

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

10401 N 63rd Ave, 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 (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) 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 4:10 PM
 Grades : K-8
 2004 Enrollment : 793
 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 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.
- ü Faculty and staff will improve their skills in the use of technology to enhance current teaching techniques and strategies in the classroom.
- ü Sahuaro Ranch Elementary will continue to address the needs of all students by providing a safe and caring learning environment. The Site Council will address issues concerning student activities, planning and community involvement.

Enrollment

October 1, 2003 School Year Student Enrollment : 781
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 181

Instructional Programs

- Ü Regular K-8 Classrooms
- Ü On-site Special Education
- Ü Integrated Curriculum/Instruction
- Ü PI Gifted Program
- Ü E.L.L. Services
- Ü Technology Instruction k-8
- Ü Prevention Services
- Ü Arts Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

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.

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.

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

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	75	2724	75509	100	100	100	520	529	521	9	8	13	26	21	23	30	35	33	35	35	31
All Students (Prior Year)	72	2731	75372	99	100	100	527	529	523	6	5	9	8	23	25	65	41	36	21	31	30
Female	28	1318	37013	100	100	100	527	529	522	4	8	12	26	22	24	30	36	33	41	34	31
Male	47	1406	38430	100	100	99	516	530	521	13	9	14	26	21	22	31	35	33	31	36	31
African American	NC	151	3660	NC	100	99	NC	510	496	NC	15	24	NC	34	31	NC	30	28	NC	21	18
Hispanic	21	582	30486	100	100	99	515	514	505	15	12	18	23	30	29	31	33	32	31	25	21
Asian/Pacific Islander	--	69	1780	--	100	98	--	542	549	--	7	5	--	11	13	--	36	33	--	46	50
American Indian/Alaskan Native	NC	32	4075	NC	100	100	NC	512	486	NC	14	28	NC	32	34	NC	21	26	NC	32	12
White	44	1886	35192	100	100	99	523	534	534	5	7	8	28	19	19	35	37	35	33	38	39
Students with Disabilities	11	438	9708	100	100	100	500	506	489	25	20	32	38	27	27	0	32	24	38	22	17
Students without Disabilities	64	2286	65801	97	98	98	523	533	525	7	7	11	24	21	23	34	36	34	34	37	33
Limited English Proficient Students	NC	194	16928	NC	100	100	NC	465	485	NC	50	29	NC	50	33	NC	0	26	NC	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	30	693	36411				511	509	503	9	14	19	39	31	29	22	34	32	30	21	20
Non-Economically Disadvantaged	45	2031	39040				525	535	534	9	6	8	19	19	19	35	36	34	37	39	39

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	74	2724	75492	99	100	100	525	525	519	6	7	12	20	15	16	48	51	47	25	27	24
All Students (Prior Year)	70	2716	75221	96	99	100	533	526	523	2	5	8	7	15	16	65	60	56	27	20	21
Female	28	1319	37014	100	100	100	539	528	523	0	6	10	19	13	15	44	50	48	37	30	27
Male	46	1405	38400	98	100	99	514	522	516	11	8	14	22	17	17	51	52	47	16	23	21
African American	NC	150	3665	NC	100	99	NC	514	505	NC	9	20	NC	21	22	NC	57	43	NC	13	14
Hispanic	21	582	30438	100	100	99	511	516	508	8	10	17	38	21	21	38	52	47	15	17	15
Asian/Pacific Islander	--	70	1773	--	100	98	--	529	534	--	5	4	--	11	10	--	52	50	--	32	36
American Indian/Alaskan Native	NC	32	4081	NC	100	100	NC	511	498	NC	14	25	NC	18	26	NC	61	40	NC	7	8
White	44	1887	35177	100	100	99	532	528	528	5	6	8	12	13	13	50	50	49	33	30	31
Students with Disabilities	11	439	9707	100	100	100	544	508	495	0	17	33	29	23	21	43	43	33	29	17	13
Students without Disabilities	63	2285	65785	95	98	98	522	527	522	7	6	10	19	14	16	49	52	49	25	28	26
Limited English Proficient Students	NC	195	16905	NC	100	100	NC	474	489	NC	67	34	NC	0	28	NC	33	32	NC	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	29	692	36302				514	514	507	9	12	18	36	22	21	36	51	46	18	15	14
Non-Economically Disadvantaged	45	2032	39164				530	528	528	5	6	8	12	13	13	55	51	48	29	30	31

