



**Sonoran Trails Middle School**  
**Cave Creek Unified District**  
**33606 N. 60th Street, Cave Creek, AZ 85331**  
**P.O. Box 426, Cave Creek, AZ 85327-0426**

ARIZONA  
 School Report Card  
 2000-2001

**Principal:** Mrs. Adrienne T. Gibson  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** agibson@ccusd.k12.az.us.com

**Grades:** 6-8  
**1999 Enrollment:** 344  
**Phone:** (480) 575-2200 x 2205  
**Fax:** (480) 488-2386

∨ **School Overview** ∨

**Mission**

"The Cave Creek Unified School District educates, challenges and encourages all students to become thinking, responsible, contributing citizens who continue to learn throughout their lives." "Sonoran Trails Middle School is a community of students, parents and staff who strongly believe in providing a safe and healthy environment that meets the unique needs of middle school students."

**Organization and Philosophy**

- w Individual Accountability
- w Integrity, Character and Honor
- w Personal Excellence and Responsibility
- w Respect and Courtesy for All

**Instructional Programs**

- w Block Scheduling with 4/85 min. Classes
- w Math Instruction 85 Minutes Every Day
- w Junior Great Books Language Arts Program
- w Six Traits Writing Program
- w Life Skills Instructional Program
- w Theater Arts Programs
- w Technology Instruction
- w Band Program

**School/Academic Goals**

- w May 2000 Initiative - By May 2000, the Cave Creek Unified School District will be No. 1 in academic achievement in the Southwest region as demonstrated by the Stanford 9 Achievement Test scores and district-developed criterion-referenced measurement.
- w By May 2003, the Cave Creek Unified School District will be No. 1 in the United States based on student performance on standardized tests, district criterion-referenced measurement testing and student participation in extracurricular activity.
- w In support of the district's objective of "Becoming the Nation's Top Performing School District", the following components make up our Pyramid of Success: superior faculty and staff, Contemporary Care Curriculum and activities.
- w Each school also has site councils that help guide decision making. Council sub-committees vary from school-to-school but may include areas such as academics, communications, technology, standards, environment and community.

**Enrollment**

2000-2001 School Year Student Enrollment as of 11/28/00: 610  
 Accepting New Students in 2000-2001 Under Open Enrollment Law<sup>1</sup>: Yes  
 Number of Students Attending Under Open Enrollment in 1999-2000: 6

<sup>1</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Academics
- w Communications
- w Technology
- w Standards
- w Environment
- w Community

∨ **Staffing Information** ∨

School administration and instruction for school year 2000-2001 are provided by:

<u>Position</u>	<u>Number</u>	<u>Position</u>	<u>Number</u>
Administrator	2.00	Teacher	34.00
Other Professional Staff	10.00	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

<u>Experience</u>	<i>Degree</i>			
	<u>Bachelor's</u>	<u>Master's</u>	<u>Doctorate</u>	<u>Other</u>
<b>3 or fewer years</b>	17	2	0	0
<b>4 to 6 years</b>	2	3	0	0
<b>7 to 9 years</b>	2	1	0	0
<b>10 or more years</b>	2	5	0	0

∨ **Shared Responsibilities** ∨

**School**

Sonoran Trails Middle School is a community of students, parents and staff who strongly believe in providing a safe and healthy environment that meets the unique needs of middle school students. Communication is the keystone to our developing a school community characterized by a spirit of collegiality, camaraderie, encouragement and respect.

**Parents**

Parents have a responsibility to energize their children to be excited about learning. They should be continually involved in their child's education, asking questions, participating in school functions, talking to their child's teachers and assisting in every aspect of the educational process.

∨ **Transportation Policy** ∨

Bus transportation to and from school is provided to students in the Cave Creek Unified School District on more than 126 individual routes per day, not including athletic and field trips. Including daily routes, field trips and athletic events, the total yearly mileage will exceed 500,000 miles and 2,100 children being transported daily.

## ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	175	<b>First Day of School:</b>	8/21/00
<b>Average Daily Instruction Time:</b>	6 hrs. 30 min.	<b>Last Day of School:</b>	5/24/01
<b>Number of Year-round Tracks:</b>	0	<b>Operates on Traditional Schedule</b>	

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### Report Card Release Dates

10/20/00      12/22/00      3/9/01      5/24/01

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### Additional Calendar/Report Card Information

In addition to Quarterly and Semester Report Cards, Sonoran Trails offers its students a comprehensive weekly progress report. This system gives the students a written report from every class they are enrolled in every week of the year. These reports are cumulative and are amply supplemented by teacher comments and recommendations. Students take these reports home in a "Friday" folder for parent review and return the folder on Monday with any appropriate parent communications.

