



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

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

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

### School Overview

Principal/Administrator : Mrs. Veronica M. Lopez  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 1-5  
 2005 Enrollment : 738  
 Web Address : www.somerton.k12.az.us/TDS/Index.html  
 Phone Number : (928) 341-6400  
 Fax Number : (928) 341-6490  
 E-mail : 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)

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

#### School Improvement Status (b)

2004-05	SI Year 1
2003-04	Year 1
2002-03	N/A

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

### School / Academic Goals

- ü Eighty-five percent of the first graders will be at benchmark at winter DIBELS assessment. Sixty percent of second through fifth grade students will be at reading benchmark at DIBELS winter benchmark.
- 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, 2004 School Year Student Enrollment : 806  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

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

Calendar Information

Number of Instruction Days :	183
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	9/6/2005
Last Day of School :	6/22/2006

Shared Responsibilities

School

TDS has the responsibility of providing a sound and safe educational setting. We must plan educational goals that are reflective of the AZ state standards and must present lessons with 21st century instructional practices. We must respect the role of our parents/guardians and continuously have clear and frequent communication with the parents. We must respect our communities culture and our students as individuals. We must be a community of educational support to our students.

Parents

The parent's responsibilities are to have high expectations for their child as an individual. Help their child to attend school and be on time. Find a quiet place for schoolwork and make sure work is done. Help their child learn to resolve conflicts in positive ways. Communicate and work with teachers and school staff to support and challenge their child. Respect school staff and cultural differences of others.

