

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1002 South Somerton Ave, Somerton, AZ 85350

Somerton Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Underperforming
2001-02	Improving

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

### School Overview

Principal/Administrator : Mrs. Veronica M. Lopez  
 Schedule : 7:30 AM to 4:00 PM  
 Grades : K-5  
 2004 Enrollment : 795  
 Web Address : [www.somerton.k12.az.us/TDS/Index.html](http://www.somerton.k12.az.us/TDS/Index.html)  
 Phone Number : (928) 341-6400  
 Fax Number :  
 E-mail : [vrolopez@somerton.k12.az.us](mailto:vrolopez@somerton.k12.az.us)

### Mission

Our mission is to be an exemplary provider of superior educational services and programs in a safe and nurturing environment; to work as a team that consistently shares, cares and dares to achieve extraordinary levels of teaching and learning.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2003-04	Year 1
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 Seven percent of the third and fifth grade students will move to the next FAME proficiency level with a focus on reading comprehension and vocabulary skills.
- ü Seven percent of third and fifth grade students will move to the next FAME proficiency level in writing with a focus on the Six-Traits.
- ü Seven percent of the third and fifth grade students will move to the next FAME proficiency level with a focus on math problem solving.

### Enrollment

October 1, 2003 School Year Student Enrollment : 770  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 26

Instructional Programs

- ü Reading First School
- ü Full Day Kindergarten Program
- ü Schoolwide Title I Program
- ü Schoolwide Title III Program
- ü Schoolwide PDCA Instructional Cycle
- ü Reading First After-School Intervention
- ü Fine Arts Program
- ü Cocopah Education Services

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/16/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

TDS has the responsibility of providing a sound educational setting that enhances high expectations and relevant instruction in a learning atmosphere that allows collaboration, choices, meaningful content, adequate time and mastery.

Parents

Parent responsibilities are to actively participate in the learning lives of their students; act in a partnership with the school to provide positive support regarding student attendance, assignments and foster respect for the school rules.

Transportation Policy

The Somerton School District Transportation Policy allows for bus service to students who live one mile or more from school. Special Education students are accommodated according to their IEPs.