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	74	2706	75053	99	100	99	580	603	597	6	5	7	9	10	12	78	78	72	6	7	9
All Students (Prior Year)	64	2701	73654	88	99	99	533	533	530	7	5	9	6	11	13	85	78	70	2	6	7
Female	28	1310	36872	100	99	99	614	624	621	0	3	5	7	7	9	81	81	74	11	10	12
Male	46	1396	38109	98	100	99	556	583	573	11	6	10	11	13	14	76	76	69	3	5	6
African American	NC	149	3636	NC	100	99	NC	574	568	NC	7	12	NC	13	16	NC	77	67	NC	3	6
Hispanic	21	578	30235	100	99	98	544	594	575	0	5	9	15	13	14	85	74	70	0	8	6
Asian/Pacific Islander	--	69	1768	--	100	98	--	605	651	--	5	3	--	9	5	--	75	72	--	11	19
American Indian/Alaskan Native	NC	31	4044	NC	97	99	NC	570	550	NC	7	13	NC	11	17	NC	78	66	NC	4	4
White	44	1876	35028	100	100	99	601	609	613	5	4	6	7	9	10	81	80	73	7	8	11
Students with Disabilities	11	433	9625	100	100	100	558	554	530	0	10	21	29	16	21	71	71	55	0	3	4
Students without Disabilities	63	2273	65428	95	97	98	583	610	604	7	4	6	7	9	11	79	79	73	7	8	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	529	525	NC	33	17	NC	0	20	NC	67	60	NC	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	29	687	36077				554	572	566	5	8	10	9	12	16	86	77	69	0	3	5
Non-Economically Disadvantaged	45	2019	38950				594	612	618	7	4	5	10	9	9	74	79	73	10	9	12

