



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1011 North Somerton Ave., Somerton, AZ 85350

Somerton 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	Performing
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. George Brick  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : 6-8  
 Web Address : somerton.k12.az.us/  
 Phone Number : (928) 341-6100  
 Fax Number : (928) 341-6190  
 E-mail : gbrick@somerton.k12.az.us

Mission

Somerton Middle School is a caring environment which encourages the development of good character and provides all students with the opportunity to become self-sufficient, learning participants in a changing world.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	SI Year 1
2004-05	SI Year 1
2003-04	Year 1

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

School / Academic Goals

- ü SMS will improve reading skills for all students by providing additional direct guided reading instruction to students based on their individual deficiencies. Regularly scheduled 'benchmark tests' will insure progress for all students.
- ü SMS will improve math skills for all students by providing additional direct guided math instruction to students based on their individual deficiencies. Regularly scheduled 'benchmark tests' will insure progress for all students.

Enrollment

October 1, 2005 School Year Student Enrollment : 911  
 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 Eight Step Process - School Improvement
- Ü Student Mastery of Skills Data Analyzed
- Ü Focused Instruction Based Upon Data
- Ü Pre- and Post-testing for Academics

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 47 minutes
First Day of School :	9/6/2005
Last Day of School :	7/22/2006

Shared Responsibilities

School

SMS will keep parents informed and involved in the education of their students. We will provide a safe school, where students grow academically, socially and emotionally.

Parents

Parent responsibilities include appearance, homework, attendance, behavior, academic progress, and input on school improvement.

Transportation Policy

All students more than one mile from the school are provided transportation to and from school as long as they are within the district boundaries.