School Honors

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

Award/Honor	Year
ü First Place in Somerton Days Parade	2004

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	135	280	75509	99	98	100	503	504	521	27	20	13	24	26	23	27	38	33	22	16	31
All Students (Prior Year)	140	275	75372	100	100	100	508	507	523	15	14	9	26	24	25	43	45	36	15	16	30
Female	67	138	37013	97	97	100	492	506	522	26	17	12	26	19	24	37	50	33	11	14	31
Male	68	142	38430	100	99	99	515	503	521	28	23	14	22	32	22	17	27	33	33	18	31
African American	--	NC	3660	--	NC	99	--	NC	496	--	NC	24	--	NC	31	--	NC	28	--	NC	18
Hispanic	129	266	30486	98	98	99	507	505	505	26	21	18	24	23	29	26	39	32	24	17	21
Asian/Pacific Islander	--	--	1780	--	--	98	--	--	549	--	--	5	--	--	13	--	--	33	--	--	50
American Indian/Alaskan Native	NC	11	4075	NC	100	100	NC	483	486	NC	13	28	NC	63	34	NC	25	26	NC	0	12
White	--	NC	35192	--	NC	99	--	NC	534	--	NC	8	--	NC	19	--	NC	35	--	NC	39
Students with Disabilities	14	26	9708	100	96	100	NA	452	489	NA	67	32	NA	33	27	NA	0	24	NA	0	17
Students without Disabilities	121	254	65801	98	98	98	503	506	525	27	18	11	24	25	23	27	40	34	22	17	33
Limited English Proficient Students	95	192	16928	96	96	100	NA	448	485	NA	100	29	NA	0	33	NA	0	26	NA	0	12
Migrant Students	36	83	750				495	488	499	29	38	21	29	15	29	14	31	30	29	15	20
Economically Disadvantaged	133	271	36411				505	506	503	25	18	19	25	27	29	28	39	32	22	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	135	281	75492	99	99	100	508	514	519	8	9	12	43	28	16	32	42	47	16	20	24
All Students (Prior Year)	140	276	75221	100	100	100	503	508	523	13	13	8	26	23	16	57	55	56	4	9	21
Female	67	139	37014	97	98	100	507	519	523	11	7	10	47	29	15	21	38	48	21	26	27
Male	68	142	38400	100	99	99	510	510	516	6	12	14	39	28	17	44	47	47	11	14	21
African American	--	NC	3665	--	NC	99	--	NC	505	--	NC	20	--	NC	22	--	NC	43	--	NC	14
Hispanic	129	267	30438	98	99	99	509	513	508	9	11	17	44	30	21	29	42	47	18	18	15
Asian/Pacific Islander	--	--	1773	--	--	98	--	--	534	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	NC	11	4081	NC	100	100	NC	520	498	NC	0	25	NC	25	26	NC	50	40	NC	25	8
White	--	NC	35177	--	NC	99	--	NC	528	--	NC	8	--	NC	13	--	NC	49	--	NC	31
Students with Disabilities	14	26	9707	100	96	100	NA	473	495	NA	50	33	NA	50	21	NA	0	33	NA	0	13
Students without Disabilities	121	255	65785	98	99	98	508	515	522	8	8	10	43	28	16	32	43	49	16	20	26
Limited English Proficient Students	95	193	16905	96	96	100	NA	448	489	NA	100	34	NA	0	28	NA	0	32	NA	0	6
Migrant Students	36	82	763				499	496	499	14	25	21	57	33	30	14	33	40	14	8	8
Economically Disadvantaged	133	271	36302				509	515	507	8	9	18	42	28	21	33	43	46	17	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	134	277	75053	98	97	99	592	615	597	3	5	7	19	13	12	70	69	72	8	13	9
All Students (Prior Year)	133	268	73654	98	99	99	509	511	530	13	15	9	33	27	13	51	55	70	2	3	7
Female	66	134	36872	96	94	99	596	638	621	0	5	5	21	12	9	68	62	74	11	21	12
Male	68	143	38109	100	100	99	587	593	573	6	5	10	17	14	14	72	77	69	6	5	6
African American	--	NC	3636	--	NC	99	--	NC	568	--	NC	12	--	NC	16	--	NC	67	--	NC	6
Hispanic	128	263	30235	98	97	98	592	627	575	3	4	9	18	11	14	71	70	70	9	15	6
Asian/Pacific Islander	--	--	1768	--	--	98	--	--	651	--	--	3	--	--	5	--	--	72	--	--	19
American Indian/Alaskan Native	NC	11	4044	NC	100	99	NC	527	550	NC	13	13	NC	25	17	NC	63	66	NC	0	4
White	--	NC	35028	--	NC	99	--	NC	613	--	NC	6	--	NC	10	--	NC	73	--	NC	11
Students with Disabilities	14	26	9625	100	96	100	NA	576	530	NA	0	21	NA	50	21	NA	50	55	NA	0	4
Students without Disabilities	120	251	65428	98	97	98	592	616	604	3	5	6	19	12	11	70	70	73	8	13	10
Limited English Proficient Students	94	189	16765	95	94	100	NA	483	525	NA	0	17	NA	100	20	NA	0	60	NA	0	2
Migrant Students	36	81	752				536	588	562	14	8	9	29	25	18	57	50	68	0	17	5
Economically Disadvantaged	132	269	36077				589	612	566	3	5	10	19	13	16	69	70	69	8	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	133	282	76019	99	100	100	474	480	499	26	21	14	43	45	39	15	14	14	17	20	33
All Students (Prior Year)	143	275	76230	100	100	100	479	482	498	19	17	12	51	49	38	11	12	12	18	22	37
Female	64	144	37207	98	100	100	485	490	499	25	18	12	33	38	41	16	16	14	25	28	33
Male	69	138	38677	99	99	100	464	468	498	27	25	15	52	52	38	13	12	13	8	12	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	125	267	29458	98	100	100	472	479	480	27	22	20	43	44	48	16	15	12	15	19	20
Asian/Pacific Islander	--	--	1673	--	--	99	--	--	531	--	--	4	--	--	29	--	--	14	--	--	53
American Indian/Alaskan Native	NC	11	4735	NC	100	100	NC	489	466	NC	20	28	NC	40	49	NC	0	10	NC	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	16	37	9786	89	97	100	434	431	457	50	54	39	25	31	40	25	15	7	0	0	13
Students without Disabilities	117	245	66233	100	100	99	477	484	503	24	19	11	44	46	39	14	14	14	18	22	35
Limited English Proficient Students	88	205	15206	95	98	100	463	469	459	31	27	31	46	47	53	10	10	7	14	16	9
Migrant Students	53	102	745				471	471	473	18	18	22	58	59	53	11	13	11	13	11	15
Economically Disadvantaged	133	281	35714				474	480	480	26	21	20	43	45	47	15	14	12	17	20	20
Non-Economically Disadvantaged	--	NC	40266				--	NC	513	--	NC	9	--	NC	33	--	NC	15	--	NC	43