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	2855	76019	100	100	100	508	503	499	4	9	14	47	39	39	16	16	14	33	35	33
All Students (Prior Year)	90	2885	76230	100	100	100	499	508	498	4	6	12	46	37	38	17	13	12	33	45	37
Female	43	1384	37207	100	100	100	511	504	499	0	8	12	49	40	41	15	18	14	36	34	33
Male	47	1469	38677	100	100	100	504	502	498	8	11	15	45	39	38	18	15	13	30	36	34
African American	NC	129	3817	NC	100	100	NC	484	475	NC	18	23	NC	47	47	NC	13	11	NC	23	18
Hispanic	24	590	29458	100	100	100	491	487	480	13	15	20	38	47	48	31	14	12	19	24	20
Asian/Pacific Islander	NC	80	1673	NC	100	99	NC	524	531	NC	4	4	NC	27	29	NC	20	14	NC	49	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	484	466	NC	8	28	NC	54	49	NC	17	10	NC	21	13
White	56	2018	35880	100	100	100	517	507	515	2	8	7	44	37	32	15	17	16	39	38	45
Students with Disabilities	10	385	9786	100	100	100	502	465	457	0	30	39	67	47	40	0	7	7	33	16	13
Students without Disabilities	80	2470	66233	96	99	99	508	507	503	4	7	11	45	39	39	18	17	14	33	37	35
Limited English Proficient Students	10	173	15206	100	100	100	430	454	459	50	33	31	50	53	53	0	2	7	0	12	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	36	700	35714				502	482	480	6	18	20	48	47	47	10	14	12	35	21	20
Non-Economically Disadvantaged	54	2155	40266				511	509	513	2	7	9	46	37	33	21	17	15	31	39	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	90	2851	76020	100	100	100	505	506	503	20	18	25	23	22	23	47	45	40	11	14	12
All Students (Prior Year)	88	2864	76202	98	99	100	507	508	505	17	13	19	15	23	24	55	52	46	13	13	11
Female	43	1384	37213	100	100	100	510	509	504	13	16	22	23	21	23	51	48	42	13	15	13
Male	47	1465	38666	100	100	100	500	503	501	28	21	29	22	23	22	42	42	38	8	14	12
African American	NC	129	3819	NC	100	100	NC	497	494	NC	30	37	NC	24	26	NC	36	31	NC	10	6
Hispanic	24	589	29442	100	100	99	502	501	494	25	27	37	19	25	26	44	40	31	13	8	6
Asian/Pacific Islander	NC	80	1672	NC	100	99	NC	514	513	NC	11	12	NC	20	19	NC	49	49	NC	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	497	489	NC	22	48	NC	39	25	NC	35	24	NC	4	3
White	56	2014	35890	100	100	100	508	508	511	16	16	15	22	22	20	50	46	48	12	16	18
Students with Disabilities	10	383	9784	100	100	100	518	489	485	0	47	58	50	24	19	0	21	19	50	7	4
Students without Disabilities	80	2468	66236	96	98	99	505	508	504	21	15	23	22	22	23	48	47	42	10	15	13
Limited English Proficient Students	10	173	15198	100	100	100	477	481	483	50	59	59	50	27	25	0	14	14	0	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	36	700	35703				500	498	494	30	31	37	27	27	26	33	35	31	10	7	6
Non-Economically Disadvantaged	54	2151	40274				508	508	509	13	15	17	20	21	20	56	47	47	11	16	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	90	2854	75673	100	100	100	542	544	530	7	8	12	16	22	25	74	66	58	3	4	4
All Students (Prior Year)	90	2862	74692	100	99	99	508	513	502	14	10	18	21	26	27	60	56	47	5	9	8
Female	43	1384	37099	100	100	100	577	563	548	0	4	8	13	19	22	82	71	64	5	5	6
Male	47	1468	38441	100	100	99	506	527	513	14	12	16	19	24	29	67	60	52	0	3	3
African American	NC	129	3791	NC	100	99	NC	531	506	NC	15	18	NC	18	29	NC	64	50	NC	3	3
Hispanic	24	590	29305	100	100	99	553	528	507	6	10	16	6	27	31	88	59	51	0	3	2
Asian/Pacific Islander	NC	80	1665	NC	100	99	NC	565	573	NC	7	6	NC	17	16	NC	68	67	NC	8	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	536	492	NC	0	19	NC	38	33	NC	58	46	NC	4	1
White	56	2016	35760	100	100	99	537	549	550	8	8	9	18	20	21	70	67	64	4	5	6
Students with Disabilities	10	383	9706	100	100	100	541	485	462	0	26	36	0	32	32	100	40	31	0	2	1
Students without Disabilities	80	2471	65967	96	99	99	542	551	536	7	7	10	16	21	25	74	68	60	3	5	5
Limited English Proficient Students	10	173	15115	100	100	100	531	483	471	0	19	26	0	37	38	100	44	35	0	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	36	701	35541				546	523	504	0	14	17	28	23	31	66	61	50	7	2	2
Non-Economically Disadvantaged	54	2153	40091				540	551	550	11	7	9	9	21	21	80	67	64	0	5	6

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	105	3176	75001	100	100	99	473	476	468	27	27	37	49	43	36	20	21	16	4	10	10
All Students (Prior Year)	87	2987	71167	98	99	99	480	468	463	19	32	38	49	47	41	24	15	14	8	6	7
Female	58	1568	36846	100	100	99	474	476	468	28	25	36	47	46	38	19	20	16	6	9	10
Male	47	1600	37974	100	100	99	472	476	467	24	29	39	51	39	34	22	21	16	2	11	11
African American	NC	155	3720	NC	100	98	NC	460	446	NC	43	53	NC	39	33	NC	14	9	NC	4	4
Hispanic	29	634	26675	100	100	98	473	462	448	33	37	52	42	42	34	21	15	10	4	6	4
Asian/Pacific Islander	NC	98	1575	NC	100	99	NC	499	504	NC	14	18	NC	41	33	NC	26	20	NC	19	29
American Indian/Alaskan Native	--	37	4731	--	90	98	--	463	438	--	38	61	--	41	30	--	18	7	--	3	2
White	69	2237	37785	100	100	99	473	480	482	24	24	25	52	43	39	19	22	21	5	11	15
Students with Disabilities	15	359	8802	100	100	100	446	425	418	57	74	79	43	22	16	0	4	3	0	1	1
Students without Disabilities	90	2817	66199	100	99	99	475	480	472	24	23	34	49	44	38	22	22	17	5	10	11
Limited English Proficient Students	NC	122	11710	NC	100	100	NC	420	429	NC	72	70	NC	28	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	29	628	29814				462	458	448	41	41	53	45	39	33	9	14	10	5	5	4
Non-Economically Disadvantaged	76	2548	45170				476	480	479	22	24	28	50	43	38	24	22	20	4	11	14

