



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

40300 N. Simonton Blvd, Queen Creek, AZ 85242

J O Combs 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 Plus
2004-05 Performing
2003-04 N/A

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

School Overview

Principal/Administrator : Mrs. Tamara Stimatze
Schedule : 07:00 AM to 04:30 PM
Grades : Pre-K-6
Web Address : jocombs.k12.az.us
Phone Number : (480) 987-5330
Fax Number : (623) 987-5281
E-mail : tstimatze@jocombs.k12.az.us

Mission

The Kathryn Sue Simonton Staff and community values each student and what they mean to the future of our community and country; therefore, each student will be provided a safe environment in which to acquire the knowledge and skills necessary to be a lifelong learner and a responsible citizen in our ever changing global society.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Not Met
2003-04 N/A

School Improvement Status (b)

2005-06 N/A
2004-05 Warning Year
2003-04 N/A

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

School / Academic Goals

- Students will exceed one year's growth as measured by the Dibles Testing, AIMS and District CRTs. Cross-curriculum, problem-solving and critical skills will be used to improve achievements in reading, writing, and math.
We will actively seek ways to implement programs designed to involve parents in the community. We will utilize the six pillars of character through the CHARACTER COUNTS program.
Simonton will provide a learning environment that will develop the unique giftedness of each student. Students will be challenged to take responsibility for their actions, academics and become life-long learners.
Students will improve problem solving, reading comprehension and fluency across the curriculum.

Enrollment

October 1, 2005 School Year Student Enrollment : 723
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 41

Instructional Programs

- ü SmartBoard/Interactive Instruction
- ü Accelerated/STAR Reading
- ü All Day Kindergarten
- ü Preschool
- ü Gifted
- ü Special Education
- ü ELL
- ü Music/Band/Orchestra

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/7/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The Simonton staff has the responsibility to set high academic expectations and goal setting for all students. The staff will provide a safe and orderly environment conducive to learning.

Parents

Parents will be encouraged to support their child's efforts in school by providing quiet time for homework and being a good role model in developing lifelong learning. Positive communication will be encouraged between home and school.

Transportation Policy

As a rural school district, J.O. Combs School District boundaries include 68 square miles. Twelve buses provide morning and afternoon transportation.

