

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

595 W. Kino Street, Nogales, AZ 85621

Nogales 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
2003-04	Performing

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

### School Overview

Principal/Administrator : Mrs. Liza Montiel  
 Schedule : 07:00 AM to 04:30 PM  
 Grades : 6-8  
 Web Address : www.nusd.k12.az.us  
 Phone Number : (520) 287-0820  
 Fax Number : (520) 287-0817  
 E-mail : lmontiel@nusd.k12.az.us

### Mission

Wade Carpenter Middle School staff, parents, and community members are committed to challenge our students to make responsible choices, to value respectful behavior, and to have high expectations for academic success.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2005-06	Restructure(Plan)
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

- ü Students will achieve high academic standards in reading, writing, and math. All students shall achieve one year growth as indicated by AIMS-DPA.
- ü Literacy across the content areas is the school's main focus with special emphasis in the areas of grammar, reading, and the Six Traits of Writing instruction.
- ü All English Language Learners will increase their achievement in content areas. Staff development in Structured English Immersion strategies is provided.

### Enrollment

October 1, 2005 School Year Student Enrollment : 654  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 81

Instructional Programs

- ü Standards-Based Instruction
- ü Curriculum Mapping/Benchmark Testing
- ü Accelerated Math Classes (Algebra)
- ü Honors Language Arts
- ü Fine Arts (Art and Music)
- ü On-Site Special Education
- ü AVID and GEAR-UP Programs
- ü After School Tutoring in Math/Reading

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We set high expectations and rigorous academic standards for all students. We provide a safe environment for students and parents. Student Progress Reports are sent home every three weeks to keep parents informed of their child's academic progress. Teachers and staff have the responsibility to educate and motivate students. We provide teachers with staff development opportunities. School events and activities are communicated to parents monthly via newsletters and meetings.

Parents

Parent responsibilities include support of district and school policies; daily student attendance; support discipline guidelines, school uniform code, and provide homework support.

Daily attendance is extremely important. Parents need to have an open line of communication with teachers and staff to keep informed about their child's academic and behavioral progress.

Transportation Policy

Bus transportation is provided for middle school students who live 1 and 1/2 miles or more from school. Transportation is a privilege extended to students in the district and is not a statutory requirement except for IEP students.

