

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

301 N. Carlisle Avenue, 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 LEARNS¹

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

School Overview

Principal/Administrator : Miss Celine Marie Fernandez
 Schedule : 7:30 AM to 4:00 PM
 Grades : Pre-K-5
 2004 Enrollment : 550
 Web Address : www.somerton.k12.az.us/DSS/index.html
 Phone Number : (928) 341-6300
 Fax Number : (928) 341-6390
 E-mail : cfernan@somerton.k12.az.us

Mission

We at Desert Sonora Elementary School believe that when school, home and community unite we achieve our personal best academically and socially as lifelong learners.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School / Academic Goals

- ü Increase achievement and test scores in basic skills: Math, language arts. Increase staff development opportunities in basic skills: Math, language arts. Develop learning centers in K-3 rooms to facilitate language learning; extra interventions.
- ü Incorporate a bully-proof campus via character education curriculum. Implement School Safety Patrol. Administer DIBELS in 4th/5th and use the data to target reading deficiencies.

Enrollment

October 1, 2003 School Year Student Enrollment : 490
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 8

Instructional Programs

- Ü Advanced Placement
- Ü On-site Special Education
- Ü Gifted
- Ü Schoolwide Title I
- Ü Reading First
- Ü 8 step Process

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/13/2004
Last Day of School :	5/28/2005

Shared Responsibilities

School

Parent/Teacher conference; Parent/Student Handbook; Attendance policy; Progress report; Parent meetings; Parent/Student compact; Safe Schools; Abuse prevention; Medication for ADHD students; Direct Instruction; Transportation; Crisis Response Plan, Child Studies, 504 plans, Intervention sessions (after school/in school)

Parents

Student attendance, proper clothing, homework assistance for children. Provide proper medication and dental care. Attend parent meetings. Attend Parent-Teacher conferences. Participate in the Crisis Response Plan, Kids Care insurance,.

Transportation Policy

Necessary transportation is provided for handicapped students whose handicapping conditions require transportation; students living within 1 mile of the school where hazardous routes exist; students who live more than 1 mile from school.

School Honors

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

Award/Honor	Year
Ü Young Authors' Fair	1998
Ü Red Ribbon Award	1999
Ü CHAMPS/DARE/GREAT	1999
Ü Model Gardening Program	1999

3rd 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	69	280	75509	96	98	100	508	504	521	17	20	13	11	26	23	56	38	33	17	16	31
All Students (Prior Year)	71	275	75372	100	100	100	484	507	523	29	14	9	25	24	25	33	45	36	13	16	30
Female	35	138	37013	97	97	100	515	506	522	17	17	12	0	19	24	67	50	33	17	14	31
Male	34	142	38430	94	99	99	494	503	521	17	23	14	33	32	22	33	27	33	17	18	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	68	266	30486	96	98	99	508	505	505	18	21	18	12	23	29	53	39	32	18	17	21
Asian/Pacific Islander	--	--	1780	--	--	98	--	--	549	--	--	5	--	--	13	--	--	33	--	--	50
American Indian/Alaskan Native	--	11	4075	--	100	100	--	483	486	--	13	28	--	63	34	--	25	26	--	0	12
White	--	NC	35192	--	NC	99	--	NC	534	--	NC	8	--	NC	19	--	NC	35	--	NC	39
Students with Disabilities	NC	26	9708	NC	96	100	NC	452	489	NC	67	32	NC	33	27	NC	0	24	NC	0	17
Students without Disabilities	62	254	65801	98	98	98	512	506	525	12	18	11	12	25	23	59	40	34	18	17	33
Limited English Proficient Students	52	192	16928	95	96	100	448	448	485	100	100	29	0	0	33	0	0	26	0	0	12
Migrant Students	31	83	750				479	488	499	50	38	21	0	15	29	50	31	30	0	15	20
Economically Disadvantaged	67	271	36411				508	506	503	18	18	19	12	27	29	53	39	32	18	17	20
Non-Economically Disadvantaged	NC	NC	39040				NC	NC	534	NC	NC	8	NC	NC	19	NC	NC	34	NC	NC	39