School Honors

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

Award/Honor	Year
ü Performing Plus School	2004
ü Science Olympiad - Third Place	2004
ü Pinal County Anti-Drug Poster Contest - Recognition	2004
ü Career Development Art Contest - 1st , 2nd & 3rd place	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	127	247	80010	100	100	99	438	444	447	9	8	10	25	22	18	52	54	53	14	15	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	118	38935	100	100	99	441	444	447	5	6	9	23	21	19	57	59	55	14	14	17
Male	70	128	40974	100	100	98	435	443	448	11	10	11	27	23	18	47	49	52	14	17	19
African American	NC	13	4201	NC	100	99	NC	437	430	NC	15	17	NC	8	23	NC	69	51	NC	8	9
Hispanic	34	66	34545	97	99	99	421	430	432	15	11	14	35	29	24	44	53	53	6	8	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	84	160	35142	100	100	99	446	451	465	6	7	5	18	18	11	58	56	56	18	19	28
Students with Disabilities	18	35	10161	100	100	93	405	410	419	22	31	28	39	31	28	39	29	36	NA	9	8
Students without Disabilities	109	212	69849	100	100	100	443	449	451	6	4	7	23	21	17	54	58	56	17	17	19
Limited English Proficient Students	NC	15	14013	NC	100	97	NC	413	413	NC	20	24	NC	40	34	NC	40	39	NC	NA	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	51	80	39029	98	96	98	441	444	432	6	5	14	25	23	25	49	56	52	20	16	9
Non-Economically Disadvantaged	76	167	40981	100	100	100	435	444	462	11	10	6	25	22	13	54	53	54	11	15	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	125	245	79438	100	100	98	442	449	451	11	9	9	26	24	24	56	59	56	7	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	118	38775	100	100	99	450	457	457	9	6	7	21	20	22	59	64	58	11	10	13
Male	68	126	40560	99	98	97	436	442	446	13	11	12	28	27	25	54	55	54	4	7	9
African American	NC	13	4178	NC	100	98	NC	433	439	NC	15	13	NC	38	29	NC	38	52	NC	8	6
Hispanic	33	65	34297	94	97	98	425	433	434	15	11	14	39	34	31	39	51	50	6	5	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	83	159	34887	100	100	98	452	458	471	8	7	4	18	18	15	66	65	63	7	10	18
Students with Disabilities	16	33	9588	94	100	88	399	406	416	38	33	30	44	36	32	19	27	34	NA	3	5
Students without Disabilities	109	212	69850	100	100	100	449	455	456	7	5	7	23	22	23	61	64	59	8	9	12
Limited English Proficient Students	NC	14	13856	NC	93	96	NC	409	407	NC	29	27	NC	36	43	NC	36	29	NC	NA	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	49	78	38685	94	94	97	442	446	435	12	10	14	27	22	32	51	59	50	10	9	5
Non-Economically Disadvantaged	76	167	40753	100	100	99	443	451	467	11	8	5	25	25	16	59	59	62	5	8	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	127	247	79971	100	100	99	439	432	423	1	3	8	43	42	41	54	53	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	118	38974	100	100	99	455	447	437	NA	2	5	30	31	33	64	64	57	5	3	4
Male	70	128	40895	100	100	98	428	418	410	1	5	10	51	52	47	46	43	41	1	1	2
African American	NC	12	4203	NC	92	99	NC	399	411	NC	8	11	NC	58	45	NC	33	43	NC	NA	2
Hispanic	34	66	34481	97	99	99	431	431	410	3	2	10	41	44	46	56	55	43	NA	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	84	161	35150	100	100	99	442	433	437	NA	4	5	44	40	35	52	54	56	4	2	5
Students with Disabilities	18	36	10258	100	100	94	402	373	377	NA	17	23	94	69	51	6	14	25	NA	NA	1
Students without Disabilities	109	211	69713	100	100	100	445	441	429	1	1	5	34	37	39	61	60	52	4	2	3
Limited English Proficient Students	NC	15	13985	NC	100	97	NC	396	382	NC	NA	18	NC	73	54	NC	27	27	NC	NA	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	51	81	38994	98	98	98	442	432	409	2	2	10	37	44	47	57	49	41	4	4	1
Non-Economically Disadvantaged	76	166	40977	100	100	100	438	431	437	NA	4	5	46	40	34	51	55	56	3	1	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	118	239	80147	100	100	99	472	471	482	6	8	11	23	22	17	61	59	49	10	12	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	120	39281	100	100	99	469	473	483	3	7	9	30	25	17	59	56	50	9	13	24
Male	48	118	40780	100	99	98	476	470	482	10	9	12	13	19	17	65	61	48	13	11	24
African American	NC	11	4249	NC	100	99	NC	474	464	NC	NA	17	NC	27	22	NC	73	48	NC	NA	13
Hispanic	39	64	33494	100	98	99	465	464	466	5	9	15	26	25	23	64	59	49	5	6	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	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	73	161	36122	100	100	99	474	475	501	7	7	5	22	19	10	58	58	50	14	15	35
Students with Disabilities	18	33	10295	100	94	92	449	438	443	17	27	33	33	36	26	50	36	33	NA	NA	8
Students without Disabilities	100	206	69852	100	100	100	476	476	488	4	5	7	21	19	16	63	62	51	12	14	26
Limited English Proficient Students	13	16	12722	100	89	97	433	437	441	15	13	27	54	56	33	31	31	37	NA	NA	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	47	82	38371	100	99	97	467	463	465	4	11	15	23	24	23	64	57	49	9	7	13
Non-Economically Disadvantaged	71	157	41776	100	100	100	475	476	498	7	6	6	23	20	11	59	59	49	11	14	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	116	236	79686	98	99	98	470	470	470	4	3	11	24	28	24	65	63	57	7	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	120	39163	100	100	99	467	471	475	4	4	9	29	27	22	61	63	60	6	6	10
Male	46	115	40438	96	97	97	475	470	465	4	3	13	17	30	25	70	63	54	9	4	7
African American	NC	11	4228	NC	100	98	NC	484	458	NC	NA	15	NC	27	28	NC	45	53	NC	27	4
