



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 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. Veronica M. Lopez
Schedule : 07:30 AM to 04:00 PM
Grades : 1-5
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 provided 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)

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

School Improvement Status (b)

2005-06 SI Year 1
2004-05 SI Year 1
2003-04 Year 1

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

School / Academic Goals

- Eighty-five percent of the first and third graders will be at benchmark at spring DIBELS assessment.
Sixty percent of fourth through fifth grade students will be at reading benchmark at DIBELS winter benchmark.
53.3% of third grade students will meet and exceed reading proficiency, 43.3% meet and exceed math proficiency and 50% of meet and exceed writing proficiency.
45% of third grade students will meet and exceed reading proficiency, 54% meet and exceed math proficiency and 50% of meet and exceed writing proficiency.
43.3% of third grade students will meet and exceed reading proficiency, 33.3% meet and exceed math proficiency and 50% of meet and exceed writing proficiency.

Enrollment

October 1, 2005 School Year Student Enrollment : 729
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Reading First School
- Schoolwide Title I Program
- Reading First After-School Intervention
- PBISAz
- 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
• Who is Who of American Teachers	2006
• County Special Teacher of the Year	2006
• Site Teacher of the Year	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	124	269	80010	95	96	99	412	414	447	27	25	10	28	31	18	44	42	53	1	3	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	136	38935	97	99	99	408	416	447	32	22	9	27	30	19	42	45	55	NA	3	17
Male	64	133	40974	94	94	98	415	411	448	23	27	11	30	32	18	45	39	52	2	2	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	115	251	34545	95	96	99	413	414	432	25	24	14	30	32	24	44	42	53	1	2	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	NC	10	3979	NC	100	96	NC	NA	424	NC	NA	17	NC	NA	30	NC	NA	47	NC	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	12	20	10161	71	71	93	398	387	419	25	45	28	42	35	28	33	20	36	NA	NA	8
Students without Disabilities	112	249	69849	99	99	100	413	416	451	28	23	7	27	31	17	45	44	56	1	3	19
Limited English Proficient Students	79	174	14013	94	95	97	407	407	413	33	30	24	27	32	34	41	36	39	NA	1	3
Migrant Students	35	75	603	97	97	96	411	410	417	29	28	22	23	32	32	49	37	42	NA	3	4
Economically Disadvantaged	99	232	39029	95	97	98	410	413	432	31	26	14	23	30	25	45	41	52	NA	3	9
Non-Economically Disadvantaged	25	37	40981	96	95	100	417	416	462	12	14	6	48	38	13	36	46	54	4	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	122	264	79438	94	95	98	426	428	451	16	14	9	37	39	24	45	44	56	2	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	134	38775	95	97	99	428	437	457	14	10	7	37	37	22	47	50	58	2	4	13
Male	63	130	40560	93	92	97	423	419	446	19	19	12	37	41	25	43	38	54	2	2	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	113	246	34297	93	94	98	428	429	434	14	13	14	38	40	31	46	45	50	2	2	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	NC	10	3940	NC	100	95	NC	NA	429	NC	NA	14	NC	NA	36	NC	NA	47	NC	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	10	16	9588	59	57	88	NA	383	416	NA	44	30	NA	38	32	NA	19	34	NA	NA	5
Students without Disabilities	112	248	69850	99	99	100	428	431	456	15	13	7	37	39	23	46	46	59	2	3	12
Limited English Proficient Students	77	169	13856	92	92	96	418	418	407	21	19	27	39	43	43	40	37	29	NA	1	1
Migrant Students	35	74	600	97	96	96	427	429	418	17	14	22	29	35	38	51	49	39	3	3	2
Economically Disadvantaged	96	226	38685	92	94	97	425	428	435	19	16	14	34	37	32	46	44	50	1	3	5
Non-Economically Disadvantaged	26	38	40753	100	97	99	428	430	467	8	5	5	46	47	16	42	45	62	4	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	126	268	79971	97	96	99	413	403	423	5	9	8	56	54	41	40	36	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	137	38974	98	99	99	417	417	437	3	5	5	54	50	33	43	44	57	NA	1	4
Male	65	131	40895	96	93	98	409	388	410	6	14	10	57	59	47	37	27	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	117	250	34481	97	96	99	416	404	410	4	9	10	53	53	46	43	37	43	NA	1	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	NC	10	3995	NC	100	96	NC	NA	409	NC	NA	10	NC	NA	47	NC	NA	42	NC	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	13	19	10258	76	68	94	404	374	377	NA	16	23	54	53	51	46	32	25	NA	NA	1
Students without Disabilities	113	249	69713	100	99	100	414	405	429	5	9	5	56	54	39	39	36	52	NA	1	3
Limited English Proficient Students	82	174	13985	98	95	97	407	395	382	6	11	18	56	54	54	38	35	27	NA	NA	0
Migrant Students	35	74	608	97	96	97	414	401	389	6	9	16	49	54	50	46	36	33	NA	NA	0
