

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

School Overview

Principal/Administrator : Mrs. Maria P. Vasquez
 Schedule : 07:30 AM to 04:00 PM
 Grades : 1-5
 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)

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

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	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, 2005 School Year Student Enrollment : 382
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 35

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 AZ READS Reading First Recognition 2003-2006	2006

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	89	269	80010	97	96	99	411	414	447	20	25	10	40	31	18	39	42	53	NA	3	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	136	38935	100	99	99	419	416	447	11	22	9	43	30	19	46	45	55	NA	3	17
Male	43	133	40974	93	94	98	401	411	448	30	27	11	37	32	18	33	39	52	NA	2	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	88	251	34545	97	96	99	411	414	432	20	24	14	41	32	24	39	42	53	NA	2	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	10	3979	--	100	96	--	NA	424	--	NA	17	--	NA	30	--	NA	47	--	NA	6
White	NC	NC	35142	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	11	NC	NC	56	NC	NC	28
Students with Disabilities	NC	20	10161	NC	71	93	NC	387	419	NC	45	28	NC	35	28	NC	20	36	NC	NA	8
Students without Disabilities	84	249	69849	100	99	100	413	416	451	17	23	7	42	31	17	42	44	56	NA	3	19
Limited English Proficient Students	57	174	14013	95	95	97	403	407	413	26	30	24	44	32	34	30	36	39	NA	1	3
Migrant Students	25	75	603	100	97	96	402	410	417	24	28	22	52	32	32	24	37	42	NA	3	4
Economically Disadvantaged	80	232	39029	98	97	98	411	413	432	20	26	14	43	30	25	38	41	52	NA	3	9
Non-Economically Disadvantaged	NC	37	40981	NC	95	100	NC	416	462	NC	14	6	NC	38	13	NC	46	54	NC	3	27

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	86	264	79438	93	95	98	431	428	451	10	14	9	43	39	24	44	44	56	2	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	134	38775	98	97	99	446	437	457	4	10	7	36	37	22	56	50	58	4	4	13
Male	41	130	40560	89	92	97	414	419	446	17	19	12	51	41	25	32	38	54	NA	2	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	85	246	34297	93	94	98	431	429	434	11	13	14	44	40	31	44	45	50	2	2	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	10	3940	--	100	95	--	NA	429	--	NA	14	--	NA	36	--	NA	47	--	NA	3
White	NC	NC	34887	NC	NC	98	NC	NC	471	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	18
Students with Disabilities	NC	16	9588	NC	57	88	NC	383	416	NC	44	30	NC	38	32	NC	19	34	NC	NA	5
Students without Disabilities	83	248	69850	99	99	100	434	431	456	8	13	7	43	39	23	46	46	59	2	3	12
Limited English Proficient Students	54	169	13856	90	92	96	422	418	407	15	19	27	46	43	43	37	37	29	2	1	1
Migrant Students	24	74	600	96	96	96	432	429	418	8	14	22	42	35	38	46	49	39	4	3	2
Economically Disadvantaged	77	226	38685	94	94	97	431	428	435	12	16	14	42	37	32	44	44	50	3	3	5
Non-Economically Disadvantaged	NC	38	40753	NC	97	99	NC	430	467	NC	5	5	NC	47	16	NC	45	62	NC	3	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	86	268	79971	93	96	99	390	403	423	13	9	8	58	54	41	29	36	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	137	38974	100	99	99	415	417	437	4	5	5	52	50	33	43	44	57	NA	1	4
Male	40	131	40895	87	93	98	362	388	410	23	14	10	65	59	47	13	27	41	NA	NA	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	85	250	34481	93	96	99	390	404	410	13	9	10	58	53	46	29	37	43	NA	1	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	10	3995	--	100	96	--	NA	409	--	NA	10	--	NA	47	--	NA	42	--	NA	1
White	NC	NC	35150	NC	NC	99	NC	NC	437	NC	NC	5	NC	NC	35	NC	NC	56	NC	NC	5
Students with Disabilities	NC	19	10258	NC	68	94	NC	374	377	NC	16	23	NC	53	51	NC	32	25	NC	NA	1
Students without Disabilities	83	249	69713	99	99	100	393	405	429	12	9	5	58	54	39	30	36	52	NA	1	3
Limited English Proficient Students	54	174	13985	90	95	97	387	395	382	13	11	18	56	54	54	31	35	27	NA	NA	0
Migrant Students	24	74	608	96	96	97	382	401	389	17	9	16	54	54	50	29	36	33	NA	NA	0
Economically Disadvantaged	77	231	38994	94	96	98	390	400	409	12	10	10	61	56	47	27	33	41	NA	1	1
Non-Economically Disadvantaged	NC	37	40977	NC	95	100	NC	421	437	NC	5	5	NC	43	34	NC	51	56	NC	NA	5