School Honors

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

Award/Honor

Year

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	289	289	79327	92	92	98	488	488	518	34	34	19	30	30	20	30	30	46	6	6	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	146	146	38961	94	94	98	491	491	520	30	30	16	33	33	20	32	32	48	5	5	16
Male	143	143	40295	91	91	97	485	485	516	38	38	21	28	28	19	28	28	44	6	6	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	273	273	32327	93	93	98	489	489	499	34	34	27	29	29	25	32	32	41	6	6	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	11	11	4391	85	85	96	464	464	489	27	27	32	73	73	27	NA	NA	36	NA	NA	4
White	NC	NC	36373	NC	NC	98	NC	NC	538	NC	NC	10	NC	NC	14	NC	NC	52	NC	NC	25
Students with Disabilities	30	30	9321	59	59	87	456	456	467	70	70	54	17	17	22	13	13	21	NA	NA	3
Students without Disabilities	259	259	70006	99	99	100	492	492	524	30	30	14	32	32	19	32	32	49	7	7	18
Limited English Proficient Students	154	154	9431	88	88	95	473	473	466	47	47	53	30	30	27	21	21	18	2	2	1
Migrant Students	93	93	635	86	86	94	487	487	488	33	33	31	34	34	29	27	27	36	5	5	4
Economically Disadvantaged	267	267	37097	92	92	97	487	487	498	36	36	27	30	30	25	29	29	41	6	6	7
Non-Economically Disadvantaged	22	22	42230	100	100	99	503	503	535	14	14	11	41	41	15	36	36	50	9	9	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	294	294	79501	94	94	98	472	472	497	16	16	10	42	42	25	41	41	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	149	149	39062	96	96	99	480	480	502	9	9	8	40	40	23	49	49	64	1	1	5
Male	145	145	40368	92	92	98	463	463	491	23	23	13	43	43	27	34	34	57	NA	NA	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	278	278	32389	95	95	98	472	472	478	16	16	16	42	42	34	41	41	48	1	1	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	11	11	4401	85	85	96	461	461	473	18	18	17	36	36	40	45	45	43	NA	NA	1
White	NC	NC	36446	NC	NC	99	NC	NC	516	NC	NC	4	NC	NC	15	NC	NC	73	NC	NC	7
Students with Disabilities	35	35	9411	69	69	88	445	445	453	43	43	36	40	40	36	17	17	26	NA	NA	1
Students without Disabilities	259	259	70090	99	99	100	475	475	502	12	12	7	42	42	24	45	45	65	1	1	5
Limited English Proficient Students	158	158	9401	90	90	94	452	452	443	25	25	40	54	54	46	21	21	14	NA	NA	0
Migrant Students	97	97	642	90	90	95	466	466	465	22	22	24	46	46	41	31	31	35	1	1	0
Economically Disadvantaged	272	272	37183	93	93	97	470	470	479	17	17	16	42	42	34	40	40	49	1	1	1
Non-Economically Disadvantaged	22	22	42318	100	100	99	488	488	513	5	5	5	36	36	17	59	59	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	310	310	80000	99	99	99	538	538	564	5	5	3	15	15	11	78	78	75	2	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	154	154	39288	99	99	99	554	554	579	4	4	2	9	9	6	83	83	77	4	4	16
Male	156	156	40644	99	99	98	523	523	549	6	6	4	21	21	15	72	72	74	1	1	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	292	292	32672	99	99	99	539	539	548	5	5	4	14	14	14	78	78	76	2	2	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	12	12	4424	92	92	97	520	520	549	8	8	3	25	25	14	67	67	77	NA	NA	5
White	NC	NC	36602	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16
Students with Disabilities	47	47	9919	92	92	93	480	480	505	19	19	9	32	32	35	47	47	54	2	2	2
Students without Disabilities	263	263	70081	100	100	100	548	548	571	3	3	2	12	12	7	83	83	79	2	2	12
Limited English Proficient Students	171	171	9571	98	98	96	519	519	502	7	7	10	21	21	29	72	72	60	NA	NA	1
Migrant Students	105	105	654	97	97	97	540	540	534	5	5	7	15	15	16	77	77	74	3	3	3
Economically Disadvantaged	287	287	37534	99	99	98	538	538	547	5	5	4	15	15	15	78	78	76	2	2	5
Non-Economically Disadvantaged	23	23	42466	100	100	100	541	541	578	9	9	2	13	13	7	78	78	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	283	283	78546	93	93	97	525	525	543	25	25	15	18	18	18	50	50	52	7	7	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	147	147	38645	94	94	98	530	530	545	20	20	13	18	18	18	55	55	54	7	7	15
Male	136	136	39792	93	93	97	519	519	542	30	30	17	18	18	17	45	45	50	7	7	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	267	267	31177	94	94	97	525	525	524	25	25	22	18	18	23	51	51	48	6	6	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	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	NC	NC	36450	NC	NC	97	NC	NC	563	NC	NC	7	NC	NC	12	NC	NC	57	NC	NC	23
Students with Disabilities	22	22	8093	58	58	82	476	476	489	59	59	50	14	14	24	27	27	23	NA	NA	2
Students without Disabilities	261	261	70453	98	98	100	528	528	549	22	22	11	19	19	17	52	52	56	7	7	16
Limited English Proficient Students	169	169	9323	91	91	94	508	508	491	33	33	47	23	23	28	43	43	24	1	1	1
Migrant Students	102	102	674	91	91	95	516	516	515	29	29	28	21	21	27	47	47	40	3	3	5
Economically Disadvantaged	260	260	34694	93	93	96	523	523	524	25	25	23	19	19	23	49	49	48	7	7	7
Non-Economically Disadvantaged	23	23	43852	100	100	99	541	541	559	22	22	10	9	9	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	299	299	79045	99	99	98	487	487	512	19	19	10	37	37	25	41	41	58	2	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	155	155	38860	99	99	98	496	496	519	13	13	7	35	35	22	49	49	62	3	3	8
Male	144	144	40075	99	99	97	477	477	505	25	25	12	40	40	28	33	33	54	2	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	281	281	31314	99	99	98	487	487	493	19	19	16	37	37	34	42	42	48	2	2	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	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	NC	NC	36730	NC	NC	98	NC	NC	532	NC	NC	4	NC	NC	16	NC	NC	68	NC	NC	12
Students with Disabilities	38	38	8552	100	100	87	443	443	463	55	55	35	26	26	40	18	18	23	NA	NA	1
Students without Disabilities	261	261	70493	98	98	100	492	492	517	13	13	7	39	39	24	45	45	62	3	3	8
Limited English Proficient Students	182	182	9355	98	98	95	468	468	456	26	26	37	48	48	48	26	26	15	NA	NA	0
Migrant Students	110	110	682	98	98	96	477	477	480	25	25	23	37	37	37	36	36	39	1	1	1
Economically Disadvantaged	275	275	34922	98	98	96	484	484	493	20	20	15	38	38	34	40	40	48	2	2	3
Non-Economically Disadvantaged	24	24	44123	100	100	99	512	512	527	4	4	6	33	33	18	58	58	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	302	302	79657	100	100	99	559	559	566	3	3	3	9	9	8	88	88	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	157	157	39120	100	100	99	568	568	580	3	3	2	4	4	4	94	94	92	NA	NA	2
Male	145	145	40423	99	99	98	550	550	553	4	4	5	14	14	12	82	82	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	283	283	31642	100	100	99	560	560	552	3	3	5	9	9	11	88	88	84	NA	NA	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	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	NC	NC	36929	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	5	NC	NC	91	NC	NC	2
Students with Disabilities	38	38	9069	100	100	92	501	501	508	5	5	11	34	34	30	61	61	58	NA	NA	1
Students without Disabilities	264	264	70588	100	100	100	567	567	573	3	3	2	5	5	5	92	92	91	NA	NA	1
Limited English Proficient Students	184	184	9521	99	99	96	547	547	507	3	3	13	13	13	24	84	84	63	NA	NA	0
Migrant Students	111	111	694	99	99	98	551	551	546	3	3	5	13	13	12	85	85	82	NA	NA	1
Economically Disadvantaged	278	278	35341	99	99	97	557	557	551	3	3	5	9	9	12	88	88	83	NA	NA	0
Non-Economically Disadvantaged	24	24	44316	100	100	100	579	579	578	4	4	2	4	4	5	92	92	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	287	287	78400	92	92	97	534	534	554	28	28	21	26	26	19	42	42	47	3	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	128	128	38686	93	93	98	532	532	554	29	29	20	27	27	20	40	40	49	4	4	12
Male	159	159	39636	90	90	96	536	536	554	28	28	23	26	26	18	44	44	46	3	3	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	272	272	30732	92	92	97	535	535	534	27	27	31	27	27	24	43	43	40	3	3	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	10	10	4536	91	91	95	NA	NA	528	NA	NA	35	NA	NA	25	NA	NA	37	NA	NA	4
White	NC	NC	37038	NC	NC	97	NC	NC	575	NC	NC	11	NC	NC	14	NC	NC	56	NC	NC	19
Students with Disabilities	15	15	7840	38	38	81	483	483	498	80	80	60	7	7	18	13	13	20	NA	NA	2
Students without Disabilities	272	272	70560	99	99	99	536	536	560	25	25	17	28	28	19	44	44	50	3	3	14
Limited English Proficient Students	169	169	8956	87	87	95	520	520	502	40	40	56	30	30	25	29	29	18	2	2	1
Migrant Students	116	116	676	94	94	95	529	529	523	34	34	38	23	23	25	41	41	36	1	1	1
Economically Disadvantaged	260	260	33014	91	91	95	532	532	534	30	30	31	27	27	24	40	40	40	3	3	5
Non-Economically Disadvantaged	27	27	45386	100	100	99	551	551	569	7	7	15	22	22	15	67	67	52	4	4	18