School Honors

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

Award/Honor	Year
ü AZ Spirit Assoc 1 & 2, 1st Place	2005
ü AZ State Poms 1st Place and Cheers 2nd Place	2004
ü Cochise Athletic League Girls' Soccer Champs	2004
ü Cochise Athletic League Football Champs	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	181	461	79327	93	98	98	521	520	518	14	15	19	22	21	20	49	51	46	15	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	99	229	38961	94	97	98	521	523	520	14	15	16	24	21	20	46	50	48	15	14	16
Male	82	232	40295	91	98	97	520	516	516	13	15	21	20	21	19	52	51	44	15	13	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	179	454	32327	93	98	98	521	519	499	13	15	27	22	21	25	49	50	41	15	14	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	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	--	NC	36373	--	NC	98	--	NC	538	--	NC	10	--	NC	14	--	NC	52	--	NC	25
Students with Disabilities	NC	24	9321	NC	62	87	NC	458	467	NC	67	54	NC	29	22	NC	4	21	NC	NA	3
Students without Disabilities	180	437	70006	100	100	100	521	523	524	14	12	14	22	20	19	49	53	49	15	15	18
Limited English Proficient Students	105	213	9431	88	94	95	500	493	466	24	28	53	29	31	27	42	36	18	6	5	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	163	367	37097	93	97	97	521	513	498	13	17	27	23	23	25	48	47	41	16	13	7
Non-Economically Disadvantaged	18	94	42230	95	100	99	521	545	535	17	5	11	17	12	15	61	64	50	6	19	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	181	461	79501	93	98	98	484	490	497	16	12	10	31	30	25	52	55	60	1	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	99	229	39062	94	97	99	489	495	502	14	11	8	29	26	23	56	59	64	1	4	5
Male	82	232	40368	91	98	98	479	484	491	18	13	13	33	34	27	48	51	57	1	1	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	179	454	32389	93	98	98	485	489	478	16	12	16	31	31	34	52	55	48	1	2	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	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	--	NC	36446	--	NC	99	--	NC	516	--	NC	4	--	NC	15	--	NC	73	--	NC	7
Students with Disabilities	NC	24	9411	NC	62	88	NC	444	453	NC	33	36	NC	58	36	NC	8	26	NC	NA	1
Students without Disabilities	180	437	70090	100	100	100	485	492	502	16	11	7	31	29	24	52	57	65	1	3	5
Limited English Proficient Students	105	213	9401	88	94	94	463	463	443	26	23	40	43	46	46	31	32	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	163	367	37183	93	97	97	484	483	479	16	14	16	33	34	34	50	51	49	1	1	1
Non-Economically Disadvantaged	18	94	42318	95	100	99	493	516	513	17	4	5	17	17	17	67	68	70	NA	11	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	195	475	80000	100	100	99	549	562	564	2	2	3	13	10	11	81	80	75	4	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	235	39288	100	100	99	562	574	579	1	1	2	9	6	6	86	81	77	5	11	16
Male	90	240	40644	100	100	98	534	549	549	3	3	4	19	13	15	76	79	74	2	5	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	193	468	32672	100	100	99	549	561	548	2	2	4	13	10	14	81	80	76	4	7	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	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	--	NC	36602	--	NC	99	--	NC	579	--	NC	2	--	NC	7	--	NC	75	--	NC	16
Students with Disabilities	15	38	9919	100	97	93	509	509	505	7	13	9	33	26	35	60	61	54	NA	NA	2
Students without Disabilities	180	437	70081	100	100	100	553	566	571	2	1	2	12	8	7	83	82	79	4	8	12
Limited English Proficient Students	119	227	9571	100	100	96	524	533	502	3	3	10	22	19	29	74	78	60	1	1	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	176	380	37534	100	100	98	549	555	547	1	2	4	14	12	15	82	82	76	3	4	5
Non-Economically Disadvantaged	19	95	42466	100	100	100	550	589	578	11	2	2	11	3	7	68	72	75	11	23	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	213	524	78546	93	97	97	538	540	543	13	12	15	17	17	18	62	61	52	8	10	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	107	259	38645	96	98	98	541	543	545	9	11	13	15	14	18	70	65	54	6	10	15
Male	106	265	39792	91	96	97	535	538	542	17	13	17	20	19	17	53	57	50	10	11	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	210	518	31177	93	97	97	539	540	524	13	12	22	18	17	23	61	61	48	8	10	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	4689	--	NC	95	--	NC	515	--	NC	28	--	NC	25	--	NC	43	--	NC	4
White	NC	NC	36450	NC	NC	97	NC	NC	563	NC	NC	7	NC	NC	12	NC	NC	57	NC	NC	23
Students with Disabilities	NC	37	8093	NC	70	82	NC	483	489	NC	43	50	NC	38	24	NC	19	23	NC	NA	2
Students without Disabilities	212	487	70453	100	100	100	538	544	549	13	10	11	17	15	17	62	64	56	8	11	16
Limited English Proficient Students	101	199	9323	89	94	94	520	513	491	23	26	47	23	26	28	51	47	24	3	2	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	192	436	34694	92	96	96	537	537	524	14	14	23	17	17	23	61	61	48	8	9	7
Non-Economically Disadvantaged	21	88	43852	100	100	99	549	555	559	10	5	10	19	18	13	62	61	56	10	16	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	213	524	79045	93	97	98	494	499	512	11	11	10	37	32	25	51	55	58	2	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	107	259	38860	96	98	98	499	504	519	9	9	7	34	26	22	54	61	62	3	3	8
Male	106	265	40075	91	96	97	490	493	505	12	12	12	40	38	28	47	48	54	1	2	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	210	518	31314	93	97	98	495	499	493	10	11	16	37	32	34	51	55	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	4719	--	NC	96	--	NC	489	--	NC	15	--	NC	39	--	NC	45	--	NC	2
White	NC	NC	36730	NC	NC	98	NC	NC	532	NC	NC	4	NC	NC	16	NC	NC	68	NC	NC	12
Students with Disabilities	NC	37	8552	NC	70	87	NC	438	463	NC	51	35	NC	41	40	NC	8	23	NC	NA	1
Students without Disabilities	212	487	70493	100	100	100	495	503	517	10	8	7	37	31	24	51	58	62	2	2	8
Limited English Proficient Students	101	199	9355	89	94	95	468	464	456	23	27	37	52	52	48	25	21	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	192	436	34922	92	96	96	492	495	493	11	12	15	39	34	34	49	53	48	1	1	3
Non-Economically Disadvantaged	21	88	44123	100	100	99	518	520	527	10	6	6	14	22	18	67	66	66	10	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	229	540	79657	100	100	99	548	559	566	5	4	3	9	8	8	85	88	87	0	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	112	264	39120	100	100	99	561	569	580	3	3	2	10	7	4	87	89	92	1	1	2
Male	117	276	40423	100	100	98	536	549	553	8	5	5	9	8	12	84	86	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	225	533	31642	100	100	99	548	559	552	5	4	5	9	8	11	85	87	84	0	1	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	4760	--	NC	97	--	NC	547	--	NC	5	--	NC	14	--	NC	81	--	NC	0
White	NC	NC	36929	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	5	NC	NC	91	NC	NC	2
Students with Disabilities	17	53	9069	100	100	92	526	508	508	NA	8	11	41	36	30	59	57	58	NA	NA	1
Students without Disabilities	212	487	70588	100	100	100	550	564	573	6	4	2	7	5	5	87	91	91	0	1	1
Limited English Proficient Students	114	212	9521	100	100	96	516	523	507	11	9	13	18	17	24	72	74	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	208	452	35341	100	100	97	546	555	551	6	5	5	10	8	12	84	87	83	0	0	0
Non-Economically Disadvantaged	21	88	44316	100	100	100	569	578	578	NA	1	2	5	6	5	95	91	90	NA	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	203	494	78400	91	96	97	552	552	554	12	15	21	26	25	19	55	51	47	7	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	104	256	38686	95	99	98	545	550	554	13	15	20	29	25	20	55	52	49	4	7	12
Male	99	238	39636	88	94	96	560	554	554	12	16	23	23	24	18	55	50	46	10	11	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	203	489	30732	91	96	97	552	552	534	12	15	31	26	25	24	55	51	40	7	9	5
Asian/Pacific Islander	--	NC	1827	--	NC	99	--	NC	594	--	NC	8	--	NC	12	--	NC	49	--	NC	31
American Indian/Alaskan Native	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	--	NC	37038	--	NC	97	--	NC	575	--	NC	11	--	NC	14	--	NC	56	--	NC	19
Students with Disabilities	NC	36	7840	NC	64	81	NC	483	498	NC	69	60	NC	25	18	NC	3	20	NC	3	2
Students without Disabilities	201	458	70560	100	100	99	553	556	560	12	11	17	26	25	19	55	55	50	7	9	14
Limited English Proficient Students	85	185	8956	83	92	95	529	523	502	20	29	56	39	35	25	41	35	18	NA	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	185	404	33014	91	95	95	551	548	534	12	16	31	26	26	24	55	51	40	6	7	5
Non-Economically Disadvantaged	18	90	45386	90	100	99	571	567	569	11	11	15	22	21	15	56	51	52	11	17	18