## ∨ Resources Available at School Site ∨

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### Nutrition and Limited English Proficient Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - No      Lunch - Yes      Summer Food - No

Limited English Proficient programs<sup>3</sup> available to eligible students:

Bilingual - No      ESL - Yes      ILEP - Yes

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

<sup>3</sup> Limited English Proficient (LEP) means having a low level of skill in comprehending, speaking, reading and writing the English language because of being from an environment in which another language is spoken. LEP students are eligible to participate in one of the programs that follow. English as a Second Language (ESL): Students are given daily instructions in English language development and cognitive and academic skills development in English, as well as instruction in the history and culture of the United States and the culture associated with their primary home language. Bilingual: Students are given instruction in and through English and their primary home language to increase dual language proficiency and academic achievement. Individual Language Education Program (ILEP): Each school district having nine or fewer LEP pupils in any kindergarten program or grade in any school shall provide these LEP pupils with either a bilingual program or ESL program or shall provide an ILEP for each of these pupils that provides a plan for meeting the cultural and linguistic needs of the pupil. An ILEP consists of a systematic, individualized program of instruction designed to ensure equal educational opportunities for the pupil by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary home language for subject matter instruction.

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### Special Facilities

W Two Computer Labs	W Fully Staffed Media Center
W 160-acre Secondary School Campus	W Full AIA Sports Program Grades 7 and 8

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### Extracurricular Activities

W Before/After School Program for Kids	W Intramural Sports
W Extended-day Programming	W Physical Fitness Classes
W Jazz Band and Music Programs	W Homework Assistance Programs
W Enrichment Programs	W Fine Arts Programs

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### School/Community Resources

W Fine Arts Center	W Little League Program
W Club Soccer League Program	W Club Basketball Program
W Club Martial Arts Program	W Gymnastics Program
W Boys and Girls Scouting Programs	W Community Theater Programs

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 1999-2000.

### 1999-2000 School Achievements/Accomplishments

- |   |   |
|---|---|
| <p>W Our students came together on one campus. We had a sixth and seventh grade only. Last year, we introduced "Student-Led" Parent/Teacher Conferences. We created our "Caught Being Good" cards. Of 366 students last year, 73 made our Honor Roll.</p> | <p>W STMS established our PTO. PTO sponsored Celebration Week, Library Book Sale and Open House! We had over 19 sponsors for Celebration Week, who donated prizes and money to purchase Team Spirit Shirts! What a Wonderful Way to Celebrate our School!</p> |
| <p>W STMS established the RESPECT Award, RESPECT being an acronym for Responsible, Engaged in education, Self-disciplined, Exceptional, Courteous, Truthful. This award is given to one student per grade level.</p>                                      | <p>W Sonoran Trails stood up a complete AIA Competitive Sports program for the seventh and eighth grades for the 2000-01 school year. This program includes a full array of fall, winter and spring sports.</p>   |

### Student Information: 1999-2000 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.1%	94.7%	93.4%	94.1%
<b>Transfers Out<sup>4</sup></b>	3.8%	13.2%	12.2%	12.7%
<b>Transfers In<sup>5</sup>: Within District</b>	0.0%	2.2%	1.8%	2.1%
<b>Transfers In<sup>5</sup>: Out-of-District</b>	0.0%	5.9%	5.5%	5.8%
<b>Promotion Rate<sup>6</sup></b>	99.3%	97.7%	95.4%	82.3%
<b>Retention Rate<sup>7</sup></b>	0.7%	1.4%	2.4%	5.1%
<b>Dropout Rate<sup>8</sup></b>	NA			12.2%
<b>Status Unknown<sup>9</sup></b>	NA			7.0%

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 1999-2000 school year.

<sup>5</sup> 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 1999-2000 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 1999-2000 school year.

<sup>6</sup> 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 1999-2000 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 1999-2000 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1998-1999 school year, to include activity during the summer of 1998. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 1999-2000 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 1998-1999 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

**Awards or special recognition honors received by the school, staff or students:**

Award/Honor	Year
Geography Bee/Spelling Bee Finalist	
Academic Decathlon	

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is a test designed to measure each student's progress in learning the Arizona Academic Standards. Effective with the Class of 2002 (tenth graders in 1999-2000), students must meet or exceed the Standard on the reading and writing portions of AIMS in order to be eligible for a high school diploma. Students in the class of 2004 must also pass the math portion as a graduation requirement. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing or math will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5 and 8 will also take AIMS.