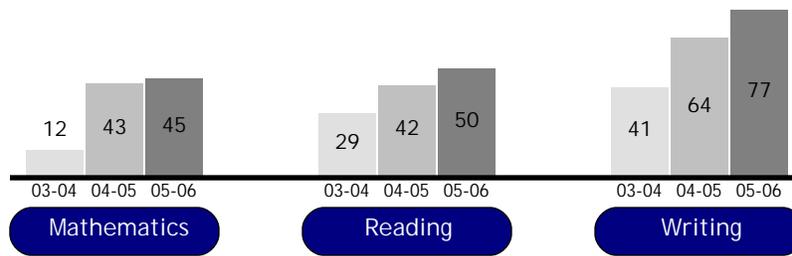
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	284	284	79179	91	91	98	499	499	519	16	16	11	34	34	27	49	49	58	1	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	128	128	38974	93	93	99	500	500	524	16	16	8	30	30	25	54	54	61	NA	NA	5
Male	156	156	40124	89	89	97	498	498	513	16	16	13	38	38	28	45	45	54	1	1	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	269	269	30987	91	91	98	499	499	498	16	16	17	35	35	36	49	49	45	1	1	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	10	10	4573	91	91	96	NA	NA	494	NA	NA	16	NA	NA	41	NA	NA	42	NA	NA	1
White	NC	NC	37467	NC	NC	98	NC	NC	539	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	8
Students with Disabilities	12	12	8567	31	31	88	455	455	467	58	58	39	33	33	38	8	8	22	NA	NA	1
Students without Disabilities	272	272	70612	99	99	99	500	500	524	14	14	7	34	34	25	51	51	62	1	1	5
Limited English Proficient Students	166	166	9013	86	86	95	478	478	461	25	25	40	46	46	48	29	29	12	NA	NA	0
Migrant Students	113	113	680	91	91	96	494	494	487	19	19	20	35	35	43	44	44	36	1	1	1
Economically Disadvantaged	257	257	33345	90	90	96	496	496	499	18	18	17	35	35	36	46	46	46	1	1	1
Non-Economically Disadvantaged	27	27	45834	100	100	99	523	523	533	NA	NA	7	26	26	19	74	74	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	285	285	79734	91	91	99	553	553	554	3	3	3	20	20	19	77	77	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	129	129	39243	94	94	99	564	564	568	2	2	2	13	13	12	84	84	85	NA	NA	1
Male	156	156	40413	89	89	98	545	545	541	4	4	4	25	25	26	71	71	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	270	270	31254	91	91	99	554	554	539	3	3	5	19	19	25	77	77	70	NA	NA	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	10	10	4613	91	91	97	NA	NA	535	NA	NA	4	NA	NA	29	NA	NA	67	NA	NA	0
White	NC	NC	37668	NC	NC	99	NC	NC	569	NC	NC	1	NC	NC	13	NC	NC	85	NC	NC	1
Students with Disabilities	13	13	8943	33	33	92	489	489	495	15	15	11	54	54	51	31	31	38	NA	NA	1
Students without Disabilities	272	272	70791	99	99	100	556	556	561	3	3	2	18	18	15	79	79	83	NA	NA	0
Limited English Proficient Students	167	167	9138	86	86	97	533	533	492	5	5	13	27	27	46	68	68	40	NA	NA	NA
Migrant Students	113	113	687	91	91	97	546	546	528	3	3	6	20	20	28	77	77	65	NA	NA	NA
Economically Disadvantaged	258	258	33718	90	90	97	550	550	538	3	3	5	21	21	26	75	75	69	NA	NA	0
Non-Economically Disadvantaged	27	27	46016	100	100	100	583	583	567	NA	NA	2	4	4	14	96	96	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?	Y
	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	98	31	NA	56	98	33	33	51	95	37	37	56
	Language	100	29	29	48	98	33	33	47	100	27	27	50
	Mathematics	100	45	45	66	98	37	37	52	93	34	34	58
7	Reading	96	27	NA	54	100	37	37	50	98	32	32	54
	Language	97	36	36	58	100	40	40	52	98	39	39	58
	Mathematics	97	45	45	62	99	42	42	50	93	39	39	54
8	Reading	99	38	NA	55	98	36	36	51	90	39	39	58
	Language	99	36	36	52	98	40	40	50	90	46	46	56
	Mathematics	99	47	47	61	98	41	41	53	91	46	46	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- ü Student Activities Assistance
- ü Promotion Ceremony Development
- ü School Programs for 301 Menu Items
- ü Volunteer Assistance