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	69	281	75492	96	99	100	516	514	519	11	9	12	17	28	16	61	42	47	11	20	24
All Students (Prior Year)	71	276	75221	100	100	100	498	508	523	14	13	8	43	23	16	38	55	56	5	9	21
Female	35	139	37014	97	98	100	523	519	523	8	7	10	8	29	15	67	38	48	17	26	27
Male	34	142	38400	94	99	99	502	510	516	17	12	14	33	28	17	50	47	47	0	14	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	68	267	30438	96	99	99	517	513	508	12	11	17	18	30	21	59	42	47	12	18	15
Asian/Pacific Islander	--	--	1773	--	--	98	--	--	534	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	11	4081	--	100	100	--	520	498	--	0	25	--	25	26	--	50	40	--	25	8
White	--	NC	35177	--	NC	99	--	NC	528	--	NC	8	--	NC	13	--	NC	49	--	NC	31
Students with Disabilities	NC	26	9707	NC	96	100	NC	473	495	NC	50	33	NC	50	21	NC	0	33	NC	0	13
Students without Disabilities	62	255	65785	98	99	98	520	515	522	6	8	10	18	28	16	65	43	49	12	20	26
Limited English Proficient Students	52	193	16905	95	96	100	448	448	489	100	100	34	0	0	28	0	0	32	0	0	6
Migrant Students	30	82	763				488	496	499	50	25	21	0	33	30	50	33	40	0	8	8
Economically Disadvantaged	67	271	36302				516	515	507	12	9	18	18	28	21	59	43	46	12	21	14
Non-Economically Disadvantaged	NC	10	39164				NC	494	528	NC	33	8	NC	33	13	NC	33	48	NC	0	31

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	69	277	75053	96	97	99	706	615	597	0	5	7	11	13	12	50	69	72	39	13	9
All Students (Prior Year)	70	268	73654	99	99	99	513	511	530	19	15	9	14	27	13	67	55	70	0	3	7
Female	34	134	36872	94	94	99	749	638	621	0	5	5	8	12	9	42	62	74	50	21	12
Male	35	143	38109	97	100	99	619	593	573	0	5	10	17	14	14	67	77	69	17	5	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	68	263	30235	96	97	98	715	627	575	0	4	9	12	11	14	47	70	70	41	15	6
Asian/Pacific Islander	--	--	1768	--	--	98	--	--	651	--	--	3	--	--	5	--	--	72	--	--	19
American Indian/Alaskan Native	--	11	4044	--	100	99	--	527	550	--	13	13	--	25	17	--	63	66	--	0	4
White	--	NC	35028	--	NC	99	--	NC	613	--	NC	6	--	NC	10	--	NC	73	--	NC	11
Students with Disabilities	NC	26	9625	NC	96	100	NC	576	530	NC	0	21	NC	50	21	NC	50	55	NC	0	4
Students without Disabilities	62	251	65428	98	97	98	719	616	604	0	5	6	6	12	11	53	70	73	41	13	10
Limited English Proficient Students	52	189	16765	95	94	100	483	483	525	0	0	17	100	100	20	0	0	60	0	0	2
Migrant Students	30	81	752				644	588	562	0	8	9	50	25	18	0	50	68	50	17	5
Economically Disadvantaged	67	269	36077				700	612	566	0	5	10	12	13	16	53	70	69	35	12	5
Non-Economically Disadvantaged	NC	NC	38950				NC	NC	618	NC	NC	5	NC	NC	9	NC	NC	73	NC	NC	12

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

5th 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	83	282	76019	100	100	100	474	480	499	13	21	14	63	45	39	13	14	14	13	20	33
All Students (Prior Year)	77	275	76230	99	100	100	496	482	498	9	17	12	43	49	38	13	12	12	34	22	37
Female	43	144	37207	100	100	100	483	490	499	0	18	12	67	38	41	22	16	14	11	28	33
Male	40	138	38677	100	99	100	462	468	498	29	25	15	57	52	38	0	12	13	14	12	34
African American	--	NC	3817	--	NC	100	--	NC	475	--	NC	23	--	NC	47	--	NC	11	--	NC	18
Hispanic	81	267	29458	100	100	100	474	479	480	13	22	20	60	44	48	13	15	12	13	19	20
Asian/Pacific Islander	--	--	1673	--	--	99	--	--	531	--	--	4	--	--	29	--	--	14	--	--	53
American Indian/Alaskan Native	--	11	4735	--	100	100	--	489	466	--	20	28	--	40	49	--	0	10	--	40	13
White	NC	NC	35880	NC	NC	100	NC	NC	515	NC	NC	7	NC	NC	32	NC	NC	16	NC	NC	45
Students with Disabilities	14	37	9786	100	97	100	NA	431	457	NA	54	39	NA	31	40	NA	15	7	NA	0	13
Students without Disabilities	69	245	66233	99	100	99	474	484	503	13	19	11	63	46	39	13	14	14	13	22	35
Limited English Proficient Students	70	205	15206	100	98	100	440	469	459	50	27	31	50	47	53	0	10	7	0	16	9
Migrant Students	24	102	745				467	471	473	0	18	22	100	59	53	0	13	11	0	11	15
Economically Disadvantaged	82	281	35714				474	480	480	13	21	20	63	45	47	13	14	12	13	20	20
Non-Economically Disadvantaged	NC	NC	40266				NC	NC	513	NC	NC	9	NC	NC	33	NC	NC	15	NC	NC	43

