

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

### School Overview

Principal/Administrator : Mrs. Maria P. Vasquez  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 1-5  
 2005 Enrollment : 383  
 Web Address : www.somerton.k12.az.us/DSS/index.html  
 Phone Number : (928) 341-6300  
 Fax Number : (928) 341-6390  
 E-mail : mpvasquez@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)

2004-05	Met
2003-04	Met
2002-03	Not Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	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 Administer DIBELS in 4th/5th and use the data to target reading deficiencies. Provide support for 4th and 5th grades during reading centers.

### Enrollment

October 1, 2004 School Year Student Enrollment : 506  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 12

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 :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	9/6/2005
Last Day of School :	6/22/2006

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 /DARE/GREAT	1999
Ü Red Ribbon Award	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	68	295	79306	100	100	99	434	417	445	13	16	10	21	27	18	57	48	51	8	9	20
All Students (Prior Year)	69	280	75509	96	98	100	508	504	521	17	20	13	11	26	23	56	38	33	17	16	31
Female	34	139	38691	100	100	99	440	424	446	10	15	10	19	26	18	55	50	52	16	10	20
Male	34	155	40583	100	100	99	427	410	445	17	18	11	23	28	18	60	46	50	0	7	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	68	267	32869	100	100	99	434	417	429	13	16	15	21	27	25	57	48	51	8	9	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	18	4264	--	100	100	--	418	419	--	21	19	--	29	30	--	50	45	--	0	6
White	--	NC	36197	--	NC	99	--	NC	463	--	NC	5	--	NC	11	--	NC	53	--	NC	31
Students with Disabilities	10	34	10321	100	100	100	403	306	389	38	35	30	25	45	27	38	19	34	0	0	9
Students without Disabilities	58	261	69060	98	100	98	438	432	454	9	14	7	21	25	17	60	52	54	9	10	22
Limited English Proficient Students	51	198	15509	100	100	100	429	408	406	17	17	20	26	31	30	50	44	45	7	7	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	68	284	39415	100	97	96	434	429	431	13	16	15	21	26	25	57	49	50	8	9	10
Non-Economically Disadvantaged	--	11	39966	--	0	100	--	0	459	--	43	6	--	57	12	--	0	52	--	0	30

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	68	294	79395	100	0	99	442	418	446	8	13	9	31	43	25	56	41	55	5	4	11
All Students (Prior Year)	69	281	75492	96	99	100	516	514	519	11	9	12	17	28	16	61	42	47	11	20	24
Female	34	138	38743	100	0	100	449	426	451	6	12	7	23	40	24	61	43	57	10	6	12
Male	34	155	40618	100	0	99	435	410	440	10	13	11	40	46	27	50	39	53	0	2	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	68	266	32915	100	0	99	442	418	426	8	12	15	31	43	35	56	41	47	5	4	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	18	4271	--	0	100	--	416	420	--	21	15	--	43	42	--	36	41	--	0	2
White	--	NC	36221	--	NC	99	--	NC	465	--	NC	4	--	NC	15	--	NC	63	--	NC	17
Students with Disabilities	10	34	10331	100	0	100	401	305	388	38	35	25	38	48	37	25	16	34	0	0	4
Students without Disabilities	58	260	69139	98	0	99	448	433	454	4	9	7	30	42	24	60	44	58	6	4	11
Limited English Proficient Students	51	197	15545	100	0	100	436	406	399	11	15	21	35	47	42	52	36	35	2	2	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	68	283	39484	100	0	96	442	429	429	8	13	14	31	42	35	56	41	47	5	4	4
Non-Economically Disadvantaged	--	11	39986	--	0	100	--	0	461	--	14	4	--	71	16	--	14	63	--	0	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	67	285	78869	99	97	99	446	423	442	0	4	6	25	26	21	70	67	63	5	2	10
All Students (Prior Year)	69	277	75053	96	97	99	706	615	597	0	5	7	11	13	12	50	69	72	39	13	9
Female	33	135	38536	97	97	99	461	434	458	0	3	4	13	24	15	77	69	67	10	4	14
Male	34	150	40302	100	97	99	431	412	428	0	5	8	37	28	26	63	66	60	0	1	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	67	259	32606	99	97	98	446	422	426	0	4	8	25	26	27	70	68	60	5	3	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	17	4245	--	100	100	--	432	423	--	0	9	--	43	26	--	57	61	--	0	4
White	--	NC	36078	--	NC	99	--	NC	459	--	NC	4	--	NC	16	--	NC	66	--	NC	14
Students with Disabilities	10	34	10246	100	100	100	401	293	367	0	13	18	63	48	39	38	39	40	0	0	4
Students without Disabilities	57	251	68697	97	96	98	453	441	454	0	3	4	19	23	18	75	71	67	6	3	11
Limited English Proficient Students	50	192	15339	98	98	100	440	411	399	0	5	11	31	27	31	64	65	54	4	2	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	66	275	39106	97	94	95	446	435	427	0	4	8	25	26	28	70	68	59	5	2	5
Non-Economically Disadvantaged	--	10	39837	--	0	100	--	0	457	--	14	4	--	29	14	--	57	67	--	0	15