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	2.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	1	0
4 to 6 years	6	7	0	0
7 to 9 years	2	1	0	0
10 or more years	8	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	179
Teachers with Emergency Certification.	10
Percent of teachers in the school with Emergency/Provisional Certification	23%
Percent of core classes not taught by Highly Qualified Teachers	19%

Resources Available at School Site

Special Facilities

- ü 30-station Macintosh Computer Lab
- ü Science Lab
- ü Media Center

Extracurricular Activities

- ü Student Council
- ü Athletics
- ü Science Olympiad
- ü Chess Club

Social Services

- ü School Counselor
- ü Literacy Classes
- ü Arizona Western College on Campus
- ü GED Classes
- ü District Adult Education Assistance

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Eight-step school improvement project continues with additional programs in place to improve student achievement.
  
- ü Schoolwide reading program has been implemented to involve all teachers and students. District test scores indicate reading levels are improving.
  
- ü Made AYP in 2005.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	93	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

We have a resource officer on campus from the local police department every day during school hours and at extracurricular activities. All students receive instruction in law-related education.

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) :

15
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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	George Brick	(928) 341-6100
Transportation Policy	Maria Villareal	(928) 341-6060
Community Resources	Maureen Irr	(928) 341-6030
School Nutrition Programs	Candie Zavala-Porchas	(928) 341-6120
Parent Organization	Christina Zacharias	(928) 341-6100
Student Health/Nurse	Anita Plaza	(928) 341-6100

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.