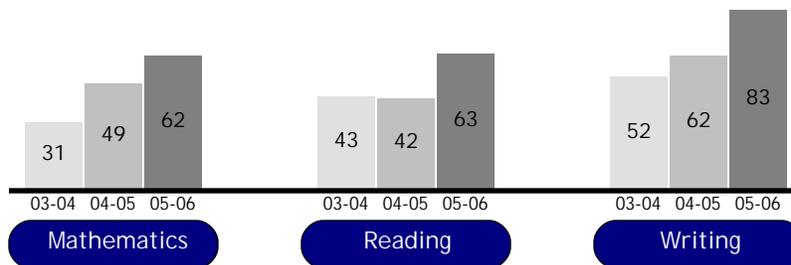
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	203	495	79179	91	96	98	518	515	519	4	8	11	33	31	27	61	59	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	104	256	38974	95	99	99	515	517	524	2	6	8	38	29	25	59	63	61	1	2	5
Male	99	239	40124	88	94	97	521	513	513	7	9	13	26	33	28	64	56	54	3	3	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	203	490	30987	91	96	98	518	515	498	4	8	17	33	31	36	61	59	45	2	2	1
Asian/Pacific Islander	--	NC	1832	--	NC	99	--	NC	543	--	NC	4	--	NC	17	--	NC	69	--	NC	10
American Indian/Alaskan Native	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	--	NC	37467	--	NC	98	--	NC	539	--	NC	5	--	NC	17	--	NC	70	--	NC	8
Students with Disabilities	NC	37	8567	NC	66	88	NC	454	467	NC	54	39	NC	32	38	NC	14	22	NC	NA	1
Students without Disabilities	201	458	70612	100	100	99	518	519	524	4	4	7	32	31	25	61	63	62	2	2	5
Limited English Proficient Students	85	185	9013	83	92	95	499	488	461	8	15	40	51	52	48	40	32	12	1	1	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	185	404	33345	91	95	96	515	510	499	5	8	17	34	35	36	59	56	46	2	1	1
Non-Economically Disadvantaged	18	91	45834	90	100	99	545	536	533	NA	4	7	17	14	19	78	76	67	6	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	222	515	79734	100	100	99	562	558	554	1	3	3	15	16	19	83	81	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	110	262	39243	100	100	99	573	571	568	NA	2	2	13	11	12	86	87	85	1	0	1
Male	112	253	40413	99	100	98	550	545	541	2	4	4	18	22	26	80	75	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	222	510	31254	100	100	99	562	558	539	1	3	5	15	16	25	83	81	70	0	0	0
Asian/Pacific Islander	--	NC	1837	--	NC	99	--	NC	579	--	NC	1	--	NC	9	--	NC	87	--	NC	2
American Indian/Alaskan Native	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	--	NC	37668	--	NC	99	--	NC	569	--	NC	1	--	NC	13	--	NC	85	--	NC	1
Students with Disabilities	20	55	8943	95	98	92	500	492	495	NA	11	11	75	64	51	25	25	38	NA	NA	1
Students without Disabilities	202	460	70791	100	100	100	568	565	561	1	2	2	9	10	15	89	88	83	0	0	0
Limited English Proficient Students	101	201	9138	98	100	97	533	525	492	2	5	13	31	32	46	67	63	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	203	423	33718	100	100	97	559	554	538	1	3	5	17	18	26	82	79	69	NA	NA	0
Non-Economically Disadvantaged	19	92	46016	95	100	100	590	580	567	NA	NA	2	NA	7	14	95	92	84	5	1	1

