

Sahuaro Ranch School

ARIZONA SCHOOL REPORT CARD 2003-04

10401 N. 63rd Avenue, Glendale, AZ 85302

Peoria Unified School 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 *

Performing*

* 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.

School Overview

Principal/Administrator : Mr. Craig H. Culley
Schedule : 7:30 AM to 4:30 PM
Grades : Pre-K-8
2003 Enrollment : 779
Web Address : www.peoriaud.k12.az.us/
Phone Number : (623) 412-4775
Fax Number : (623) 412-4786
E-mail : cculley@peoriaud.k12.az.us

Mission

At Sahuaro Ranch Elementary School, our goal is to provide a safe, supportive and fun place to learn and go to school while at the same time providing students with an education that will prepare them to meet the challenges of the 21st Century.

School / Academic Goals

- ü Sahuaro Ranch will continue to increase student achievement on a variety of required state and local tests by incorporating the essential skills in daily instruction.
- ü Sahuaro Ranch teachers, staff and district personnel are working cooperatively to research new and innovative strategies to enhance our current curriculum and improve the technological skills of our students.

Instructional Programs

- ü Regular K-8 Classrooms
- ü On-site Special Education
- ü Integrated Curriculum/Instruction
- ü PI Gifted Program

Enrollment

October 1, 2002 School Year Student Enrollment : 754
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 116

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/11/2003
Last Day of School : 5/20/2004

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.



School Site Council

Council Composition

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

Council Duties

- ü Student Achievement
- ü Community Surveys and Assessments
- ü School Improvement Planning
- ü Parent/Educator Relations
- ü School Safety
- ü Long-range Planning

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	49.50
Other Professional Staff	4.00	Teacher Aide	12.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	2	3	0	0
7 to 9 years	1	5	0	0
10 or more years	10	24	0	0

Shared Responsibilities

School

It is the responsibility of all Peoria School District employees to provide all students with a positive, safe learning environment. We encourage parents to be active participants in their child's education. Open communication is the key.

Parents

Parents have the responsibility to act in partnership with the school and work cooperatively with staff members to educate their children. We encourage parents to stay involved in the learning process.

Resources Available at School Site

Special Facilities

- ü K-6th Grade Computer Lab
- ü Technology Lab for 7th and 8th Grades

Extracurricular Activities

- ü Student Council
- ü National Junior Honor Society
- ü Glendale Recreation AM/PM Program
- ü Science Olympiad

Social Services

- ü Glendale Police Department Programs
- ü Crisis Intervention
- ü Glendale Recreation AM/PM Program
- ü Health Services

Transportation Policy

District policy states that all students in the Peoria Unified School District who ride buses are subject to policies and regulations designed to provide safe transportation. District transportation is provided to all students who qualify.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Comprehensive support for professional and personal growth among teachers and staff members is promoted by our involvement in professional development activities and staff functions which promote positive staff climate.

- ü One of our main goals is to establish and maintain a positive school climate for students and staff. We emphasize respect and tolerance. Ongoing recognition programs have been established to support and reinforce this concept.

School Honors

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

Award/Honor	Year
ü V.F.W. Education Teacher Award	2003
ü Pride of Peoria Winner	2000
ü Pride of Peoria Winner	2002
ü Pride of Peoria Winner	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	13	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	12	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	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 2-3	59	55
Grades 3-4	74	95
Grades 4-5	64	56
Grades 5-6	87	84
Grades 6-7	84	80
Grades 7-8	69	72

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).

