



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

P.O. Box 78, Sacaton, AZ 85247

Sacaton 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Nicholas DePadre  
Schedule : 07:45 AM to 04:00 PM  
Grades : 6-8  
Web Address :  
Phone Number : (520) 562-8600  
Fax Number : (480) 763-4420  
E-mail : ndepadre@sacatonschools.org

Mission

A comprehensive, child-oriented, healthy/safe environment in which there are well-defined high expectations. Alternative learning styles and levels are recognized via a broad curriculum. Tribal culture and language are integrated into the curriculum.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06 Restructure(Impl)  
2004-05 Restructure(Plan)  
2003-04 Corrective Action

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

School / Academic Goals

- Show an increase in student achievement levels based on AIMS testing.
- Increase student achievement levels by creating a safe, positive environment where students will want to come and learn. Instituting Positive Behavior Supports program.
- Increase student attendance at least one percent per year and exceed AYP minimum of 90%.

Enrollment

October 1, 2005 School Year Student Enrollment : 179  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü AZ Academic Standards-based Curriculum
- ü Accelerated Reader Program
- ü On-site Special Education
- ü Gifted and Band/Music
- ü 21st Century
- ü Physical Education Grant

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	8 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

SMS shall provide a comprehensive, child-oriented, healthy, safe, positive environment in which all members of the school community are essential, valued participants in shared decision making.

Parents

Parents should be active participants in their child's academic/social development. Parents are partners in the learning process by participating in conferences, monitoring homework, serving on school committees and attending school functions.

Transportation Policy

Sacaton Middle School serves an area of slightly more than two hundred and seventy-two square miles. District vehicles travel almost 600 miles daily, transporting approximately 190 students to and from school.

