

Extracurricular Activities

- Ü NJHS
- Ü Student Council
- Ü Sports
- Ü Clubs
- Ü Tutoring
- Ü Geography/Spelling Bee/Math Bee
- Ü Band

Social Services

- Ü Character Counts
- Ü Food/Clothing Bank
- Ü Counseling Services
- Ü Migrant Program
- Ü Attendance Incentive

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü J.O. Combs Middle School was given a "Perfroming" label by the state and achieved AYP. We were just short of the "Performing Plus" label which we hope to achieve this year!

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	87	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 J. O. Combs Middle School incorporates the classroom management system developed by Harry Wong. The basis of the program is PROCEDURES. It is our belief that you must demonstrate to each child exactly what is expected. All procedures from sharpening pencils to fire drills are covered and rehearsed by each teacher. Here at CMS, we set very high goals and expectations for our students. We have also incorporated a 'Bullying' and Character Counts curriculum to eliminate inappropriate behavior.

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) :

1

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	Eric Samuels	(480) 987-5320
Transportation Policy	Joan Gengnagel	(480) 987-5300
Community Resources	Susan Kruse	(480) 987-5300
School Nutrition Programs	Michelle Swenseid	(480) 987-5300
Parent Organization	Eric Samuels	(480) 987-5320
Student Health/Nurse	Candis James	(480) 987-5320

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."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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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