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	72	2731	75372	99	100	101	527	529	523	6	5	9	8	23	25	65	41	36	21	31	30
All Students (Prior Year)	79	2609	70809	NA	NA	NA	507	528	518	11	5	11	35	23	27	41	41	35	13	31	27
Female	31	1343	36901	97	98	101	526	530	524	11	4	8	4	23	25	67	41	36	19	31	31
Male	41	1387	38385	100	101	101	528	528	523	3	6	9	11	23	24	63	41	36	23	31	30
African American	NC	118	3589	NC	94	96	NC	512	501	NC	9	18	NC	37	33	NC	39	33	NC	15	16
Hispanic	14	552	29103	100	100	99	500	512	510	25	10	12	13	34	31	63	39	36	0	18	20
Asian/Pacific Islander	NC	90	1574	NC	99	96	NC	543	549	NC	5	3	NC	20	14	NC	30	34	NC	45	48
American Indian/Alaskan Native	NC	33	5086	NC	97	114	NC	515	491	NC	8	22	NC	29	38	NC	33	28	NC	29	12
White	46	1913	34597	100	99	98	533	534	535	2	3	4	7	20	20	67	43	38	24	34	38
Students with Disabilities	NC	247	8057	NC	73	99	NC	507	496	NC	16	23	NC	30	31	NC	34	28	NC	19	17
Students without Disabilities	67	2484	67315	100	104	101	527	529	525	7	4	8	8	23	24	64	41	37	21	31	31
Limited English Proficient Students	NC	189	16925	NC	106	112	NC	505	482	NC	11	27	NC	46	40	NC	30	26	NC	13	7
Migrant Students	--	NC	869				--	NC	501	--	NC	17	--	NC	30	--	NC	39	--	NC	14
Economically Disadvantaged	--	205	26325				--	492	504	--	11	15	--	51	34	--	33	33	--	5	18
Non-Economically Disadvantaged	72	2526	49047				527	531	530	6	4	6	8	21	21	65	42	37	21	33	35

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	70	2716	75221	96	99	101	533	526	523	2	5	8	7	15	16	65	60	56	27	20	21
All Students (Prior Year)	78	2610	70860	NA	NA	NA	529	531	524	7	4	9	9	12	17	58	53	45	26	32	30
Female	30	1338	36833	94	98	100	543	529	526	0	3	6	4	15	15	58	60	56	38	23	23
Male	40	1378	38319	98	100	101	526	522	520	3	7	9	9	16	17	71	60	56	18	18	18
African American	NC	116	3597	NC	92	97	NC	512	510	NC	11	14	NC	21	22	NC	58	53	NC	11	11
Hispanic	13	553	29019	93	100	99	534	516	513	0	8	12	14	23	21	57	54	55	29	14	13
Asian/Pacific Islander	NC	90	1572	NC	99	95	NC	536	536	NC	3	2	NC	13	9	NC	59	57	NC	25	31
American Indian/Alaskan Native	NC	34	5071	NC	100	114	NC	518	502	NC	4	20	NC	20	27	NC	60	46	NC	16	8
White	45	1900	34543	98	98	97	533	529	531	0	4	4	5	13	12	71	61	58	24	22	26
Students with Disabilities	NC	248	8006	NC	73	99	NC	509	505	NC	14	22	NC	27	23	NC	49	42	NC	10	13
Students without Disabilities	65	2468	67215	97	103	101	533	526	524	2	5	7	7	15	16	64	60	56	27	20	21
Limited English Proficient Students	NC	189	16853	NC	106	112	NC	503	489	NC	19	29	NC	26	36	NC	47	32	NC	9	3
Migrant Students	--	NC	866				--	NC	503	--	NC	19	--	NC	23	--	NC	49	--	NC	8
Economically Disadvantaged	--	204	26256				--	494	509	--	19	14	--	36	24	--	44	51	--	1	11
Non-Economically Disadvantaged	70	2512	48965				533	528	528	2	4	5	7	14	13	65	61	58	27	21	24