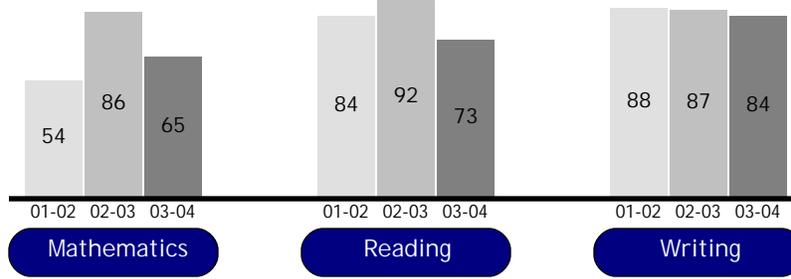
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	3170	74918	100	100	99	511	507	497	19	22	32	23	18	19	36	42	35	21	18	15
All Students (Prior Year)	88	2981	71100	99	99	99	520	510	502	7	17	25	19	19	21	56	46	40	19	18	15
Female	58	1566	36805	100	100	99	513	510	501	13	19	28	29	19	19	38	45	37	20	18	16
Male	47	1599	37936	100	100	99	508	504	493	28	26	35	16	18	18	33	38	33	23	18	14
African American	NC	155	3719	NC	100	98	NC	492	481	NC	35	43	NC	19	21	NC	37	29	NC	8	7
Hispanic	29	634	26645	100	100	98	504	495	478	20	32	46	28	20	20	32	34	27	20	14	6
Asian/Pacific Islander	NC	98	1571	NC	100	99	NC	523	521	NC	16	18	NC	16	15	NC	40	38	NC	28	30
American Indian/Alaskan Native	--	37	4729	--	90	98	--	494	468	--	34	57	--	20	19	--	34	19	--	11	4
White	69	2236	37773	100	100	99	510	511	511	20	18	20	23	18	18	36	44	41	21	19	21
Students with Disabilities	15	358	8801	100	100	100	456	455	448	82	72	75	0	14	13	18	11	10	0	3	2
Students without Disabilities	90	2812	66117	100	99	99	517	512	501	11	18	28	26	19	19	38	44	37	24	19	16
Limited English Proficient Students	NC	122	11706	NC	100	100	NC	441	454	NC	80	71	NC	18	16	NC	2	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	29	628	29785				491	490	477	22	36	47	39	23	20	30	32	26	9	9	6
Non-Economically Disadvantaged	76	2542	45115				517	511	508	19	19	23	19	17	18	37	44	39	25	20	20

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	105	3170	74503	100	100	99	521	522	491	2	4	9	24	22	32	64	61	51	9	12	8
All Students (Prior Year)	88	2940	69001	99	97	96	504	499	490	3	11	17	36	35	37	61	53	45	0	1	1
Female	58	1566	36686	100	100	99	517	535	506	2	3	5	25	17	29	64	66	57	9	14	9
Male	47	1598	37644	100	100	98	527	509	476	2	6	13	23	28	36	65	56	45	9	10	6
African American	NC	156	3677	NC	100	97	NC	515	475	NC	4	12	NC	24	36	NC	63	46	NC	9	5
Hispanic	29	634	26500	100	100	97	526	510	467	8	6	13	16	27	39	60	56	44	16	11	4
Asian/Pacific Islander	NC	98	1566	NC	100	99	NC	537	537	NC	5	5	NC	18	23	NC	63	55	NC	15	18
American Indian/Alaskan Native	--	37	4695	--	90	97	--	507	464	--	3	14	--	29	39	--	62	44	--	6	3
White	69	2235	37606	100	100	99	515	526	508	0	4	6	29	21	28	67	63	56	5	12	10
Students with Disabilities	15	359	8662	100	100	100	435	437	409	0	24	37	73	42	42	27	32	20	0	2	1
Students without Disabilities	90	2811	65841	100	99	98	532	530	499	2	3	7	18	21	32	69	64	53	10	13	8
Limited English Proficient Students	NC	122	11608	NC	100	100	NC	453	430	NC	18	23	NC	40	47	NC	40	28	NC	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	29	629	29587				501	504	465	0	6	14	35	27	40	65	59	43	0	7	4
Non-Economically Disadvantaged	76	2541	44898				528	526	507	3	4	7	21	21	28	64	62	55	12	13	10