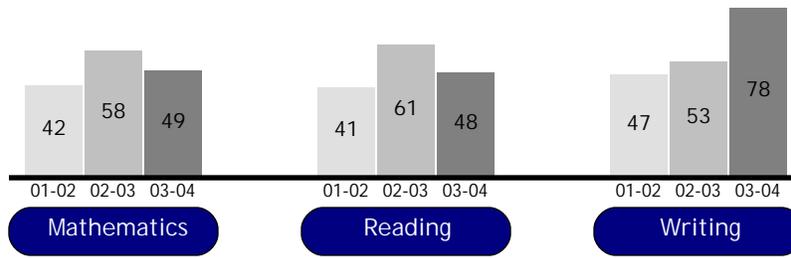
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	133	282	76020	99	100	100	492	494	503	45	40	25	21	20	23	25	32	40	8	7	12
All Students (Prior Year)	143	275	76202	100	100	100	495	496	505	26	24	19	33	33	24	36	39	46	4	4	11
Female	64	144	37213	98	100	100	500	499	504	37	35	22	22	20	23	27	36	42	14	9	13
Male	69	138	38666	99	99	100	484	488	501	54	46	29	21	21	22	23	28	38	2	4	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	125	267	29442	98	100	99	492	494	494	47	42	37	21	19	26	24	31	31	9	8	6
Asian/Pacific Islander	--	--	1672	--	--	99	--	--	513	--	--	12	--	--	19	--	--	49	--	--	20
American Indian/Alaskan Native	NC	11	4735	NC	100	100	NC	495	489	NC	20	48	NC	40	25	NC	40	24	NC	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	16	37	9784	89	97	100	470	472	485	100	100	58	0	0	19	0	0	19	0	0	4
Students without Disabilities	117	245	66236	100	100	99	493	495	504	43	38	23	22	21	23	26	34	42	8	7	13
Limited English Proficient Students	88	205	15198	95	98	100	486	487	483	54	52	59	25	23	25	16	21	14	5	4	1
Migrant Students	53	102	743				491	491	488	45	45	50	29	30	28	18	19	19	8	6	3
Economically Disadvantaged	133	281	35703				492	494	494	45	40	37	21	20	26	25	32	31	8	7	6
Non-Economically Disadvantaged	--	NC	40274				--	NC	509	--	NC	17	--	NC	20	--	NC	47	--	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	132	280	75673	98	99	100	500	505	530	12	10	12	39	37	25	46	52	58	2	2	4
All Students (Prior Year)	142	273	74692	100	99	99	491	490	502	24	22	18	32	34	27	37	39	47	6	5	8
Female	64	144	37099	98	100	100	519	514	548	6	7	8	37	34	22	53	56	64	4	3	6
Male	68	136	38441	97	98	99	480	493	513	19	13	16	42	40	29	40	47	52	0	0	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	125	266	29305	98	99	99	499	504	507	13	10	16	39	36	31	46	52	51	2	2	2
Asian/Pacific Islander	--	--	1665	--	--	99	--	--	573	--	--	6	--	--	16	--	--	67	--	--	10
American Indian/Alaskan Native	NC	10	4707	NC	91	100	NC	496	492	NC	0	19	NC	50	33	NC	50	46	NC	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	15	36	9706	83	95	100	434	439	462	50	40	36	25	40	32	25	20	31	0	0	1
Students without Disabilities	117	244	65967	100	100	99	503	507	536	11	9	10	40	36	25	47	53	60	2	2	5
Limited English Proficient Students	88	204	15115	95	97	100	480	486	471	14	12	26	47	47	38	39	41	35	0	0	1
Migrant Students	53	102	738				487	491	488	13	12	23	45	44	33	42	44	43	0	0	1
Economically Disadvantaged	132	279	35541				500	505	504	12	10	17	39	37	31	46	52	50	2	2	2
Non-Economically Disadvantaged	--	NC	40091				--	NC	550	--	NC	9	--	NC	21	--	NC	64	--	NC	6