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	64	2701	73654	88	99	99	533	533	530	7	5	9	6	11	13	85	78	70	2	6	7
All Students (Prior Year)	52	2434	68592	NA	NA	NA	549	550	542	4	4	9	8	8	12	76	72	63	12	16	16
Female	27	1338	36239	84	98	99	540	539	537	9	3	7	0	8	11	87	81	72	4	8	10
Male	37	1363	37301	90	99	98	527	526	523	6	7	12	10	13	15	84	75	68	0	4	5
African American	NC	117	3488	NC	93	94	NC	523	515	NC	10	16	NC	12	18	NC	74	62	NC	3	4
Hispanic	11	541	28348	79	98	96	525	524	520	20	8	13	0	16	17	80	73	65	0	3	5
Asian/Pacific Islander	NC	89	1558	NC	98	95	NC	543	547	NC	1	3	NC	8	8	NC	82	76	NC	8	13
American Indian/Alaskan Native	NC	33	4947	NC	97	111	NC	529	507	NC	4	22	NC	8	22	NC	80	53	NC	8	3
White	41	1893	33924	89	98	96	535	535	537	5	4	5	8	10	10	84	79	75	3	7	9
Students with Disabilities	NC	244	7306	NC	72	90	NC	521	506	NC	19	24	NC	8	20	NC	69	52	NC	4	4
Students without Disabilities	59	2457	66348	88	102	100	533	533	531	8	5	8	6	11	13	85	78	71	2	6	8
Limited English Proficient Students	NC	186	16422	NC	104	109	NC	510	495	NC	18	30	NC	20	27	NC	61	43	NC	2	0
Migrant Students	--	10	849				--	488	511	--	25	19	--	25	22	--	50	56	--	0	4
Economically Disadvantaged	--	204	25711				--	501	514	--	19	16	--	23	19	--	58	61	--	1	3
Non-Economically Disadvantaged	64	2497	47943				533	535	535	7	4	7	6	10	11	85	79	74	2	6	9

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	90	2885	76230	100	100	101	499	508	498	4	6	12	46	37	38	17	13	12	33	45	37
All Students (Prior Year)	89	2848	72888	NA	NA	NA	487	497	494	19	10	14	36	42	40	16	14	12	29	34	34
Female	42	1398	37247	100	99	100	492	510	500	3	4	11	58	37	40	11	13	13	28	46	37
Male	48	1484	38725	100	100	101	506	507	497	5	7	14	36	37	37	21	13	12	38	43	37
African American	NC	140	3594	NC	94	96	NC	490	476	NC	10	22	NC	51	46	NC	12	11	NC	27	21
Hispanic	22	630	28100	100	98	98	488	499	482	0	7	18	65	46	47	18	13	11	18	35	24
Asian/Pacific Islander	NC	81	1447	NC	99	95	NC	525	527	NC	3	5	NC	25	26	NC	12	11	NC	60	58
American Indian/Alaskan Native	NC	39	5292	NC	100	113	NC	499	463	NC	9	31	NC	47	47	NC	9	8	NC	35	14
White	61	1964	35389	100	99	96	502	512	514	4	5	6	43	34	32	19	13	14	35	48	48
Students with Disabilities	NC	244	9022	NC	91	105	NC	461	465	NC	36	31	NC	39	43	NC	3	8	NC	21	17
Students without Disabilities	83	2641	67208	101	101	100	499	510	500	4	5	12	46	37	38	17	13	12	33	45	38
Limited English Proficient Students	NC	159	14826	NC	105	113	NC	482	460	NC	6	31	NC	56	51	NC	19	8	NC	19	10
Migrant Students	NC	15	837				NC	528	478	NC	0	19	NC	25	51	NC	25	8	NC	50	21
Economically Disadvantaged	--	100	25037				--	462	477	--	18	21	--	68	47	--	7	11	--	7	21
Non-Economically Disadvantaged	90	2785	51193				499	510	507	4	5	9	46	36	35	17	13	13	33	46	43