Economically Disadvantaged	101	231	38994	97	96	98	409	400	409	6	10	10	57	56	47	37	33	41	NA	1	1
Non-Economically Disadvantaged	25	37	40977	96	95	100	428	421	437	NA	5	5	48	43	34	52	51	56	NA	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	155	286	80147	96	95	99	464	461	482	9	14	11	32	29	17	52	47	49	8	10	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	131	39281	97	96	99	462	463	483	6	9	9	36	34	17	52	46	50	6	11	24
Male	88	155	40780	96	95	98	465	460	482	11	17	12	28	26	17	51	48	48	9	8	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	139	262	33494	96	96	99	466	463	466	8	13	15	31	28	23	53	48	49	9	11	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	10	16	4117	100	94	96	NA	436	456	NA	25	19	NA	44	27	NA	31	46	NA	NA	8
White	NC	NC	36122	NC	NC	99	NC	NC	501	NC	NC	5	NC	NC	10	NC	NC	50	NC	NC	35
Students with Disabilities	14	26	10295	74	68	92	413	421	443	57	46	33	29	27	26	14	27	33	NA	NA	8
Students without Disabilities	141	260	69852	99	99	100	467	464	488	4	10	7	32	30	16	55	49	51	9	11	26
Limited English Proficient Students	82	167	12722	95	95	97	452	449	441	12	19	27	40	34	33	44	43	37	4	5	3
Migrant Students	36	78	622	90	93	97	471	463	454	8	13	19	33	29	30	50	46	43	8	12	8
Economically Disadvantaged	125	247	38371	95	95	97	460	459	465	10	15	15	35	31	23	48	45	49	6	9	13
Non-Economically Disadvantaged	30	39	41776	100	95	100	477	477	498	3	5	6	17	18	11	67	62	49	13	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	154	282	79686	96	94	98	449	451	470	12	15	11	43	40	24	43	43	57	2	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	128	39163	96	94	99	453	456	475	11	10	9	39	38	22	48	48	60	2	3	10
Male	88	154	40438	96	94	97	447	446	465	14	18	13	45	41	25	39	38	54	2	3	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	139	259	33299	96	95	98	449	451	452	13	15	17	44	39	32	41	43	47	2	3	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	15	4087	NC	88	96	NC	436	446	NC	13	16	NC	60	38	NC	27	44	NC	NC	2
White	NC	NC	35914	NC	NC	98	NC	NC	489	NC	NC	5	NC	NC	15	NC	NC	67	NC	NC	14
Students with Disabilities	13	22	9808	68	58	87	424	430	432	23	23	35	62	59	32	15	18	30	NA	NA	3
Students without Disabilities	141	260	69878	99	99	100	451	452	475	11	14	8	41	38	23	45	45	61	2	3	9
Limited English Proficient Students	82	163	12594	95	93	96	432	435	422	17	20	34	60	51	45	23	29	21	NA	1	0
Migrant Students	36	76	611	90	90	95	451	451	439	11	14	22	50	42	39	31	37	37	8	7	2
Economically Disadvantaged	124	242	38095	95	93	97	446	449	452	14	15	17	45	41	32	39	40	48	2	3	3
Non-Economically Disadvantaged	30	40	41591	100	98	99	463	461	486	7	10	6	33	33	16	60	58	65	NA	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	161	289	80372	100	96	99	469	467	475	2	4	4	34	35	30	63	61	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	130	39452	100	96	99	473	472	488	NA	3	3	36	31	22	64	66	72	NA	NA	3
Male	92	159	40836	100	97	98	466	463	464	4	4	6	33	39	37	63	57	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	145	264	33608	100	96	99	468	467	462	3	3	6	34	36	36	63	61	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	10	16	4128	100	94	97	NA	459	464	NA	6	4	NA	31	39	NA	63	56	NA	NA	1
White	NC	NC	36213	NC	NC	99	NC	NC	489	NC	NC	2	NC	NC	22	NC	NC	72	NC	NC	3
Students with Disabilities	19	28	10526	100	74	94	407	415	427	11	14	15	58	54	53	32	32	31	NA	NA	1
Students without Disabilities	142	261	69846	100	100	100	475	471	482	1	3	3	31	33	26	68	64	69	NA	NA	2
Limited English Proficient Students	87	168	12747	100	95	97	459	457	432	5	5	12	37	41	52	59	54	36	NA	NA	0
Migrant Students	40	79	621	100	94	97	474	470	452	3	4	9	30	33	40	68	63	51	NA	NA	0
Economically Disadvantaged	131	249	38521	100	96	98	466	464	461	3	4	6	34	35	38	63	60	55	NA	NA	1
Non-Economically Disadvantaged	30	40	41851	100	98	100	484	486	489	NA	NA	3	33	35	22	67	65	72	NA	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	160	293	79306	95	95	99	476	483	504	23	19	13	29	29	20	43	43	49	5	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	151	38845	95	95	99	476	483	505	24	19	11	30	30	20	42	44	50	4	7	18
Male	77	142	40383	95	95	98	476	483	504	21	19	14	29	27	19	44	42	47	6	11	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	154	275	32673	96	95	99	477	483	487	23	19	18	29	28	25	44	44	46	5	8	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	NC	11	4034	NC	85	97	NC	472	479	NC	18	22	NC	36	29	NC	45	43	NC	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	16	27	10286	76	73	91	438	443	462	50	48	41	19	22	27	31	30	27	NA	NA	5
Students without Disabilities	144	266	69020	98	98	100	479	486	510	19	16	9	31	30	18	44	45	52	6	10	21
Limited English Proficient Students	89	153	10291	94	94	96	459	464	458	36	30	38	33	34	34	30	35	26	1	1	2
Migrant Students	46	89	630	94	91	95	477	484	478	26	19	24	22	27	27	48	45	43	4	9	6
Economically Disadvantaged	141	250	37437	95	94	97	473	480	486	23	20	19	31	30	26	41	42	46	4	8	9
Non-Economically Disadvantaged	19	43	41869	95	100	100	497	499	521	16	12	7	16	23	14	58	49	51	11	16	27