Hispanic	38	63	33299	97	97	98	465	464	452	8	5	17	32	38	32	55	54	47	5	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	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	72	160	35914	99	100	98	469	472	489	3	3	5	22	24	15	71	68	67	4	4	14
Students with Disabilities	16	30	9808	89	86	87	440	434	432	13	13	35	56	63	32	31	23	30	NA	NA	3
Students without Disabilities	100	206	69878	100	100	100	475	475	475	3	2	8	19	23	23	70	69	61	8	6	9
Limited English Proficient Students	12	15	12594	92	83	96	425	428	422	25	20	34	67	73	45	8	7	21	NA	NA	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	46	80	38095	98	96	97	469	467	452	7	5	17	26	34	32	57	55	48	11	6	3
Non-Economically Disadvantaged	70	156	41591	99	100	99	471	472	486	3	3	6	23	26	16	70	67	65	4	4	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	118	241	80372	100	100	99	480	477	475	3	2	4	24	29	30	71	66	64	3	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	121	39452	100	100	99	489	490	488	NA	2	3	20	20	22	77	74	72	3	4	3
Male	48	119	40836	100	100	98	468	464	464	6	3	6	29	39	37	63	57	56	2	1	1
African American	NC	11	4264	NC	100	99	NC	478	465	NC	NA	5	NC	36	35	NC	64	59	NC	NA	1
Hispanic	39	66	33608	100	100	99	480	478	462	3	2	6	23	27	36	72	70	57	3	2	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	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	73	161	36213	100	100	99	480	477	489	3	3	2	23	29	22	71	65	72	3	3	3
Students with Disabilities	18	35	10526	100	100	94	444	433	427	6	9	15	44	49	53	50	43	31	NA	NA	1
Students without Disabilities	100	206	69846	100	100	100	487	484	482	2	1	3	20	26	26	75	70	69	3	3	2
Limited English Proficient Students	13	18	12747	100	100	97	466	461	432	NA	NA	12	38	39	52	62	61	36	NA	NA	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	47	83	38521	100	100	98	477	469	461	NA	1	6	30	37	38	68	60	55	2	1	1
Non-Economically Disadvantaged	71	158	41851	100	100	100	482	482	489	4	3	3	20	25	22	73	69	72	3	3	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	110	237	79306	100	100	99	500	495	504	13	15	13	21	22	20	52	52	49	15	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	125	38845	100	99	99	504	502	505	8	11	11	22	20	20	56	54	50	14	14	18
Male	47	112	40383	100	100	98	494	486	504	19	19	14	19	24	19	47	49	47	15	8	19
African American	NC	11	4171	NC	100	98	NC	489	485	NC	9	20	NC	36	26	NC	55	44	NC	NA	10
Hispanic	23	56	32673	100	100	99	481	472	487	22	29	18	30	29	25	39	38	46	9	5	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	82	165	36234	100	99	99	505	502	523	11	11	6	17	19	13	55	57	52	17	13	28
Students with Disabilities	15	34	10286	100	94	91	437	441	462	53	50	41	33	32	27	13	18	27	NA	NA	5
Students without Disabilities	95	203	69020	100	100	100	509	503	510	6	9	9	19	20	18	58	58	52	17	13	21
Limited English Proficient Students	NC	12	10291	NC	100	96	NC	441	458	NC	58	38	NC	33	34	NC	8	26	NC	NA	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	38	88	37437	100	99	97	484	480	486	21	22	19	21	26	26	53	48	46	5	5	9
Non-Economically Disadvantaged	72	149	41869	100	100	100	508	503	521	8	11	7	21	19	14	51	54	51	19	15	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	108	234	79000	99	98	98	496	494	489	6	6	10	22	21	24	59	63	58	13	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	125	38774	100	99	99	504	502	494	2	4	7	17	16	22	63	66	61	17	14	10
Male	45	109	40150	98	97	98	485	485	485	11	8	12	29	28	25	53	59	55	7	6	8
African American	NC	11	4153	NC	100	98	NC	494	476	NC	9	13	NC	NA	30	NC	82	53	NC	9	4
Hispanic	23	56	32508	100	100	98	464	468	472	13	13	15	39	38	33	39	46	49	9	4	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	80	162	36135	98	97	98	507	504	508	4	4	4	16	17	14	65	68	67	15	12	15
Students with Disabilities	13	31	9991	87	86	88	440	448	449	23	26	33	62	45	36	15	29	29	NA	NA	2
Students without Disabilities	95	203	69009	100	100	100	504	501	495	3	3	6	17	18	22	65	68	62	15	11	10
Limited English Proficient Students	NC	12	10199	NC	100	95	NC	429	439	NC	50	35	NC	42	47	NC	8	18	NC	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	37	87	37234	97	98	97	486	485	472	11	10	15	27	26	33	54	56	50	8	7	3
Non-Economically Disadvantaged	71	147	41766	100	99	99	502	500	505	3	3	5	20	18	16	62	67	65	15	12	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	110	239	79611	100	100	99	503	500	496	5	6	7	32	33	37	63	61	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	126	39016	100	100	99	515	516	511	3	3	4	24	24	29	71	72	66	2	1	1
Male	47	113	40519	100	100	98	488	482	482	6	10	10	43	42	44	51	48	46	NA	NA	0
African American	NC	11	4188	NC	100	98	NC	497	486	NC	NA	9	NC	36	40	NC	64	50	NC	NA	0
Hispanic	23	56	32855	100	100	99	470	480	481	13	9	10	35	36	43	52	55	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	82	167	36380	100	100	99	513	506	511	2	6	4	30	31	30	66	62	65	1	1	1
Students with Disabilities	15	36	10664	100	100	94	474	445	440	7	22	23	47	47	54	47	31	22	NA	NA	1
Students without Disabilities	95	203	68947	100	100	100	508	509	504	4	3	4	29	30	34	65	66	61	1	0	1
Limited English Proficient Students	NC	12	10362	NC	100	97	NC	452	438	NC	8	22	NC	67	57	NC	25	21	NC	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	38	88	37626	100	99	98	489	491	479	8	7	10	39	38	45	50	55	45	3	1	0
Non-Economically Disadvantaged	72	151	41985	100	100	100	511	505	511	3	6	4	28	30	30	69	64	65	NA	NA	1