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	88	2864	76202	98	99	101	507	508	505	17	13	19	15	23	24	55	52	46	13	13	11
All Students (Prior Year)	88	2848	72779	NA	NA	NA	505	507	505	16	15	21	20	20	20	53	50	43	12	15	15
Female	42	1396	37231	100	99	100	510	511	507	14	9	16	19	22	24	56	54	48	11	16	13
Male	46	1465	38718	96	99	101	505	505	503	19	16	22	12	24	24	55	49	44	14	11	10
African American	NC	139	3600	NC	93	97	NC	501	497	NC	21	28	NC	30	29	NC	40	39	NC	8	5
Hispanic	21	630	28090	95	98	98	501	504	497	24	16	28	18	28	30	53	47	37	6	9	5
Asian/Pacific Islander	NC	80	1443	NC	98	95	NC	517	515	NC	9	9	NC	12	19	NC	63	53	NC	15	19
American Indian/Alaskan Native	NC	38	5311	NC	97	113	NC	505	491	NC	15	38	NC	35	31	NC	47	28	NC	3	3
White	60	1952	35371	98	99	96	509	509	512	15	11	10	15	21	20	57	53	54	13	15	16
Students with Disabilities	NC	234	9097	NC	87	106	NC	497	493	NC	39	39	NC	25	27	NC	29	29	NC	7	5
Students without Disabilities	83	2630	67105	101	100	100	507	508	506	17	12	18	15	23	24	55	52	47	13	13	12
Limited English Proficient Students	NC	158	14780	NC	105	113	NC	499	486	NC	19	50	NC	25	32	NC	56	18	NC	0	1
Migrant Students	NC	14	832				NC	512	492	NC	0	36	NC	0	31	NC	100	31	NC	0	3
Economically Disadvantaged	--	99	24961				--	486	495	--	49	32	--	34	30	--	16	34	--	0	4
Non-Economically Disadvantaged	88	2765	51241				507	509	509	17	11	14	15	23	22	55	53	51	13	13	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	90	2862	74692	100	99	99	508	513	502	14	10	18	21	26	27	60	56	47	5	9	8
All Students (Prior Year)	87	2780	70710	NA	NA	NA	521	523	512	11	10	17	25	23	26	48	51	42	16	16	16
Female	42	1388	36710	100	98	99	509	522	509	11	6	14	25	22	26	61	61	50	3	11	10
Male	48	1472	37742	100	100	98	507	504	495	17	14	22	17	29	28	60	51	44	7	6	6
African American	NC	141	3516	NC	95	94	NC	505	487	NC	13	26	NC	34	31	NC	45	39	NC	9	4
Hispanic	22	631	27492	100	98	96	496	506	486	24	12	27	35	29	32	29	53	38	12	7	4
Asian/Pacific Islander	NC	80	1428	NC	98	94	NC	529	528	NC	8	8	NC	14	20	NC	60	54	NC	18	18
American Indian/Alaskan Native	NC	39	5166	NC	100	110	NC	495	470	NC	21	39	NC	24	32	NC	53	27	NC	3	2
White	61	1943	34785	100	98	94	511	515	517	11	9	10	17	25	23	69	57	56	4	9	11
Students with Disabilities	NC	231	8428	NC	86	98	NC	473	472	NC	40	38	NC	25	30	NC	35	29	NC	0	3
Students without Disabilities	83	2631	66264	101	100	99	508	514	503	14	9	17	21	26	27	60	56	48	5	9	8
Limited English Proficient Students	NC	159	14363	NC	105	109	NC	492	459	NC	19	47	NC	31	34	NC	44	19	NC	6	1
Migrant Students	NC	15	814				NC	552	475	NC	0	33	NC	0	37	NC	75	27	NC	25	2
Economically Disadvantaged	--	97	24507				--	467	480	--	30	31	--	54	33	--	17	33	--	0	3
Non-Economically Disadvantaged	90	2765	50185				508	514	511	14	9	13	21	25	24	60	57	53	5	9	10

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

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	87	2987	71167	98	99	99	480	468	463	19	32	38	49	47	41	24	15	14	8	6	7
All Students (Prior Year)	82	2820	66213	NA	NA	NA	479	470	459	18	29	39	61	46	40	15	18	14	6	7	7
Female	41	1483	34825	95	98	99	474	466	462	21	32	38	52	49	42	24	15	14	3	4	6
Male	46	1500	36047	100	99	99	485	469	464	17	33	38	46	44	39	24	15	15	12	8	8
African American	NC	153	3225	NC	99	95	NC	445	441	NC	54	57	NC	38	34	NC	7	6	NC	2	2
Hispanic	26	566	23643	93	96	97	466	456	445	35	44	53	41	40	37	18	13	8	6	2	2
Asian/Pacific Islander	NC	85	1503	NC	94	100	NC	484	493	NC	18	18	NC	49	40	NC	21	23	NC	12	19
American Indian/Alaskan Native	NC	35	5161	NC	100	103	NC	470	435	NC	34	63	NC	41	30	NC	14	5	NC	10	2
White	50	2131	35245	96	99	95	485	471	476	13	29	26	52	49	45	27	16	19	8	7	10
Students with Disabilities	NC	250	8095	NC	88	104	NC	429	426	NC	69	69	NC	28	25	NC	1	5	NC	1	1
Students without Disabilities	79	2737	63072	98	100	99	480	469	464	19	31	37	48	47	41	25	15	15	8	6	7
Limited English Proficient Students	NC	113	10317	NC	130	111	NC	409	426	NC	78	72	NC	22	25	NC	0	2	NC	0	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	--	24	17057				--	424	440	--	68	58	--	32	34	--	0	6	--	0	2
Non-Economically Disadvantaged	87	2963	54110				480	468	468	19	32	33	49	47	43	24	15	16	8	6	8