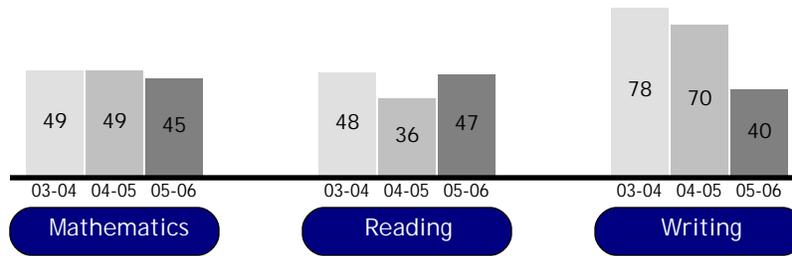
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	160	291	79000	95	94	98	468	469	489	15	14	10	38	38	24	44	46	58	3	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	151	38774	95	95	99	474	475	494	12	11	7	42	40	22	41	47	61	5	3	10
Male	77	140	40150	95	93	98	460	463	485	18	17	12	34	36	25	48	45	55	NA	1	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	153	272	32508	96	94	98	469	470	472	15	13	15	37	38	33	46	47	49	3	2	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	NC	12	4016	NC	92	96	NC	451	467	NC	25	14	NC	42	37	NC	33	46	NC	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	16	25	9991	76	68	88	423	425	449	44	48	33	31	32	36	25	20	29	NA	NA	2
Students without Disabilities	144	266	69009	98	98	100	471	473	495	12	11	6	39	39	22	47	48	62	3	2	10
Limited English Proficient Students	88	150	10199	93	92	95	447	448	439	25	23	35	48	51	47	27	26	18	NA	NA	0
Migrant Students	45	87	629	92	89	95	464	464	457	20	16	22	29	38	41	51	46	37	NA	NA	1
Economically Disadvantaged	141	248	37234	95	93	97	464	466	472	16	15	15	39	39	33	43	45	50	1	1	3
Non-Economically Disadvantaged	19	43	41766	95	100	99	495	489	505	5	7	5	32	33	16	53	51	65	11	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	167	301	79611	99	97	99	488	493	496	7	5	7	42	40	37	51	55	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	157	39016	100	99	99	502	507	511	6	4	4	30	31	29	64	66	66	NA	NA	1
Male	80	144	40519	99	96	98	473	478	482	8	6	10	55	50	44	38	44	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	159	280	32855	99	97	99	489	494	481	6	5	10	43	40	43	51	55	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	NC	13	3992	NC	100	96	NC	479	478	NC	8	10	NC	46	46	NC	46	44	NC	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	20	29	10664	95	78	94	402	421	440	30	24	23	55	59	54	15	17	22	NA	NA	1
Students without Disabilities	147	272	68947	100	100	100	497	499	504	3	3	4	40	38	34	56	59	61	NA	NA	1
Limited English Proficient Students	94	156	10362	99	96	97	467	471	438	10	8	22	57	54	57	33	38	21	NA	NA	NA
Migrant Students	48	90	636	98	92	96	479	485	467	8	7	14	52	47	47	40	47	38	NA	NA	0
Economically Disadvantaged	147	257	37626	99	96	98	486	490	479	7	5	10	44	42	45	49	52	45	NA	NA	0
Non-Economically Disadvantaged	20	44	41985	100	100	100	505	509	511	5	2	4	25	25	30	70	73	65	NA	NA	1