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

6th 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	85	213	79327	100	100	98	523	515	518	9	16	19	20	18	20	55	53	46	15	13	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	85	38961	100	99	98	527	515	520	8	16	16	16	15	20	58	54	48	18	14	16
Male	47	128	40295	100	100	97	519	514	516	11	16	21	23	20	19	53	52	44	13	13	16
African American	NC	12	4247	NC	100	98	NC	486	499	NC	25	27	NC	25	24	NC	50	41	NC	NA	8
Hispanic	24	62	32327	100	98	98	513	502	499	17	26	27	21	23	25	50	42	41	13	10	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	--	NC	4391	--	NC	96	--	NC	489	--	NC	32	--	NC	27	--	NC	36	--	NC	4
White	55	133	36373	100	100	98	528	522	538	7	12	10	18	16	14	56	56	52	18	16	25
Students with Disabilities	12	26	9321	100	96	87	477	476	467	33	38	54	42	35	22	25	27	21	NA	NA	3
Students without Disabilities	73	187	70006	100	100	100	530	520	524	5	13	14	16	16	19	60	56	49	18	15	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	33	85	37097	100	99	97	507	504	498	12	21	27	30	21	25	52	52	41	6	6	7
Non-Economically Disadvantaged	52	128	42230	100	100	99	533	522	535	8	13	11	13	16	15	58	53	50	21	18	24