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	84	318	78906	100	100	99	479	478	498	21	19	13	28	30	19	45	42	48	6	9	20
All Students (Prior Year)	83	282	76019	100	100	100	474	480	499	13	21	14	63	45	39	13	14	14	13	20	33
Female	41	171	38644	100	100	99	484	483	500	18	15	12	26	26	19	47	50	49	8	8	19
Male	43	147	40236	100	99	99	474	472	497	24	24	15	29	34	19	43	33	46	5	10	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	82	292	31938	100	100	99	480	479	481	19	17	19	28	30	25	46	43	46	6	9	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	16	4593	--	94	100	--	448	467	--	47	26	--	27	29	--	27	39	--	0	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	13	40	10664	100	98	100	422	418	430	92	62	42	8	28	27	0	5	26	0	5	5
Students without Disabilities	71	278	68310	100	100	98	490	488	509	7	13	9	31	30	18	54	48	51	7	10	22
Limited English Proficient Students	51	203	12573	100	100	100	475	474	454	21	21	27	30	30	30	44	42	38	5	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	84	313	38679	100	98	96	479	481	483	21	19	20	28	30	25	45	42	45	6	9	10
Non-Economically Disadvantaged	--	NC	40295	--	NC	100	--	NC	513	--	NC	7	--	NC	13	--	NC	50	--	NC	30

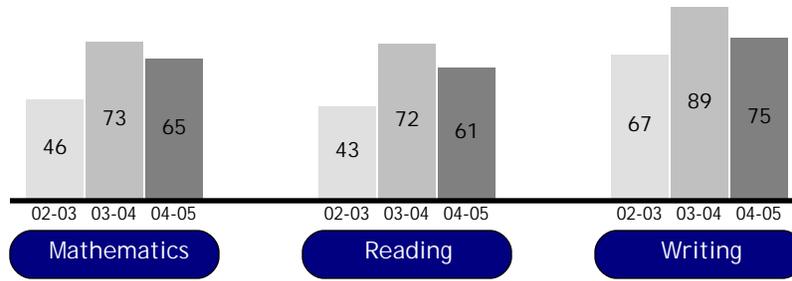
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	318	78908	100	0	99	462	462	484	14	15	10	41	36	23	43	46	58	3	3	9
All Students (Prior Year)	83	282	76020	100	100	100	495	494	503	38	40	25	13	20	23	44	32	40	6	7	12
Female	41	171	38648	100	0	99	469	469	489	8	10	8	39	34	22	47	52	61	5	4	10
Male	43	147	40233	100	0	99	455	454	479	19	21	12	43	39	25	38	38	55	0	2	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	82	292	31940	100	0	99	462	462	465	14	16	16	41	36	32	42	46	49	3	3	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	16	4569	--	0	100	--	450	457	--	13	18	--	53	39	--	33	41	--	0	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	13	40	10665	100	0	100	418	410	423	46	46	30	38	36	36	15	15	31	0	3	2
Students without Disabilities	71	278	68312	100	0	98	471	470	493	7	10	7	42	36	21	48	51	62	3	3	10
Limited English Proficient Students	51	203	12556	100	0	100	457	455	436	16	19	24	46	39	40	36	41	35	2	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	84	313	38662	100	0	96	462	465	468	14	15	16	41	37	32	43	46	49	3	3	3
Non-Economically Disadvantaged	--	NC	40315	--	NC	100	--	NC	498	--	NC	5	--	NC	15	--	NC	66	--	NC	14