School Honors

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

Award/Honor	Year
ü Intel Science and Engineering Fair Winners	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	48	48	79327	98	98	98	468	468	518	52	52	19	23	23	20	23	23	46	2	2	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	38961	96	96	98	478	478	520	38	38	16	29	29	20	29	29	48	4	4	16
Male	24	24	40295	100	100	97	456	456	516	67	67	21	17	17	19	17	17	44	NA	NA	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	--	--	32327	--	--	98	--	--	499	--	--	27	--	--	25	--	--	41	--	--	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	47	47	4391	98	98	96	469	469	489	51	51	32	23	23	27	23	23	36	2	2	4
White	--	--	36373	--	--	98	--	--	538	--	--	10	--	--	14	--	--	52	--	--	25
Students with Disabilities	11	11	9321	92	92	87	443	443	467	73	73	54	18	18	22	9	9	21	NA	NA	3
Students without Disabilities	37	37	70006	100	100	100	474	474	524	46	46	14	24	24	19	27	27	49	3	3	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	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	34	34	37097	97	97	97	471	471	498	50	50	27	18	18	25	29	29	41	3	3	7
Non-Economically Disadvantaged	14	14	42230	100	100	99	459	459	535	57	57	11	36	36	15	7	7	50	NA	NA	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	48	79501	98	98	98	463	463	497	21	21	10	46	46	25	33	33	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	39062	96	96	99	468	468	502	17	17	8	46	46	23	38	38	64	NA	NA	5
Male	24	24	40368	100	100	98	459	459	491	25	25	13	46	46	27	29	29	57	NA	NA	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	--	--	32389	--	--	98	--	--	478	--	--	16	--	--	34	--	--	48	--	--	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	47	47	4401	98	98	96	465	465	473	19	19	17	47	47	40	34	34	43	NA	NA	1
White	--	--	36446	--	--	99	--	--	516	--	--	4	--	--	15	--	--	73	--	--	7
Students with Disabilities	11	11	9411	92	92	88	432	432	453	55	55	36	36	36	36	9	9	26	NA	NA	1
Students without Disabilities	37	37	70090	100	100	100	472	472	502	11	11	7	49	49	24	41	41	65	NA	NA	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	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	34	34	37183	97	97	97	461	461	479	24	24	16	41	41	34	35	35	49	NA	NA	1
Non-Economically Disadvantaged	14	14	42318	100	100	99	468	468	513	14	14	5	57	57	17	29	29	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	49	49	80000	100	100	99	513	513	564	6	6	3	33	33	11	59	59	75	2	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	25	39288	100	100	99	532	532	579	4	4	2	24	24	6	68	68	77	4	4	16
Male	24	24	40644	100	100	98	493	493	549	8	8	4	42	42	15	50	50	74	NA	NA	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	--	--	32672	--	--	99	--	--	548	--	--	4	--	--	14	--	--	76	--	--	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	48	48	4424	100	100	97	518	518	549	4	4	3	33	33	14	60	60	77	2	2	5
White	--	--	36602	--	--	99	--	--	579	--	--	2	--	--	7	--	--	75	--	--	16
Students with Disabilities	12	12	9919	100	100	93	473	473	505	8	8	9	58	58	35	33	33	54	NA	NA	2
Students without Disabilities	37	37	70081	100	100	100	525	525	571	5	5	2	24	24	7	68	68	79	3	3	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	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	35	35	37534	100	100	98	511	511	547	6	6	4	34	34	15	57	57	76	3	3	5
Non-Economically Disadvantaged	14	14	42466	100	100	100	518	518	578	7	7	2	29	29	7	64	64	75	NA	NA	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	62	62	78546	95	95	97	480	480	543	56	56	15	35	35	18	8	8	52	NA	NA	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	38645	97	97	98	486	486	545	45	45	13	42	42	18	12	12	54	NA	NA	15
Male	29	29	39792	94	94	97	475	475	542	69	69	17	28	28	17	3	3	50	NA	NA	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	--	--	31177	--	--	97	--	--	524	--	--	22	--	--	23	--	--	48	--	--	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	62	62	4689	95	95	95	480	480	515	56	56	28	35	35	25	8	8	43	NA	NA	4
White	--	--	36450	--	--	97	--	--	563	--	--	7	--	--	12	--	--	57	--	--	23
Students with Disabilities	11	11	8093	73	73	82	466	466	489	64	64	50	36	36	24	NA	NA	23	NA	NA	2
Students without Disabilities	51	51	70453	100	100	100	483	483	549	55	55	11	35	35	17	10	10	56	NA	NA	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	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	46	46	34694	96	96	96	478	478	524	59	59	23	35	35	23	7	7	48	NA	NA	7
Non-Economically Disadvantaged	16	16	43852	94	94	99	488	488	559	50	50	10	38	38	13	13	13	56	NA	NA	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	60	60	79045	92	92	98	475	475	512	20	20	10	53	53	25	27	27	58	NA	NA	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	38860	97	97	98	483	483	519	12	12	7	55	55	22	33	33	62	NA	NA	8
Male	27	27	40075	87	87	97	465	465	505	30	30	12	52	52	28	19	19	54	NA	NA	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	--	--	31314	--	--	98	--	--	493	--	--	16	--	--	34	--	--	48	--	--	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	60	60	4719	92	92	96	475	475	489	20	20	15	53	53	39	27	27	45	NA	NA	2
White	--	--	36730	--	--	98	--	--	532	--	--	4	--	--	16	--	--	68	--	--	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	51	51	70493	100	100	100	480	480	517	14	14	7	57	57	24	29	29	62	NA	NA	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	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	44	44	34922	92	92	96	471	471	493	23	23	15	52	52	34	25	25	48	NA	NA	3
Non-Economically Disadvantaged	16	16	44123	94	94	99	485	485	527	13	13	6	56	56	18	31	31	66	NA	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	62	79657	95	95	99	528	528	566	10	10	3	21	21	8	69	69	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	39120	97	97	99	563	563	580	3	3	2	12	12	4	85	85	92	NA	NA	2
Male	29	29	40423	94	94	98	488	488	553	17	17	5	31	31	12	52	52	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	--	--	31642	--	--	99	--	--	552	--	--	5	--	--	11	--	--	84	--	--	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	62	62	4760	95	95	97	528	528	547	10	10	5	21	21	14	69	69	81	NA	NA	0
White	--	--	36929	--	--	99	--	--	579	--	--	2	--	--	5	--	--	91	--	--	2
Students with Disabilities	11	11	9069	73	73	92	468	468	508	27	27	11	36	36	30	36	36	58	NA	NA	1
Students without Disabilities	51	51	70588	100	100	100	539	539	573	6	6	2	18	18	5	76	76	91	NA	NA	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	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	45	45	35341	94	94	97	531	531	551	9	9	5	24	24	12	67	67	83	NA	NA	0
Non-Economically Disadvantaged	17	17	44316	100	100	100	520	520	578	12	12	2	12	12	5	76	76	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	51	51	78400	94	94	97	512	512	554	47	47	21	27	27	19	25	25	47	NA	NA	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	38686	100	100	98	518	518	554	43	43	20	26	26	20	31	31	49	NA	NA	12
Male	16	16	39636	80	80	96	500	500	554	56	56	23	31	31	18	13	13	46	NA	NA	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	NC	NC	30732	NC	NC	97	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Asian/Pacific Islander	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	49	49	4536	94	94	95	513	513	528	47	47	35	27	27	25	27	27	37	NA	NA	4
White	--	--	37038	--	--	97	--	--	575	--	--	11	--	--	14	--	--	56	--	--	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	45	45	70560	100	100	99	515	515	560	42	42	17	31	31	19	27	27	50	NA	NA	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	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	36	36	33014	86	86	95	517	517	534	42	42	31	28	28	24	31	31	40	NA	NA	5
Non-Economically Disadvantaged	15	15	45386	100	100	99	499	499	569	60	60	15	27	27	15	13	13	52	NA	NA	18