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

4th 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	70	286	80147	96	95	99	467	461	482	17	14	11	20	29	17	46	47	49	17	10	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	131	39281	100	96	99	476	463	483	9	9	9	26	34	17	38	46	50	26	11	24
Male	36	155	40780	92	95	98	459	460	482	25	17	12	14	26	17	53	48	48	8	8	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	70	262	33494	96	96	99	467	463	466	17	13	15	20	28	23	46	48	49	17	11	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	16	4117	--	94	96	--	436	456	--	25	19	--	44	27	--	31	46	--	NA	8
White	--	NC	36122	--	NC	99	--	NC	501	--	NC	5	--	NC	10	--	NC	50	--	NC	35
Students with Disabilities	NC	26	10295	NC	68	92	NC	421	443	NC	46	33	NC	27	26	NC	27	33	NC	NA	8
Students without Disabilities	62	260	69852	98	99	100	472	464	488	13	10	7	23	30	16	45	49	51	19	11	26
Limited English Proficient Students	45	167	12722	94	95	97	449	449	441	27	19	27	18	34	33	49	43	37	7	5	3
Migrant Students	24	78	622	96	93	97	474	463	454	13	13	19	8	29	30	58	46	43	21	12	8
Economically Disadvantaged	64	247	38371	97	95	97	465	459	465	17	15	15	20	31	23	47	45	49	16	9	13
Non-Economically Disadvantaged	NC	39	41776	NC	95	100	NC	477	498	NC	5	6	NC	18	11	NC	62	49	NC	15	33

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	66	282	79686	90	94	98	462	451	470	9	15	11	33	40	24	55	43	57	3	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	128	39163	94	94	99	470	456	475	3	10	9	31	38	22	63	48	60	3	3	10
Male	34	154	40438	87	94	97	455	446	465	15	18	13	35	41	25	47	38	54	3	3	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	66	259	33299	90	95	98	462	451	452	9	15	17	33	39	32	55	43	47	3	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	15	4087	--	88	96	--	436	446	--	13	16	--	60	38	--	27	44	--	NA	2
White	--	NC	35914	--	NC	98	--	NC	489	--	NC	5	--	NC	15	--	NC	67	--	NC	14
Students with Disabilities	NC	22	9808	NC	58	87	NC	430	432	NC	23	35	NC	59	32	NC	18	30	NC	NA	3
Students without Disabilities	62	260	69878	98	99	100	462	452	475	10	14	8	32	38	23	55	45	61	3	3	9
Limited English Proficient Students	41	163	12594	85	93	96	445	435	422	12	20	34	44	51	45	44	29	21	NA	1	0
Migrant Students	22	76	611	88	90	95	470	451	439	5	14	22	27	42	39	64	37	37	5	7	2
Economically Disadvantaged	60	242	38095	91	93	97	460	449	452	8	15	17	35	41	32	53	40	48	3	3	3
Non-Economically Disadvantaged	NC	40	41591	NC	98	99	NC	461	486	NC	10	6	NC	33	16	NC	58	65	NC	NA	13