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

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

8th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	38	NA	56	98	36	39	51	93	48	50	56
	Language	100	36	40	48	98	34	37	47	100	44	46	50
	Mathematics	100	56	62	66	99	42	44	52	93	52	56	58
7	Reading	98	26	NA	54	100	35	38	50	93	39	41	54
	Language	98	31	43	58	100	36	40	52	100	39	44	58
	Mathematics	98	44	52	62	100	41	45	50	93	46	50	54
8	Reading	100	42	NA	55	100	37	41	51	91	54	50	58
	Language	98	35	36	52	100	36	42	50	100	54	52	56
	Mathematics	100	62	53	61	100	48	50	53	91	58	58	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

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

Council Duties

- Ü School Improvement
- Ü Instructional Programs and Strategies
- Ü School Safety Issues
- Ü Student Discipline
- Ü Parent/Educator/Student Relations
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	31.00
Other Professional Staff	4.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	132
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	19%
Percent of core classes not taught by Highly Qualified Teachers	39%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Sports Fields, Tennis Court, Pool
- Ü Library
- Ü Band/Orchestra Rooms

Extracurricular Activities

- Ü Sports - Football, Basketball, Track
- Ü Sports - Volleyball, Baseball
- Ü Sports - Soccer, Cross-Country
- Ü Sports - Softball, Wrestling
- Ü Student Council
- Ü Cheerleading and Pom Pom Squads
- Ü Band and Mariachi
- Ü Yearbook

Social Services

- Ü School Counseling Department
- Ü School Resource Officer
- Ü Parent Liaison
- Ü GREAT Program
- Ü Recreational Activities-City of Nogales
- Ü Free Breakfast Program
- Ü GED Classes for Parents

School Achievements/Accomplishments 2005-06

Ü A substantial increase in parental involvement in meetings and school activities/events is evidenced by their demonstrated support of school policies and goals.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	95	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

A School Safety Committee meets monthly to identify potential risk factors and develop strategies to encourage safety. A full-time Nogales Police Department School Resource Officer and a full-time Nogales Unified School District Security Officer have been assigned to our school. The SRO teaches Law Related Education to 6th and 8th grade Humanities students. A police officer teaches G.R.E.A.T. to 7th grade students.

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

37
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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	Liza Montiel	(520) 287-0820
Transportation Policy	Ricardo De la Riva	(520) 287-0922
Community Resources	Lillian Bernal	(520) 287-0820
School Nutrition Programs	James Tanner	(520) 377-9175
Parent Organization	Malu Michel	(520) 287-0820
Student Health/Nurse	Gloria Felix	(520) 287-0800

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.

Footnotes

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.