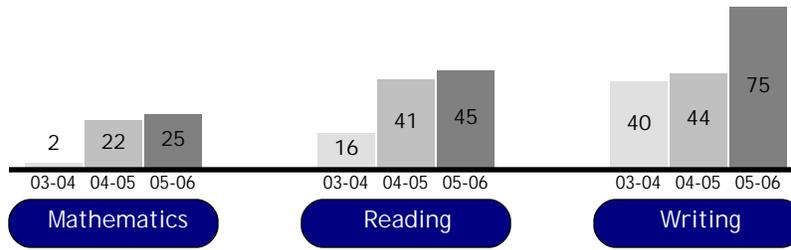
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	51	79179	94	94	98	492	492	519	20	20	11	35	35	27	43	43	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	38974	100	100	99	498	498	524	17	17	8	34	34	25	46	46	61	3	3	5
Male	16	16	40124	80	80	97	479	479	513	25	25	13	38	38	28	38	38	54	NA	NA	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	NC	NC	30987	NC	NC	98	NC	NC	498	NC	NC	17	NC	NC	36	NC	NC	45	NC	NC	1
Asian/Pacific Islander	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	49	49	4573	94	94	96	493	493	494	18	18	16	37	37	41	43	43	42	2	2	1
White	--	--	37467	--	--	98	--	--	539	--	--	5	--	--	17	--	--	70	--	--	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	45	45	70612	100	100	99	496	496	524	13	13	7	38	38	25	47	47	62	2	2	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	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	36	36	33345	86	86	96	493	493	499	17	17	17	36	36	36	44	44	46	3	3	1
Non-Economically Disadvantaged	15	15	45834	100	100	99	488	488	533	27	27	7	33	33	19	40	40	67	NA	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	51	79734	94	94	99	548	548	554	4	4	3	22	22	19	75	75	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	39243	100	100	99	567	567	568	3	3	2	11	11	12	86	86	85	NA	NA	1
Male	16	16	40413	80	80	98	508	508	541	6	6	4	44	44	26	50	50	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	NC	NC	31254	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	25	NC	NC	70	NC	NC	0
Asian/Pacific Islander	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	49	49	4613	94	94	97	553	553	535	2	2	4	22	22	29	76	76	67	NA	NA	0
White	--	--	37668	--	--	99	--	--	569	--	--	1	--	--	13	--	--	85	--	--	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	45	45	70791	100	100	100	550	550	561	2	2	2	18	18	15	80	80	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	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	36	36	33718	86	86	97	548	548	538	3	3	5	19	19	26	78	78	69	NA	NA	0
Non-Economically Disadvantaged	15	15	46016	100	100	100	548	548	567	7	7	2	27	27	14	67	67	84	NA	NA	1

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

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

8th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	81	32	NA	56	98	28	28	51	96	28	28	56
	Language	88	22	22	48	98	24	24	47	98	21	21	50
	Mathematics	89	31	31	66	98	18	18	52	96	18	18	58
7	Reading	73	29	NA	54	98	38	38	50	91	27	27	54
	Language	84	25	25	58	98	35	35	52	94	25	25	58
	Mathematics	84	29	29	62	100	29	29	50	94	12	12	54
8	Reading	88	26	NA	55	97	38	37	51	93	41	41	58
	Language	90	19	19	52	97	34	33	50	93	37	37	56
	Mathematics	90	26	26	61	97	29	28	53	93	28	28	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Student Discipline/Student Attendance
- Ü Extra-curricular Activities
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	14.00
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	2	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	0	0	0	0
10 or more years	5	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	14
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	21%
Percent of core classes not taught by Highly Qualified Teachers	14%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center/Library
- Ü Full Gym
- Ü Home Economics Room

Extracurricular Activities

- Ü GEAR UP Program
- Ü Student Council
- Ü 21st Century Grant Programs
- Ü Yearbook
- Ü Gardening Club
- Ü Sports

Social Services

- Ü Breakfast/Lunch Programs
- Ü After School Tutoring Program
- Ü Counseling Services
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü GEAR-UP Grant 1999-2006. The GEAR-UP program is to provide early awareness and readiness for college through academics, guidance and support.

ü 21st Century

ü Carol M. White Physical Education Grant 2005-2006

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	88	95	94	95
Promotion Rate <sup>5</sup>	87	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

The school resource officer offers a specialized curriculum in drug, alcohol prevention, anti-violence and law-related education. The resource officer provides our students with law-related education instruction and assists staff members with school safety issues.

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) :

14
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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	Nick Depadre	(520) 562-8600
Transportation Policy	C.T. Davis	(520) 562-8600
Community Resources	Nick Depadre	(520) 562-8600
School Nutrition Programs	Barbara Clark	(520) 562-8600
Parent Organization	Office	(520) 562-8600
Student Health/Nurse	Lauri Verdugo	(520) 562-8600

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).

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\*\* 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.