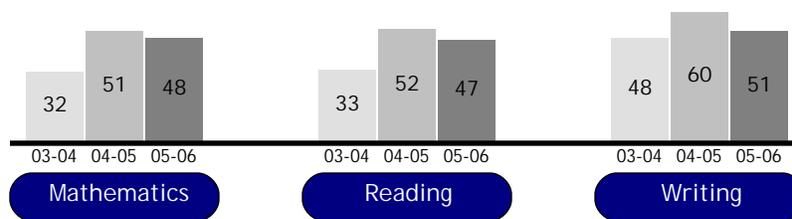
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	50	NA	58	100	30	33	47	100	28	34	46
	Language	99	37	47	50	100	37	43	47	100	46	50	48
	Mathematics	99	66	65	64	100	27	36	50	100	27	39	52
3	Reading	93	44	NA	55	96	29	33	44	95	27	27	46
	Language	94	46	59	61	96	34	37	44	98	34	35	46
	Mathematics	94	44	58	61	97	38	40	51	97	25	27	52
4	Reading	99	30	NA	56	98	33	36	48	94	37	37	52
	Language	99	33	38	52	98	35	38	49	98	37	39	52
	Mathematics	99	41	46	61	97	37	43	53	94	44	43	58
5	Reading	96	28	NA	55	97	36	36	50	95	37	39	56
	Language	96	28	35	49	97	39	39	50	97	37	39	54
	Mathematics	97	37	42	63	97	37	36	49	95	32	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

- 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 PBIS Discipline Committee
- Ü Extracurricular Activities/Fund Raisers
- Ü Community/School Relations
- 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	20	1	0	0
4 to 6 years	5	5	0	0
7 to 9 years	3	2	0	0
10 or more years	4	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	40
Teachers with Emergency Certification.	14
Percent of teachers in the school with Emergency/Provisional Certification	33%
Percent of core classes not taught by Highly Qualified Teachers	32%

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 Yearbook Club
- Ü Student Council

Social Services

- Ü Free/Reduced Breakfast and Lunch
- Ü Community Classes/Parenting Classes/GED
- Ü The Sovereign Nation of the Cocopahs
- Ü After-School Reading/Math Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 Third grade teacher received the honor of Who's Who of American Teachers.
Four teachers receive teacher of the year from TDS. Of those four teachers one teacher received specials teacher of the year for Yuma County.

- ü Twelve students receive Go-Gotters for the months of September-May.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	93	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

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 2005-06 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	Margarita Reyes	(928) 341-6003
School Nutrition Programs	Cathy Witmer	(928) 341-6423
Parent Organization	Juan Villafana	(928) 341-6400
Student Health/Nurse	Elizabeth Santos	(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 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.

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** Due to booklet size printing, print copies are produced in multiples of 4.