### AIMS Results, 1999-2000

Grade 8		Number Tested	MS	FFB <sup>1</sup>	A <sup>1</sup>	M <sup>1</sup>	E <sup>1</sup>
<b>Reading</b>	School	--	--	--	--	--	--
	District	310	514	17%	14%	49%	20%
	State	57752	499	30%	18%	38%	14%
<b>Writing</b>	School	--	--	--	--	--	--
	District	309	519	6%	25%	64%	5%
	State	56051	497	17%	35%	45%	3%
<b>Mathematics</b>	School	--	--	--	--	--	--
	District	316	480	27%	53%	16%	5%
	State	57975	465	50%	34%	11%	5%

#### Legend

MS	- The Mean Score (average) on a 200-800 scale. A student must have achieved a score of 500 to meet the standard. Scale scores are not comparable between content areas.
FFB	- Percent of students who Fell Far Below the standard
A	- Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2002 is the cohort of students who began 9th grade during the 1998-1999 school year.

\*\*Items of data containing information about fewer than five students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2000-01 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores 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 five students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

		1996-1997			1997-1998			1998-1999			1999-2000		
Grade	Content Area	%	Score	AZ									
6	Reading	--	--	52	--	--	53	--	--	54	96	65	53
	Language	--	--	40	--	--	41	--	--	44	96	65	44
	Mathematics	--	--	54	--	--	57	--	--	59	97	79	60
7	Reading	--	--	52	--	--	52	--	--	53	100	68	52
	Language	--	--	49	--	--	52	--	--	54	100	75	54
	Mathematics	--	--	50	--	--	53	--	--	55	100	79	56
8	Reading	--	--	54	--	--	54	--	--	54	--	--	53
	Language	--	--	45	--	--	46	--	--	49	--	--	49
	Mathematics	--	--	50	--	--	52	--	--	54	--	--	56

## ∨ Measure of Academic Progress ∨

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 1999 and 2000. 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 2000. Average student growth over the course of the past academic year is compared to a national average in the table below. One hundred percent (100%) indicates that students in a particular grade level at the school have achieved an average amount of growth compared to a national sample. A percentage greater than 100 percent indicates student growth was greater than the national average.

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Expected Gain</b>	<b>Percentage of Expected Gain</b>
<b>Grades 6-7</b>	<b>98</b>	<b>89</b>
<b>Grades 7-8</b>	<b>***</b>	<b>***</b>

\*Less than 8 students matched

\*\*Less than 25% of students matched

\*\*\*No information available

\*\*\*\*Not applicable

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2000 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

The issue of school safety is a shared concern. Today, more than ever, Sonoran Trails is working with community members, parents, students and staff together to develop a disciplined environment where learning can take place. We are absolutely committed to providing safe and drug-free schools. Safe schools are critical for both students and staff to achieving a world-class education. Creating safe and orderly schools is about commitment of all stakeholders.

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).

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,319	\$811,776
Classroom Supplies	\$54	\$18,832
Administration	\$198	\$69,200
Support Services-Students	\$513	\$179,643
Other Support Services and Operations	\$1,174	\$410,956
<b>Total Expenditures- All Categories 1999-2000</b>	<b>\$4,258</b>	<b>\$1,490,407</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 1999-2000 ▽

For fiscal year 1999-2000, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, Arizona Revised Statutes, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 1999-2000 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$93,456.01 [\$18.48 per Student x Enrollment (ADM)].**

Enhancement Programs	Amount Spent
Classroom Teacher Salaries	\$3,739.01
Employing New Teachers	
Teacher Training and Development	
Classroom Technology	
Strengthening K-3 Programs	
Additional School Days	
Support Programs to Meet State Standards	
Reading Clinics	
Achieving/Maintaining School Sizes for Fewer Than 450 Pupils	

**Total Amount of Classroom Enhancement Funds Expended at the School Level \$3,739.01**

## ▽ Contacts ▽

	Name	Phone	Extension
<b>School Site Council</b>	Adrienne Gibson	(480) 575-2200	
<b>Transportation Policy</b>	Cathy Erwin	(480) 575-2081	
<b>Community Resources</b>	Jeri Robertson	(480) 575-2000	
<b>School Nutrition Programs</b>	Debbie Silver	(480) 575-2400	
<b>Parent Organization</b>	Debra Barker	(480) 575-2200	
<b>Student Health/Nurse</b>	Miriam Martinez	(480) 575-2200	

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 <http://www.ade.state.az.us/srcs/> on the Internet.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."