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	83	313	78750	99	98	99	501	491	500	5	7	6	33	33	29	59	60	63	3	1	2
All Students (Prior Year)	82	280	75673	99	99	100	494	505	530	13	10	12	31	37	25	50	52	58	6	2	4
Female	41	169	38586	100	99	99	511	503	515	3	5	4	32	29	22	61	65	71	5	2	3
Male	42	144	40135	98	97	99	491	477	486	7	9	8	34	38	35	59	53	56	0	0	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	81	288	31841	99	99	99	502	492	483	5	6	8	31	32	36	61	60	55	3	1	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	16	4586	--	94	100	--	458	481	--	13	8	--	40	37	--	47	54	--	0	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	13	40	10622	100	98	100	448	411	415	15	23	21	77	59	50	8	18	28	0	0	1
Students without Disabilities	70	273	68196	99	98	98	511	504	513	3	4	3	24	29	25	70	66	69	3	1	3
Limited English Proficient Students	50	199	12504	98	98	100	493	484	451	7	8	12	33	36	44	58	55	43	2	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	83	309	38558	99	97	96	501	495	485	5	6	8	33	33	37	59	59	54	3	1	1
Non-Economically Disadvantaged	--	NC	40260	--	NC	100	--	NC	514	--	NC	3	--	NC	21	--	NC	72	--	NC	4

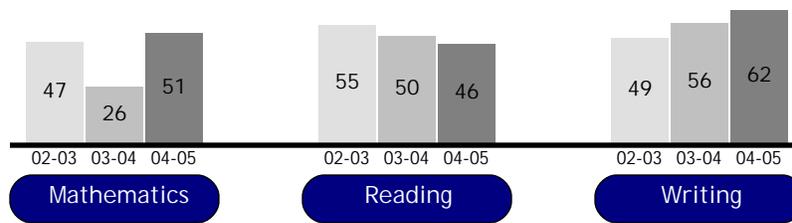
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2004-05

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	41	36	50	86	59	NA	58	96	37	33	47
	Language	99	38	33	43	86	56	47	50	96	49	43	47
	Mathematics	93	67	64	57	89	61	65	64	98	47	36	50
3	Reading	77	22	28	47	97	44	NA	55	100	38	33	44
	Language	78	44	42	54	97	62	59	61	100	41	37	44
	Mathematics	99	35	41	54	97	50	58	61	100	42	40	51
4	Reading	95	28	25	52	85	40	NA	56	99	37	36	48
	Language	94	42	33	48	95	47	38	52	99	42	38	49
	Mathematics	97	53	41	57	95	50	46	61	99	44	43	53
5	Reading	98	38	30	50	99	44	NA	55	100	39	36	50
	Language	100	43	33	46	100	42	35	49	100	42	39	50
	Mathematics	98	56	47	57	100	38	42	63	100	38	36	49

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)
- 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	1.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	18
Teachers with Emergency Certificaton.	9
Percent of teachers in the school with Emergency/Provisional Certification	32%
Percent of core classes not taught by Hightly Qualified Teachers	22%

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 2004-05

School Achievements/Accomplishments 2004-05

- ü During 2004-05 school year the percentage of students meeting or exceeding Standards scores increased by at least 5% in both reading and mathematics.
  
- ü Maintain 94.1% student attendance meeting our district/school goal.
  
- ü North Central Accreditation for the 3rd year with no violations  
 Yuma County Elementary Choir festival number I rating. Top 10 choir students to Yuma County Honor Choir - 5th year
  
- ü Through Reading First Grant  
 1st grade team ranked 2nd place statewide. 2nd grade team ranked 7th place statewide. 3rd grade ranked 4th place state wide out of 63 schools.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rate <sup>5</sup>	4	12	12	17
Transfers In Rate <sup>6</sup>	28	28	28	37
Stability Rate <sup>7</sup>	95	87	87	82
Promotion Rate <sup>8</sup>	88	96	95	81
Retention Rate <sup>9</sup>	10	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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 for school year 2004-05 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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Celine Fernandez	(928) 341-6305
Transportation Policy	Maria Villareal	(928) 341-6060
Community Resources	Maria P. Vasquez	(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](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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.