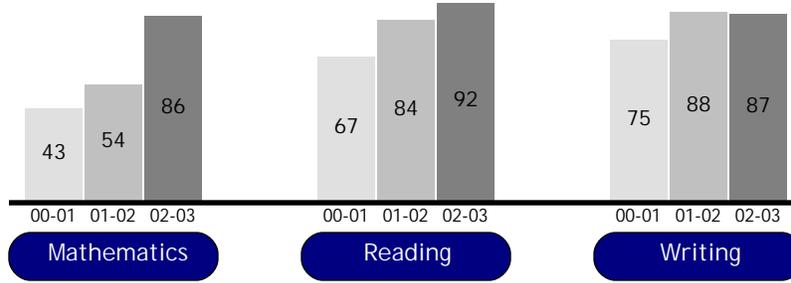
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2981	71100	99	99	99	520	510	502	7	17	25	19	19	21	56	46	40	19	18	15
All Students (Prior Year)	80	2813	66144	NA	NA	NA	520	514	504	9	15	24	18	19	20	50	47	40	23	20	16
Female	42	1480	34801	98	98	99	514	513	505	9	13	21	21	20	22	59	49	42	12	18	15
Male	46	1498	36010	100	99	99	526	507	499	5	22	28	17	18	20	54	43	38	24	17	14
African American	NC	154	3219	NC	100	95	NC	494	486	NC	29	38	NC	25	24	NC	38	31	NC	7	7
Hispanic	26	569	23630	93	97	96	514	502	485	12	23	37	6	22	25	76	41	32	6	14	6
Asian/Pacific Islander	NC	86	1509	NC	96	100	NC	518	522	NC	12	12	NC	19	14	NC	41	46	NC	27	28
American Indian/Alaskan Native	NC	35	5144	NC	100	102	NC	503	478	NC	24	46	NC	21	24	NC	41	25	NC	14	5
White	50	2119	35198	96	98	95	522	513	515	4	15	15	25	18	18	48	48	47	23	19	21
Students with Disabilities	NC	266	8121	NC	94	105	NC	470	470	NC	58	55	NC	21	20	NC	13	21	NC	8	4
Students without Disabilities	80	2715	62979	99	99	99	521	511	503	7	17	23	18	19	21	57	47	41	19	18	15
Limited English Proficient Students	NC	113	10304	NC	130	110	NC	465	462	NC	57	63	NC	14	23	NC	29	13	NC	0	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	--	26	17040				--	462	483	--	59	40	--	27	25	--	14	29	--	0	6
Non-Economically Disadvantaged	88	2955	54060				520	511	507	7	17	20	19	19	20	56	46	43	19	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	88	2940	69001	99	97	96	504	499	490	3	11	17	36	35	37	61	53	45	0	1	1
All Students (Prior Year)	78	2741	63579	NA	NA	NA	512	503	493	1	8	15	31	38	42	68	52	41	0	2	2
Female	42	1461	34086	98	97	97	508	506	496	3	6	13	32	33	36	65	59	51	0	2	1
Male	46	1476	34644	100	97	95	501	492	484	2	16	22	39	37	39	59	47	38	0	1	0
African American	NC	150	3115	NC	97	92	NC	485	478	NC	21	25	NC	42	44	NC	36	31	NC	1	0
Hispanic	26	563	22656	93	96	92	505	491	476	0	14	27	41	40	43	59	45	30	0	0	0
Asian/Pacific Islander	NC	81	1472	NC	90	98	NC	508	507	NC	4	8	NC	35	30	NC	59	60	NC	1	2
American Indian/Alaskan Native	NC	35	4940	NC	100	98	NC	487	469	NC	14	34	NC	48	43	NC	38	23	NC	0	0
White	50	2095	34501	96	97	93	507	502	500	0	9	10	35	33	34	65	57	55	0	1	1
Students with Disabilities	NC	258	7386	NC	91	95	NC	460	459	NC	46	46	NC	29	37	NC	24	17	NC	0	0
Students without Disabilities	80	2682	61615	99	98	97	504	500	491	3	10	16	36	35	37	61	54	45	0	1	1
Limited English Proficient Students	NC	109	9662	NC	125	104	NC	441	454	NC	71	51	NC	29	40	NC	0	9	NC	0	0
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	--	26	16383				--	463	472	--	32	30	--	55	43	--	14	26	--	0	0
Non-Economically Disadvantaged	88	2914	52618				504	499	494	3	10	14	36	35	36	61	54	49	0	1	1