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
• 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	155	295	79306	100	100	99	400	417	445	19	16	10	32	27	18	44	48	51	5	9	20
All Students (Prior Year)	135	280	75509	99	98	100	503	504	521	27	20	13	24	26	23	27	38	33	22	16	31
Female	68	139	38691	100	100	99	407	424	446	21	15	10	31	26	18	43	50	52	5	10	20
Male	86	155	40583	100	100	99	395	410	445	18	18	11	32	28	18	45	46	50	5	7	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	136	267	32869	100	100	99	398	417	429	19	16	15	32	27	25	43	48	51	6	9	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	13	18	4264	100	100	100	419	418	419	18	21	19	36	29	30	45	50	45	0	0	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	17	34	10321	100	100	100	226	306	389	25	35	30	63	45	27	13	19	34	0	0	9
Students without Disabilities	138	261	69060	100	100	98	424	432	454	18	14	7	28	25	17	48	52	54	6	10	22
Limited English Proficient Students	95	198	15509	100	100	100	381	408	406	20	17	20	37	31	30	41	44	45	2	7	5
Migrant Students	NC	NC	118	NC	NC	NA	NC	NC	419	NC	NC	25	NC	NC	21	NC	NC	50	NC	NC	3
Economically Disadvantaged	144	284	39415	94	97	96	423	429	431	18	16	15	30	26	25	46	49	50	6	9	10
Non-Economically Disadvantaged	11	11	39966	0	0	100	0	0	459	43	43	6	57	57	12	0	0	52	0	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	154	294	79395	100	0	99	398	418	446	14	13	9	51	43	25	34	41	55	2	4	11
All Students (Prior Year)	135	281	75492	99	99	100	508	514	519	8	9	12	43	28	16	32	42	47	16	20	24
Female	67	138	38743	99	0	100	405	426	451	18	12	7	49	40	24	30	43	57	4	6	12
Male	86	155	40618	100	0	99	393	410	440	11	13	11	53	46	27	36	39	53	0	2	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	135	266	32915	100	0	99	395	418	426	14	12	15	52	43	35	32	41	47	2	4	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	47	--	--	19
American Indian/Alaskan Native	13	18	4271	100	0	100	418	416	420	18	21	15	36	43	42	45	36	41	0	0	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	17	34	10331	100	0	100	226	305	388	25	35	25	56	48	37	19	16	34	0	0	4
Students without Disabilities	137	260	69139	100	0	99	422	433	454	12	9	7	50	42	24	36	44	58	2	4	11
Limited English Proficient Students	94	197	15545	100	0	100	375	406	399	18	15	21	59	47	42	24	36	35	0	2	1
Migrant Students	NC	NC	120	NC	NC	NA	NC	NC	414	NC	NC	20	NC	NC	45	NC	NC	35	NC	NC	0
Economically Disadvantaged	143	283	39484	93	0	96	421	429	429	14	13	14	50	42	35	35	41	47	2	4	4
Non-Economically Disadvantaged	11	11	39986	0	0	100	0	0	461	14	14	4	71	71	16	14	14	63	0	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	148	285	78869	97	97	99	411	423	442	4	4	6	26	26	21	68	67	63	2	2	10
All Students (Prior Year)	134	277	75053	98	97	99	592	615	597	3	5	7	19	13	12	70	69	72	8	13	9
Female	65	135	38536	96	97	99	417	434	458	2	3	4	29	24	15	65	69	67	4	4	14
Male	83	150	40302	98	97	99	405	412	428	5	5	8	23	28	26	70	66	60	1	1	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	130	259	32606	96	97	98	407	422	426	4	4	8	24	26	27	69	68	60	3	3	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	12	17	4245	100	100	100	430	432	423	0	0	9	45	43	26	55	57	61	0	0	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	17	34	10246	100	100	100	222	293	367	6	13	18	50	48	39	44	39	40	0	0	4
Students without Disabilities	131	251	68697	96	96	98	438	441	454	4	3	4	22	23	18	71	71	67	3	3	11
Limited English Proficient Students	91	192	15339	98	98	100	388	411	399	6	5	11	23	27	31	68	65	54	3	2	3
Migrant Students	NC	NC	119	NC	NC	NA	NC	NC	402	NC	NC	16	NC	NC	30	NC	NC	53	NC	NC	1
Economically Disadvantaged	139	275	39106	91	94	95	434	435	427	3	4	8	26	26	28	69	68	59	2	2	5
Non-Economically Disadvantaged	NC	10	39837	NC	0	100	NC	0	457	NC	14	4	NC	29	14	NC	57	67	NC	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	155	318	78906	99	100	99	478	478	498	21	19	13	28	30	19	38	42	48	13	9	20
All Students (Prior Year)	133	282	76019	99	100	100	474	480	499	26	21	14	43	45	39	15	14	14	17	20	33
Female	83	171	38644	99	100	99	482	483	500	17	15	12	25	26	19	47	50	49	11	8	19
Male	72	147	40236	99	99	99	472	472	497	25	24	15	31	34	19	28	33	46	16	10	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	142	292	31938	99	100	99	478	479	481	19	17	19	28	30	25	40	43	46	13	9	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	16	4593	NC	94	100	NC	448	467	NC	47	26	NC	27	29	NC	27	39	NC	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	21	40	10664	95	98	100	397	418	430	55	62	42	35	28	27	0	5	26	10	5	5
Students without Disabilities	134	278	68310	99	100	98	491	488	509	15	13	9	27	30	18	45	48	51	14	10	22
Limited English Proficient Students	100	203	12573	98	100	100	470	474	454	24	21	27	28	30	30	38	42	38	10	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	151	313	38679	96	98	96	485	481	483	20	19	20	28	30	25	38	42	45	14	9	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	30