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	289	80372	92	96	99	480	467	475	1	4	4	25	35	30	73	61	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	130	39452	94	96	99	488	472	488	3	3	3	13	31	22	84	66	72	NA	NA	3
Male	35	159	40836	90	97	98	473	463	464	NA	4	6	37	39	37	63	57	56	NA	NA	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	67	264	33608	92	96	99	480	467	462	1	3	6	25	36	36	73	61	57	NA	NA	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	16	4128	--	94	97	--	459	464	--	6	4	--	31	39	--	63	56	--	NA	1
White	--	NC	36213	--	NC	99	--	NC	489	--	NC	2	--	NC	22	--	NC	72	--	NC	3
Students with Disabilities	NC	28	10526	NC	74	94	NC	415	427	NC	14	15	NC	54	53	NC	32	31	NC	NA	1
Students without Disabilities	63	261	69846	100	100	100	481	471	482	2	3	3	25	33	26	73	64	69	NA	NA	2
Limited English Proficient Students	42	168	12747	88	95	97	464	457	432	2	5	12	38	41	52	60	54	36	NA	NA	0
Migrant Students	22	79	621	88	94	97	485	470	452	NA	4	9	23	33	40	77	63	51	NA	NA	0
Economically Disadvantaged	60	249	38521	91	96	98	477	464	461	2	4	6	27	35	38	72	60	55	NA	NA	1
Non-Economically Disadvantaged	NC	40	41851	NC	98	100	NC	486	489	NC	NA	3	NC	35	22	NC	65	72	NC	NA	4

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	70	293	79306	100	95	99	469	483	504	24	19	13	39	29	20	34	43	49	3	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	151	38845	100	95	99	477	483	505	17	19	11	39	30	20	39	44	50	5	7	18
Male	29	142	40383	100	95	98	457	483	504	34	19	14	38	27	19	28	42	47	NA	11	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	69	275	32673	100	95	99	469	483	487	25	19	18	39	28	25	33	44	46	3	8	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	11	4034	--	85	97	--	472	479	--	18	22	--	36	29	--	45	43	--	NA	7
White	NC	NC	36234	NC	NC	99	NC	NC	523	NC	NC	6	NC	NC	13	NC	NC	52	NC	NC	28
Students with Disabilities	NC	27	10286	NC	73	91	NC	443	462	NC	48	41	NC	22	27	NC	30	27	NC	NA	5
Students without Disabilities	61	266	69020	100	98	100	474	486	510	20	16	9	39	30	18	38	45	52	3	10	21
Limited English Proficient Students	40	153	10291	100	94	96	455	464	458	33	30	38	45	34	34	23	35	26	NA	1	2
Migrant Students	25	89	630	96	91	95	471	484	478	20	19	24	40	27	27	36	45	43	4	9	6
Economically Disadvantaged	58	250	37437	98	94	97	466	480	486	26	20	19	38	30	26	34	42	46	2	8	9
Non-Economically Disadvantaged	12	43	41869	100	100	100	483	499	521	17	12	7	42	23	14	33	49	51	8	16	27

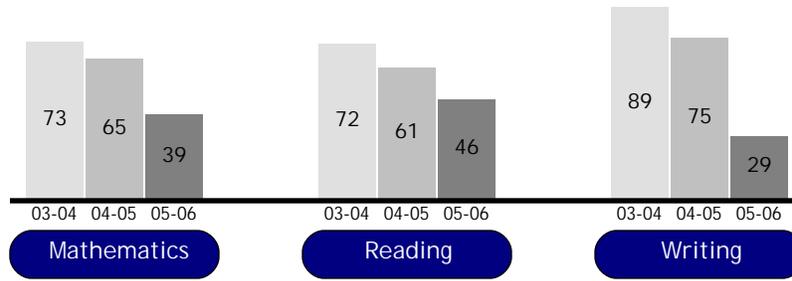
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	291	79000	100	94	98	467	469	489	13	14	10	41	38	24	46	46	58	NA	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	151	38774	100	95	99	473	475	494	10	11	7	39	40	22	51	47	61	NA	3	10
Male	29	140	40150	100	93	98	459	463	485	17	17	12	45	36	25	38	45	55	NA	1	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	69	272	32508	100	94	98	466	470	472	13	13	15	42	38	33	45	47	49	NA	2	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	12	4016	--	92	96	--	451	467	--	25	14	--	42	37	--	33	46	--	NA	2
White	NC	NC	36135	NC	NC	98	NC	NC	508	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	25	9991	NC	68	88	NC	425	449	NC	48	33	NC	32	36	NC	20	29	NC	NA	2
Students without Disabilities	61	266	69009	100	98	100	473	473	495	7	11	6	43	39	22	51	48	62	NA	2	10
Limited English Proficient Students	40	150	10199	100	92	95	448	448	439	20	23	35	58	51	47	23	26	18	NA	NA	0
Migrant Students	25	87	629	96	89	95	464	464	457	12	16	22	48	38	41	40	46	37	NA	NA	1
Economically Disadvantaged	58	248	37234	98	93	97	464	466	472	14	15	15	45	39	33	41	45	50	NA	1	3
Non-Economically Disadvantaged	12	43	41766	100	100	99	483	489	505	8	7	5	25	33	16	67	51	65	NA	9	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	70	301	79611	100	97	99	493	493	496	3	5	7	46	40	37	51	55	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	157	39016	100	99	99	505	507	511	2	4	4	39	31	29	59	66	66	NA	NA	1
Male	29	144	40519	100	96	98	477	478	482	3	6	10	55	50	44	41	44	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	69	280	32855	100	97	99	493	494	481	3	5	10	46	40	43	51	55	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	13	3992	--	100	96	--	479	478	--	8	10	--	46	46	--	46	44	--	NA	0
White	NC	NC	36380	NC	NC	99	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1
Students with Disabilities	NC	29	10664	NC	78	94	NC	421	440	NC	24	23	NC	59	54	NC	17	22	NC	NA	1
Students without Disabilities	61	272	68947	100	100	100	499	499	504	2	3	4	43	38	34	56	59	61	NA	NA	1
Limited English Proficient Students	40	156	10362	100	96	97	478	471	438	5	8	22	55	54	57	40	38	21	NA	NA	NA
Migrant Students	25	90	636	96	92	96	499	485	467	NA	7	14	52	47	47	48	47	38	NA	NA	0
Economically Disadvantaged	58	257	37626	98	96	98	490	490	479	3	5	10	48	42	45	48	52	45	NA	NA	0
Non-Economically Disadvantaged	12	44	41985	100	100	100	509	509	511	NA	2	4	33	25	30	67	73	65	NA	NA	1