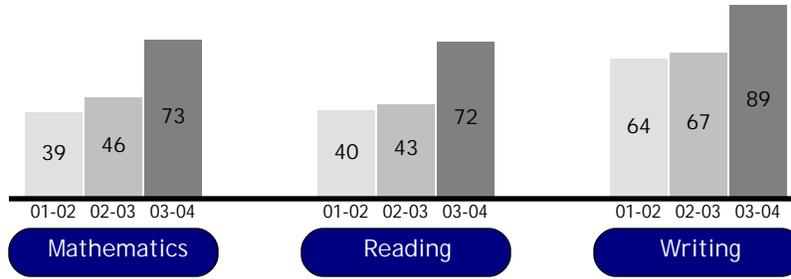
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	282	76020	100	100	100	495	494	503	38	40	25	13	20	23	44	32	40	6	7	12
All Students (Prior Year)	77	275	76202	99	100	100	498	496	505	21	24	19	25	33	24	49	39	46	6	4	11
Female	43	144	37213	100	100	100	497	499	504	33	35	22	11	20	23	56	36	42	0	9	13
Male	40	138	38666	100	99	100	492	488	501	43	46	29	14	21	22	29	28	38	14	4	12
African American	--	NC	3819	--	NC	100	--	NC	494	--	NC	37	--	NC	26	--	NC	31	--	NC	6
Hispanic	81	267	29442	100	100	99	493	494	494	40	42	37	13	19	26	40	31	31	7	8	6
Asian/Pacific Islander	--	--	1672	--	--	99	--	--	513	--	--	12	--	--	19	--	--	49	--	--	20
American Indian/Alaskan Native	--	11	4735	--	100	100	--	495	489	--	20	48	--	40	25	--	40	24	--	0	3
White	NC	NC	35890	NC	NC	100	NC	NC	511	NC	NC	15	NC	NC	20	NC	NC	48	NC	NC	18
Students with Disabilities	14	37	9784	100	97	100	NA	472	485	NA	100	58	NA	0	19	NA	0	19	NA	0	4
Students without Disabilities	69	245	66236	99	100	99	495	495	504	38	38	23	13	21	23	44	34	42	6	7	13
Limited English Proficient Students	70	205	15198	100	98	100	474	487	483	75	52	59	25	23	25	0	21	14	0	4	1
Migrant Students	24	102	743				481	491	488	100	45	50	0	30	28	0	19	19	0	6	3
Economically Disadvantaged	82	281	35703				495	494	494	38	40	37	13	20	26	44	32	31	6	7	6
Non-Economically Disadvantaged	NC	NC	40274				NC	NC	509	NC	NC	17	NC	NC	20	NC	NC	47	NC	NC	17

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	82	280	75673	99	99	100	494	505	530	13	10	12	31	37	25	50	52	58	6	2	4
All Students (Prior Year)	77	273	74692	99	99	99	498	490	502	15	22	18	36	34	27	45	39	47	4	5	8
Female	43	144	37099	100	100	100	498	514	548	22	7	8	11	34	22	56	56	64	11	3	6
Male	39	136	38441	98	98	99	489	493	513	0	13	16	57	40	29	43	47	52	0	0	3
African American	--	NC	3791	--	NC	99	--	NC	506	--	NC	18	--	NC	29	--	NC	50	--	NC	3
Hispanic	80	266	29305	99	99	99	495	504	507	13	10	16	27	36	31	53	52	51	7	2	2
Asian/Pacific Islander	--	--	1665	--	--	99	--	--	573	--	--	6	--	--	16	--	--	67	--	--	10
American Indian/Alaskan Native	--	10	4707	--	91	100	--	496	492	--	0	19	--	50	33	--	50	46	--	0	1
White	NC	NC	35760	NC	NC	99	NC	NC	550	NC	NC	9	NC	NC	21	NC	NC	64	NC	NC	6
Students with Disabilities	14	36	9706	100	95	100	NA	439	462	NA	40	36	NA	40	32	NA	20	31	NA	0	1
Students without Disabilities	68	244	65967	97	100	99	494	507	536	13	9	10	31	36	25	50	53	60	6	2	5
Limited English Proficient Students	69	204	15115	99	97	100	454	486	471	25	12	26	50	47	38	25	41	35	0	0	1
Migrant Students	24	102	738				463	491	488	50	12	23	0	44	33	50	44	43	0	0	1
Economically Disadvantaged	81	279	35541				494	505	504	13	10	17	31	37	31	50	52	50	6	2	2
Non-Economically Disadvantaged	NC	NC	40091				NC	NC	550	NC	NC	9	NC	NC	21	NC	NC	64	NC	NC	6