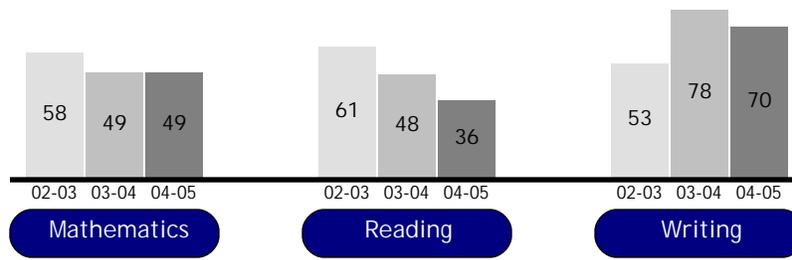
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	155	318	78908	99	0	99	460	462	484	19	15	10	29	36	23	48	46	58	4	3	9
All Students (Prior Year)	133	282	76020	99	100	100	492	494	503	45	40	25	21	20	23	25	32	40	8	7	12
Female	83	171	38648	99	0	99	466	469	489	15	10	8	25	34	22	56	52	61	4	4	10
Male	72	147	40233	99	0	99	453	454	479	25	21	12	34	39	25	38	38	55	3	2	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	142	292	31940	99	0	99	460	462	465	19	16	16	29	36	32	48	46	49	4	3	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	16	4569	NC	0	100	NC	450	457	NC	13	18	NC	53	39	NC	33	41	NC	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	21	40	10665	95	0	100	387	410	423	60	46	30	25	36	36	10	15	31	5	3	2
Students without Disabilities	134	278	68312	99	0	98	473	470	493	12	10	7	30	36	21	54	51	62	3	3	10
Limited English Proficient Students	100	203	12556	98	0	100	448	455	436	24	19	24	31	39	40	44	41	35	1	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	151	313	38662	96	0	96	467	465	468	19	15	16	30	37	32	47	46	49	4	3	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	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	154	313	78750	98	98	99	485	491	500	9	7	6	32	33	29	59	60	63	1	1	2
All Students (Prior Year)	132	280	75673	98	99	100	500	505	530	12	10	12	39	37	25	46	52	58	2	2	4
Female	83	169	38586	99	99	99	496	503	515	7	5	4	29	29	22	63	65	71	1	2	3
Male	71	144	40135	97	97	99	472	477	486	11	9	8	34	38	35	54	53	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	141	288	31841	99	99	99	486	492	483	9	6	8	30	32	36	60	60	55	1	1	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	16	4586	NC	94	100	NC	458	481	NC	13	8	NC	40	37	NC	47	54	NC	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	21	40	10622	95	98	100	373	411	415	35	23	21	45	59	50	20	18	28	0	0	1
Students without Disabilities	133	273	68196	99	98	98	505	504	513	4	4	3	29	29	25	66	66	69	1	1	3
Limited English Proficient Students	100	199	12504	98	98	100	472	484	451	12	8	12	35	36	44	53	55	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	151	309	38558	96	97	96	492	495	485	8	6	8	32	33	37	59	59	54	1	1	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	4

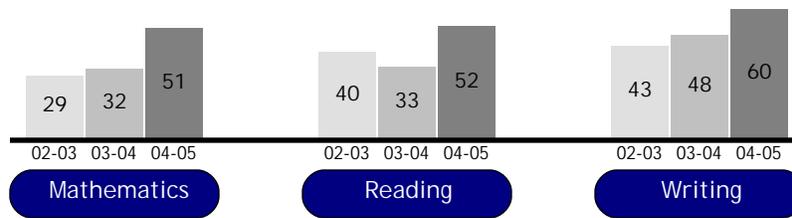
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	25	36	50	96	50	NA	58	100	30	33	47
	Language	96	15	33	43	99	37	47	50	100	37	43	47
	Mathematics	99	54	64	57	99	66	65	64	100	27	36	50
3	Reading	96	23	28	47	93	44	NA	55	96	29	33	44
	Language	99	33	42	54	94	46	59	61	96	34	37	44
	Mathematics	97	34	41	54	94	44	58	61	97	38	40	51
4	Reading	93	20	25	52	99	30	NA	56	98	33	36	48
	Language	93	25	33	48	99	33	38	52	98	35	38	49
	Mathematics	98	26	41	57	99	41	46	61	97	37	43	53
5	Reading	91	29	30	50	96	28	NA	55	97	36	36	50
	Language	95	30	33	46	96	28	35	49	97	39	39	50
	Mathematics	99	47	47	57	97	37	42	63	97	37	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

Council Duties

2 School Administrator(s)	Ü Development of Educational Goals
2 Non-certified Employee(s)	Ü Development of Parent/Student Handbook
8 Teacher(s)	Ü Volunteer Programs - School-Based
5 Parent(s)	Ü Extracurricular Activities/Fund Raisers
2 Community Member(s)	Ü Community/School Relations
0 Student(s)	Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	42.00
Other Professional Staff	2.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

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) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	7%

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 Odyssey of the Mind

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

School Achievements/Accomplishments 2004-05

- 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 Twenty-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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	7	12	12	17
Transfers In Rate <sup>6</sup>	31	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	3	0	1	6
Status Unknown <sup>11</sup>	1	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

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 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	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	Catalina Medina	(928) 341-6400
Student Health/Nurse	Margarita Caballero	(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.

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.