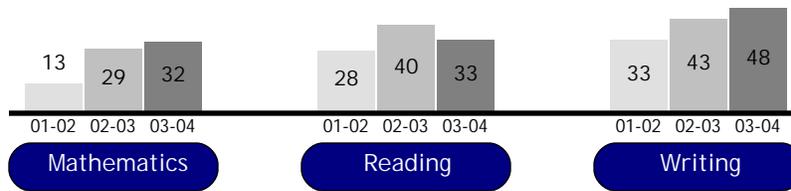
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

The school or district had an attendance rate of at least 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](http://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	98	33	40	44	97	25	36	50	96	50	NA	58
	Language	99	24	36	39	96	15	33	43	99	37	47	50
	Mathematics	98	69	70	52	99	54	64	57	99	66	65	64
3	Reading	100	16	21	43	96	23	28	47	93	44	NA	55
	Language	100	26	36	50	99	33	42	54	94	46	59	61
	Mathematics	98	31	40	50	97	34	41	54	94	44	58	61
4	Reading	100	23	26	47	93	20	25	52	99	30	NA	56
	Language	100	26	32	45	93	25	33	48	99	33	38	52
	Mathematics	100	39	43	52	98	26	41	57	99	41	46	61
5	Reading	100	20	30	46	91	29	30	50	96	28	NA	55
	Language	100	21	32	43	95	30	33	46	96	28	35	49
	Mathematics	100	36	44	54	99	47	47	57	97	37	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

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

Council Duties

- Ü Development of Educational Goals
- Ü Development of Parent/Student Handbook
- Ü Volunteer Programs - School-Based
- Ü Extracurricular Activities/Fund Raisers
- Ü Community/School Relations
- Ü School Safety Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	39.00
Other Professional Staff	3.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	5	0	0
4 to 6 years	3	4	0	0
7 to 9 years	1	4	0	0
10 or more years	8	4	0	0

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 35
- Core academic classes taught by Highly Qualified (NCLB) teachers. 99
- Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Resource Center/Professional Library

Extracurricular Activities

- Ü Current Events
- Ü Kid's Kourt - Peer Mediation
- Ü Sunshine Singers
- Ü Math Counts
- Ü TDS Girl Scout Club
- Ü Flame Club (extracurricular/homework)

Social Services

- Ü Free/Reduced Breakfast and Lunch
- Ü Community Classes/Parenting Classes/GED
- Ü Volunteer Program for TDS
- Ü The Sovereign Nation of the Cocopahs
- Ü ESL Courses for Parents

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Through the implementation of a school wide attendance/honor roll incentive program, student absences have decreased and students have improved their academic performance.
  
- ü Thirty-five fifth grades students were honored with the National President's Award for Educational Achievement.
  
- ü After-School Alliance program was awarded first place in Somerton Day Parade.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	9	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	36	17
Grades 3-4	72	57
Grades 4-5	82	76

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

A school-wide behavior plan developed by parents and school staff, makes TDS a safe environment for all students. In cooperation with with the UA Cooperative Extension, TDS staff promotes health and nutrition through reading and physical activities.

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) :

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.

Contacts

	Name	Phone Number
School Site Council	Veronica M. Lopez	(928) 341-6405
Transportation Policy	Maria Villareal	(928) 341-6060
Community Resources	Rose Arevalo	(928) 341-6003
School Nutrition Programs	Paul Filby	(928) 341-6423
Parent Organization	Maria P. Vasquez	(928) 341-6406
Student Health/Nurse	Emma Rubio	(928) 341-6415

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.

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](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. 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](http://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](http://www.ade.az.gov/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 30 Copies = \$11.00

\*\* 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.