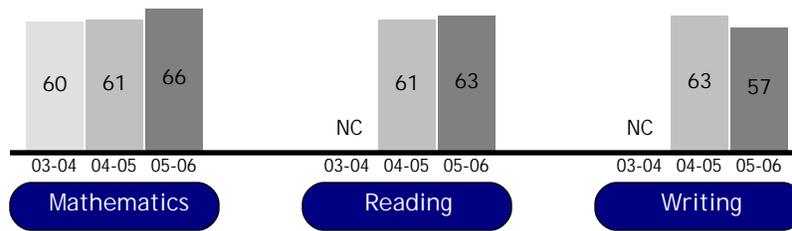
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	213	79501	100	100	98	504	501	497	6	5	10	21	24	25	69	69	60	4	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	85	39062	100	99	99	516	506	502	NA	2	8	13	18	23	79	76	64	8	4	5
Male	47	128	40368	100	100	98	493	498	491	11	7	13	28	28	27	62	64	57	NA	1	3
African American	NC	12	4279	NC	100	99	NC	484	485	NC	NA	14	NC	42	30	NC	58	54	NC	NA	2
Hispanic	24	62	32389	100	98	98	490	486	478	13	10	16	25	35	34	63	55	48	NA	NA	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	--	NC	4401	--	NC	96	--	NC	473	--	NC	17	--	NC	40	--	NC	43	--	NC	1
White	55	133	36446	100	100	99	510	509	516	4	4	4	18	18	15	73	75	73	5	3	7
Students with Disabilities	12	26	9411	100	96	88	449	458	453	33	27	36	50	42	36	17	31	26	NA	NA	1
Students without Disabilities	73	187	70090	100	100	100	513	507	502	1	2	7	16	21	24	78	74	65	4	2	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	33	85	37183	100	99	97	492	493	479	6	6	16	30	32	34	61	61	49	3	1	1
Non-Economically Disadvantaged	52	128	42318	100	100	99	511	507	513	6	5	5	15	19	17	75	74	70	4	2	7

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	85	213	80000	100	100	99	586	574	564	1	1	3	8	9	11	74	80	75	16	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	86	39288	100	100	99	610	594	579	NA	NA	2	3	2	6	76	85	77	21	13	16
Male	47	127	40644	100	99	98	566	560	549	2	2	4	13	13	15	72	77	74	13	8	7
African American	NC	12	4307	NC	100	99	NC	572	551	NC	NA	4	NC	17	13	NC	67	75	NC	17	7
Hispanic	24	62	32672	100	98	99	586	566	548	NA	NA	4	8	13	14	71	79	76	21	8	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	--	NC	4424	--	NC	97	--	NC	549	--	NC	3	--	NC	14	--	NC	77	--	NC	5
White	55	133	36602	100	100	99	585	577	579	2	2	2	7	7	7	78	81	75	13	11	16
Students with Disabilities	12	27	9919	100	100	93	494	499	505	8	4	9	42	48	35	50	48	54	NA	NA	2
Students without Disabilities	73	186	70081	100	99	100	601	584	571	NA	1	2	3	3	7	78	85	79	19	11	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	33	85	37534	100	99	98	580	568	547	NA	NA	4	9	9	15	82	87	76	9	4	5
Non-Economically Disadvantaged	52	128	42466	100	100	100	589	578	578	2	2	2	8	9	7	69	76	75	21	14	16

