

Sonoran Trails Middle School

ARIZONA SCHOOL REPORT CARD 2003-04

33606 North 60th Street, Cave Creek, AZ 85331

Cave Creek Unified District

AZ LEARNS¹

Elementary
Achievement Profile *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

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.

School Overview

Principal/Administrator : Dr. Adrienne T. Gibson
Schedule : 7:30 AM to 4:00 PM
Grades : 6-8
2003 Enrollment : 590
Web Address : www.ccusd93.org
Phone Number : (480) 575-2200
Fax Number : (480) 488-2386
E-mail : agibson@ccusd93.org

Mission

Sonoran Trails Middle School is a learning community of students, parents and staff who strongly believe in providing a safe and healthy environment that challenges and meets the unique needs of middle school students.

School / Academic Goals

- ü The primary Sonoran Trails Middle School student and staff focus for the 2003-04 school year is on achievement in math. All grades began using the Connected Mathematics Project (CMP) in math classes beginning in August 2002.
- ü Our Outcome goal: All STMS students will meet or exceed the AZ AIMS Math standard by the 2005. Connected Mathematics is aligned with the NCTM Standards and was the only middle school mathematics curriculum recognized exemplary by DOE (1999).

Instructional Programs

- ü Block Scheduling with 4/80 Min. Classes
- ü Connected Math 80 Minutes Every Day
- ü Accelerated Reader
- ü Six Traits Writing Program

Enrollment

October 1, 2002 School Year Student Enrollment : 623
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 3

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/13/2003
Last Day of School : 5/21/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Academics
- Ü Communications
- Ü Technology
- Ü Standards
- Ü Environment
- Ü Community

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	37.00
Other Professional Staff	10.00	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	5	0	0
4 to 6 years	15	8	0	0
7 to 9 years	0	0	0	0
10 or more years	3	3	0	0

Shared Responsibilities

School

STMS is comprised of students, parents and staff who strongly believe in Communication as a corner to our developing a school as a learning 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. This involvement should include asking questions, attending school functions, talking to teachers and assisting in every aspect of the educational process.

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Fully Staffed Media Center

Extracurricular Activities

- Ü Before/After School Program for Kids
- Ü Intramural Sports
- Ü Extended-day Programming
- Ü Physical Fitness Classes

Social Services

- Ü Two Full Time Counselors
- Ü A Shared Child Psychologist
- Ü District Prevention Coordinator
- Ü School Resource Officer

Transportation Policy

All CCUSD students may choose to ride a school bus to and from school each day. This opportunity is a privelege that can be revoked if standards of behavior and procedure are not met by the students.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Stanford 9 Test Results - 65.2% of STMS students Met or Exceeded the standards - more than 13% higher than the national average. 49% of students met state standards - State average 38% - 16% Exceeded the standards - State average 14%.
- ü Arizona Instrument to Measure Standards (AIMS)- 23.6% of STMS Students met or exceeded the state standards - 4.5% higher than the state average. 16% met the standards - State average is 13% and 8% exceeded the standards - State Average is 6%.

School Honors

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

Award/Honor Year

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	14	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	3	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	59	65
Grades 6-7	64	71
Grades 7-8	72	78

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 2002-03. 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 2003. 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. 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).

8th 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	213	411	71167	99	100	99	471	475	463	26	24	38	50	50	41	16	17	14	8	9	7
All Students (Prior Year)	163	372	66213	NA	NA	NA	475	478	459	24	24	39	50	44	40	16	20	14	10	12	7
Female	102	200	34825	99	101	99	467	473	462	28	25	38	50	51	42	17	17	14	5	7	6
Male	111	211	36047	99	98	99	476	477	464	24	24	38	51	50	39	15	16	15	10	10	8
African American	NC	NC	3225	NC	NC	95	NC	NC	441	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	2
Hispanic	NC	14	23643	NC	88	97	NC	448	445	NC	40	53	NC	50	37	NC	10	8	NC	0	2
Asian/Pacific Islander	NC	NC	1503	NC	NC	100	NC	NC	493	NC	NC	18	NC	NC	40	NC	NC	23	NC	NC	19
American Indian/Alaskan Native	NC	NC	5161	NC	NC	103	NC	NC	435	NC	NC	63	NC	NC	30	NC	NC	5	NC	NC	2
White	160	338	35245	81	87	95	475	477	476	25	24	26	49	50	45	16	16	19	10	10	10
Students with Disabilities	13	26	8095	87	93	104	428	424	426	73	75	69	27	25	25	0	0	5	0	0	1
Students without Disabilities	200	385	63072	100	100	99	474	476	464	23	23	37	52	51	41	17	17	15	8	9	7
Limited English Proficient Students	NC	NC	10317	NC	NC	111	NC	NC	426	NC	NC	72	NC	NC	25	NC	NC	2	NC	NC	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	NC	NC	17057				NC	NC	440	NC	NC	58	NC	NC	34	NC	NC	6	NC	NC	2
Non-Economically Disadvantaged	212	410	54110				472	475	468	26	24	33	51	51	43	16	17	16	8	9	8