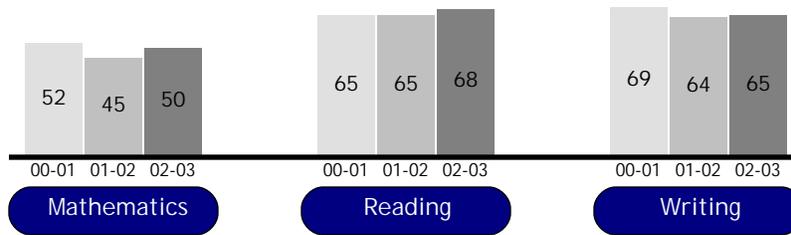
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

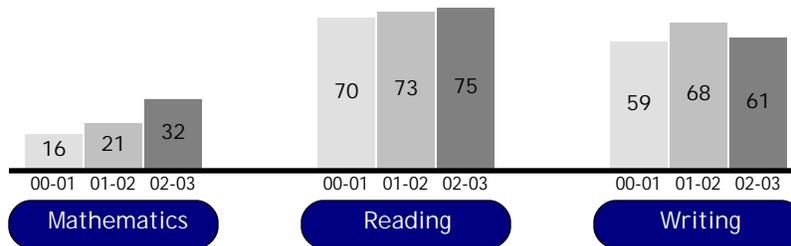
3rd Grade Proficiency



5th Grade Proficiency



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
2	Reading	87	62	63	53	97	53	58	44	100	66	62	50
	Language	92	54	57	45	96	46	56	39	100	58	57	43
	Mathematics	92	62	71	56	97	60	68	52	100	68	71	57
3	Reading	92	54	58	50	98	53	55	43	100	50	58	47
	Language	93	58	68	55	98	66	64	50	100	61	66	54
	Mathematics	92	46	67	53	98	47	65	50	100	57	67	54
4	Reading	94	58	62	55	91	56	59	47	96	59	63	52
	Language	93	55	58	50	89	57	57	45	98	58	59	48
	Mathematics	95	56	66	56	91	62	66	52	100	67	67	57
5	Reading	92	58	59	51	94	52	55	46	98	60	61	50
	Language	90	59	53	46	94	48	51	43	99	55	56	46
	Mathematics	93	69	66	56	94	62	63	54	100	59	67	57
6	Reading	95	57	63	54	93	49	60	49	95	60	63	53
	Language	95	57	56	46	88	51	54	42	95	53	58	45
	Mathematics	95	74	74	61	94	61	70	58	96	65	73	62
7	Reading	95	61	64	53	98	54	60	48	96	70	63	51
	Language	92	71	68	55	96	67	64	51	94	78	69	54
	Mathematics	95	59	71	57	97	70	68	54	97	77	70	58
8	Reading	NC	NC	63	55	97	59	61	49	99	61	62	53
	Language	98	73	61	50	94	67	60	46	98	67	62	49
	Mathematics	98	63	64	57	97	66	67	54	100	66	66	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 Sahuaro Ranch community recognizes that a safe school environment is necessary for positive student learning and achievement. A Crisis Management Committee is active in staff, student and parent training to ensure a safe environment at all times.

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) :

8

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	Craig Culley	(623) 412-4775
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 487-5183
Parent Organization	Parent/Teacher Association	(623) 412-4775
Student Health/Nurse	Eva Atkinson	(623) 412-4778

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