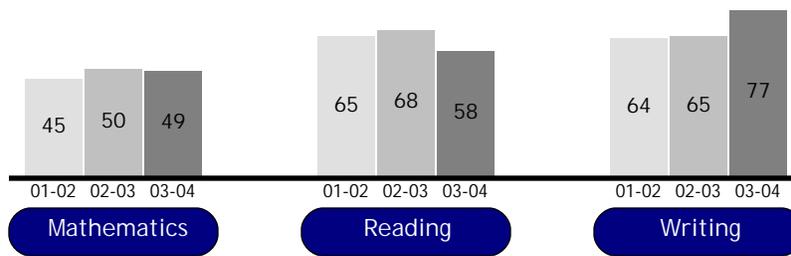
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

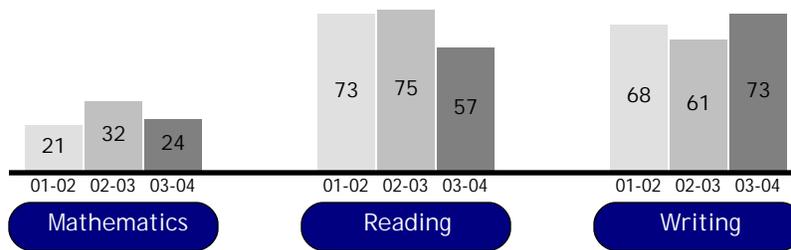
3rd Grade Proficiency



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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	53	58	44	100	66	62	50	95	51	NA	58
	Language	96	46	56	39	100	58	57	43	100	44	60	50
	Mathematics	97	60	68	52	100	68	71	57	99	56	72	64
3	Reading	98	53	55	43	100	50	58	47	99	58	NA	55
	Language	98	66	64	50	100	61	66	54	99	72	70	61
	Mathematics	98	47	65	50	100	57	67	54	99	69	71	61
4	Reading	91	56	59	47	96	59	63	52	90	55	NA	56
	Language	89	57	57	45	98	58	59	48	93	48	60	52
	Mathematics	91	62	66	52	100	67	67	57	93	59	69	61
5	Reading	94	52	55	46	98	60	61	50	100	59	NA	55
	Language	94	48	51	43	99	55	56	46	100	59	56	49
	Mathematics	94	62	63	54	100	59	67	57	100	61	67	63
6	Reading	93	49	60	49	95	60	63	53	100	65	NA	56
	Language	88	51	54	42	95	53	58	45	100	61	60	48
	Mathematics	94	61	70	58	96	65	73	62	98	69	75	66
7	Reading	98	54	60	48	96	70	63	51	100	58	NA	54
	Language	96	67	64	51	94	78	69	54	100	67	67	58
	Mathematics	97	70	68	54	97	77	70	58	100	61	68	62
8	Reading	97	59	61	49	99	61	62	53	98	64	NA	55
	Language	94	67	60	46	98	67	62	49	98	65	64	52
	Mathematics	97	66	67	54	100	66	66	58	98	67	69	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 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 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	48.50
Other Professional Staff	5.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	0	0
4 to 6 years	5	4	0	0
7 to 9 years	1	4	0	0
10 or more years	10	22	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 28
 Core academic classes taught by Highly Qualified (NCLB) teachers. 64
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü K-6th Grade Computer Lab
- Ü Technology Lab for 7th and 8th Grades
- Ü Technology Lab K-6
- Ü Full Service Media Center

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Glendale Recreation AM/PM Program
- Ü Sports
- Ü Art, Band, Chorus
- Ü Outdoor Education
- Ü Special Education Field Trips
- Ü Bobcat Broadcast Club

Social Services

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- 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.
- ü The continuation of strategies to improve communication between students, parents, community, school faculty, staff and the district. RE: Weekly staff bulletins, monthly community newsletters, marquee updates, parent/teacher conferences.
- ü The continuation of community-based activities which encourages the involvement of students, staff members and the community. RE: Family literacy night, PTSO activities, open house, science fair, holiday sing-a- long and sock hop.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	59	55
Grades 3-4	72	81
Grades 4-5	64	56
Grades 5-6	80	84
Grades 6-7	64	59
Grades 7-8	69	62

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

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) :

28

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 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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. 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

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.