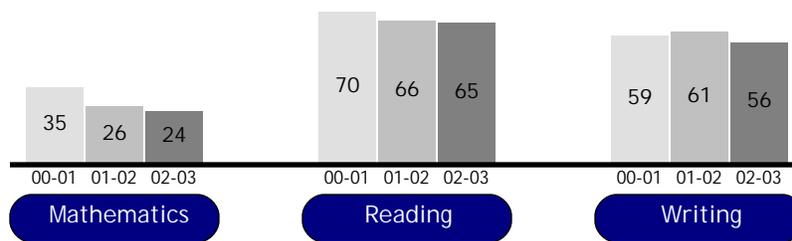
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	212	403	71100	99	98	99	511	514	502	15	13	25	19	18	21	49	51	40	16	18	15
All Students (Prior Year)	163	371	66144	NA	NA	NA	512	516	504	15	13	24	19	17	20	46	49	40	20	21	16
Female	102	196	34801	99	99	99	510	515	505	16	11	21	22	20	22	44	50	42	18	19	15
Male	110	207	36010	98	96	99	513	514	499	15	15	28	16	16	20	54	53	38	15	17	14
African American	NC	NC	3219	NC	NC	95	NC	NC	486	NC	NC	38	NC	NC	24	NC	NC	31	NC	NC	7
Hispanic	NC	14	23630	NC	88	96	NC	491	485	NC	50	37	NC	0	25	NC	50	32	NC	0	6
Asian/Pacific Islander	NC	NC	1509	NC	NC	100	NC	NC	522	NC	NC	12	NC	NC	14	NC	NC	46	NC	NC	28
American Indian/Alaskan Native	NC	NC	5144	NC	NC	102	NC	NC	478	NC	NC	46	NC	NC	24	NC	NC	25	NC	NC	5
White	159	330	35198	80	85	95	514	516	515	14	12	15	20	18	18	45	50	47	20	20	21
Students with Disabilities	13	26	8121	87	93	105	459	458	470	73	75	55	9	8	20	18	17	21	0	0	4
Students without Disabilities	199	377	62979	100	98	99	514	516	503	12	11	23	19	18	21	51	52	41	17	18	15
Limited English Proficient Students	NC	NC	10304	NC	NC	110	NC	NC	462	NC	NC	63	NC	NC	23	NC	NC	13	NC	NC	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	NC	NC	17040				NC	NC	483	NC	NC	40	NC	NC	25	NC	NC	29	NC	NC	6
Non-Economically Disadvantaged	211	402	54060				512	515	507	15	13	20	19	18	20	50	51	43	17	18	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	209	406	69001	97	98	96	502	502	490	10	8	17	33	36	37	55	55	45	1	1	1
All Students (Prior Year)	156	356	63579	NA	NA	NA	507	509	493	9	6	15	30	32	42	59	59	41	2	3	2
Female	100	198	34086	97	100	97	505	508	496	9	6	13	30	31	36	59	61	51	2	2	1
Male	109	208	34644	97	97	95	498	496	484	10	10	22	36	41	39	52	49	38	1	1	0
African American	NC	NC	3115	NC	NC	92	NC	NC	478	NC	NC	25	NC	NC	44	NC	NC	31	NC	NC	0
Hispanic	NC	13	22656	NC	81	92	NC	473	476	NC	30	27	NC	40	43	NC	30	30	NC	0	0
Asian/Pacific Islander	NC	NC	1472	NC	NC	98	NC	NC	507	NC	NC	8	NC	NC	30	NC	NC	60	NC	NC	2
American Indian/Alaskan Native	NC	NC	4940	NC	NC	98	NC	NC	469	NC	NC	34	NC	NC	43	NC	NC	23	NC	NC	0
White	158	335	34501	80	87	93	504	503	500	8	7	10	34	36	34	57	56	55	2	2	1
Students with Disabilities	12	25	7386	80	89	95	452	451	459	45	50	46	45	42	37	9	8	17	0	0	0
Students without Disabilities	197	381	61615	99	99	97	504	503	491	8	7	16	33	35	37	58	56	45	2	1	1
Limited English Proficient Students	NC	NC	9662	NC	NC	104	NC	NC	454	NC	NC	51	NC	NC	40	NC	NC	9	NC	NC	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	NC	NC	16383				NC	NC	472	NC	NC	30	NC	NC	43	NC	NC	26	NC	NC	0
Non-Economically Disadvantaged	208	405	52618				502	502	494	9	8	14	34	36	36	56	55	49	1	1	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)

8th 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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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 and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	92	67	67	54	98	66	70	49	98	67	69	53
	Language	93	59	61	46	98	54	59	42	99	59	62	45
	Mathematics	92	76	76	61	96	77	79	58	99	73	74	62
7	Reading	95	71	73	53	99	68	69	48	100	66	69	51
	Language	96	71	75	55	99	69	70	51	100	68	72	54
	Mathematics	96	77	80	57	97	71	73	54	100	74	74	58
8	Reading	89	73	73	55	99	65	68	49	100	67	68	53
	Language	89	73	73	50	99	65	70	46	98	65	65	49
	Mathematics	89	78	78	57	98	74	78	54	99	72	71	58

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 Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The issue of school safety is a shared concern. Today, more than ever, Sonoran Trails continues to work with community members, parents, students and staff together to develop a disciplined environment where learning can take place.

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) :

3

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	Adrienne Gibson	(480) 575-2200
Transportation Policy	Cathy Erwin	(480) 575-2081
Community Resources	Kay Lawson	(480) 575-2000
School Nutrition Programs	Jeff Stempeck	(480) 575-2400
Parent Organization	Jan Waters	(480) 575-2200
Student Health/Nurse	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 www.ade.az.gov/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."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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