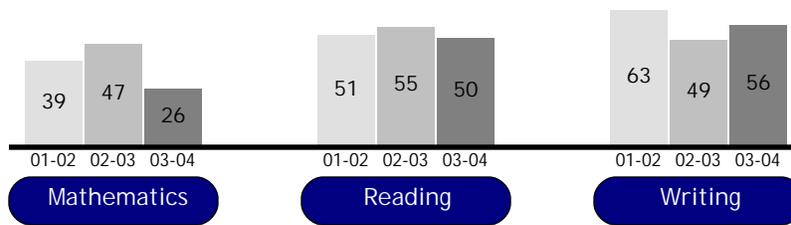
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	34	40	44	99	41	36	50	86	59	NA	58
	Language	100	32	36	39	99	38	33	43	86	56	47	50
	Mathematics	100	66	70	52	93	67	64	57	89	61	65	64
3	Reading	100	20	21	43	77	22	28	47	97	44	NA	55
	Language	100	37	36	50	78	44	42	54	97	62	59	61
	Mathematics	100	39	40	50	99	35	41	54	97	50	58	61
4	Reading	100	35	26	47	95	28	25	52	85	40	NA	56
	Language	100	47	32	45	94	42	33	48	95	47	38	52
	Mathematics	100	56	43	52	97	53	41	57	95	50	46	61
5	Reading	100	44	30	46	98	38	30	50	99	44	NA	55
	Language	100	49	32	43	100	43	33	46	100	42	35	49
	Mathematics	100	57	44	54	98	56	47	57	100	38	42	63

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)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 4 Parent(s)
- 4 Community Member(s)
- 4 Student(s)

Council Duties

- Ü Student Discipline
- Ü Instructional Strategies
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Extracurricular Issues
- Ü School Pride

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	1.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	5
Core academic classes taught by Highly Qualified (NCLB) teachers.	12
Teachers with Emergency Certificaton.	4

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library/Media Center
- Ü Closed circuit tv

Extracurricular Activities

- Ü Afterschool Intervention Program
- Ü Student Council
- Ü Choir
- Ü Violin classes

Social Services

- Ü Afterschool Program
- Ü Literacy Classes
- Ü Clothing/Food Banks
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Stanford 9 (2003) Schoolwide scores showed an increase in stanines in all grades in math. The fourth and fifth grades showed marked increase in reading comprehension. First Grade Math 49%ile; Reading 57%ile,
- ü Student attendance increased over 2003-2004 school year. The school year 2004-05 again had an increase in attendance meeting our district/school goal.
- ü North Central Accreditation for the 2nd year
 Outstanding Award from the String Consortium for Violin students accomplishment
 #2 in Yuma County in Student Engagement and Time on Task.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	37	20
Grades 3-4	83	89
Grades 4-5	74	59

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Students wear school uniforms for security and safety. Parents are alerted to potential traffic problems, construction or any other situation that may result in harm. All gates are locked except front entrance. Visitors must get a pass. a new gate has been installed so that all visitors must first pass through the main office before reaching the main campus.

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

0

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.

Contacts

	Name	Phone Number
School Site Council	Celine Fernandez	(928) 341-6305
Transportation Policy	Maria Villareal	(928) 341-6060
Community Resources	Celine Fernandez	(928) 341-6305
School Nutrition Programs	Paul Filby	(928) 341-6423
Parent Organization	Lourdes Lopez	(928) 627-6300
Student Health/Nurse	Alice Tulio	(928) 341-6315

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.