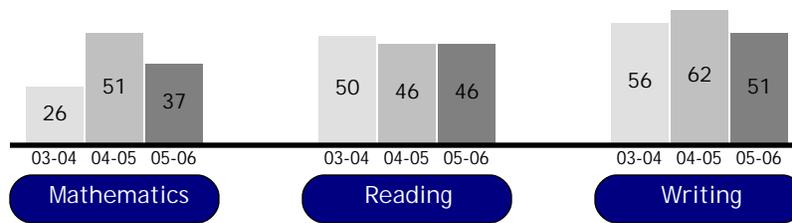
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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.

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?	Y
	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
2	Reading	86	59	NA	58	96	37	33	47	95	39	34	46
	Language	86	56	47	50	96	49	43	47	95	56	50	48
	Mathematics	89	61	65	64	98	47	36	50	95	50	39	52
3	Reading	97	44	NA	55	100	38	33	44	95	28	27	46
	Language	97	62	59	61	100	41	37	44	95	37	35	46
	Mathematics	97	50	58	61	100	42	40	51	97	27	27	52
4	Reading	85	40	NA	56	99	37	36	48	92	43	37	52
	Language	95	47	38	52	99	42	38	49	92	48	39	52
	Mathematics	95	50	46	61	99	44	43	53	97	48	43	58
5	Reading	99	44	NA	55	100	39	36	50	100	35	39	56
	Language	100	42	35	49	100	42	39	50	100	39	39	54
	Mathematics	100	38	42	63	100	38	36	49	100	30	35	52

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/

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 Certification.	8
Percent of teachers in the school with Emergency/Provisional Certification	29%
Percent of core classes not taught by Highly 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
- Ü Folkloric Group dancers
- Ü Walking Club

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü During 2005-06 school year the percentage of students meeting or exceeding Standards scores increased by at least 5% in both reading and mathematics.

- ü Maintain 94% student attendance

- ü North Central Accreditation for the 4th year with no violations.

- ü Top 16 choir students to Yuma County Honor Choir - 6th year
 At the String Thing, 1 ensemble received a superior rating. There were 6 soloists. Four received gold medals, 1 a silver, and 1 a bronze.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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	Maria P. Vasquez	(928) 341-6305
Transportation Policy	Maria Villareal	(928) 341-6060
Community Resources	Maria Retiz	(928) 341-6305
School Nutrition Programs	Amelia Rodriguez	(928) 341-6120
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.

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.

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 403 Copies = \$157.00

** 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.