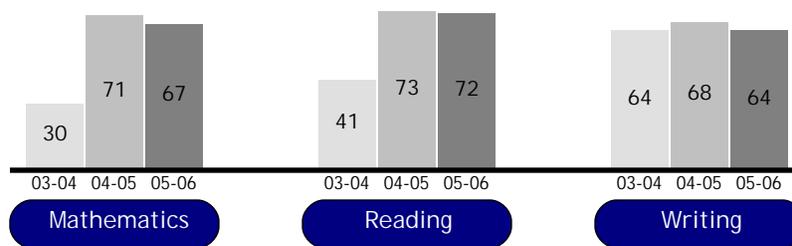
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	54	NA	58	99	48	48	47	100	59	52	46
	Language	100	55	55	50	99	51	51	47	100	78	56	48
	Mathematics	100	62	62	64	99	54	54	50	100	67	56	52
3	Reading	98	56	NA	55	99	47	47	44	100	41	46	46
	Language	99	63	63	61	99	45	45	44	100	44	48	46
	Mathematics	99	54	54	61	98	44	44	51	100	50	50	52
4	Reading	100	58	NA	56	100	52	52	48	98	52	52	52
	Language	100	52	52	52	100	52	52	49	100	52	52	52
	Mathematics	100	52	52	61	100	54	54	53	100	56	56	58
5	Reading	100	54	NA	55	99	57	57	50	99	61	61	56
	Language	100	46	46	49	99	55	55	50	100	59	54	54
	Mathematics	100	60	60	63	99	51	51	49	100	48	44	52
6	Reading	99	47	NA	56	--	--	49	51	100	63	63	56
	Language	99	41	41	48	--	--	43	47	100	52	54	50
	Mathematics	96	54	54	66	--	--	50	52	100	61	59	58

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

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 15 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Student Discipline
- Ü Program Development
- Ü Fundraising
- Ü Student Handbook
- Ü Curriculum

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	4.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	4	0	0
4 to 6 years	6	2	0	0
7 to 9 years	5	2	0	0
10 or more years	5	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center/Technology Labs
- Ü Music/Band
- Ü Library
- Ü Bridges/Learning Together Lab

Extracurricular Activities

- Ü Student Council
- Ü Science Fair
- Ü Spelling Bee
- Ü Science Camp (5th Grade/4th Grade)
- Ü Tutoring
- Ü Gifted
- Ü Drama Club
- Ü Science/Math Club

Social Services

- Ü Migrant Program
- Ü Crisis Intervention Partnership
- Ü Character Counts Philosophy
- Ü Clothing and Food Bank

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The staff actively participated in various professional growth opportunities designed to enhance teaching techniques. Specific activities included ongoing training in SmartBoard technology, ELL, reading and mathematics.
- ü Received grants and donations from corporate foundations to provide teachers with materials to ensure students receive a quality education. Funds were also utilized for special events and activities.
- ü The teachers at each grade level have a common planning time every day. This allows the teachers to meet as a team and to ensure the needs of each individual student as well as the need of the team are being met.
- ü We have established a TAT team that meets once a month to ensure that students who need the extra help are not getting left behind but are getting the accommodations needed to be successful.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	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

Simonton Elementary is a CHARACTER COUNTS school. Students are encouraged to explore their own unique talents and learn how to thrive in a community following the Character Counts pillars.

Simonton Elementary is a gated campus with mandatory office check-in.

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	Tamara Stimatze	(480) 987-5330
Transportation Policy	Rich Dobson	(480) 987-5300
Community Resources	Susan Kruse	(480) 987-5300
School Nutrition Programs	Michelle Swendseid	(480) 987-5330
Parent Organization	Mindy Shurtluff	(480) 987-5330
Student Health/Nurse	JoAnne Kosse	(480) 987-5330

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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** 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.