

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Highly Performing
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	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 : 07:00 AM to 04:00 PM
 Grades : K-8
 2005 Enrollment : 731
 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.

Enrollment

October 1, 2004 School Year Student Enrollment : 734
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 127

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 :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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	73	2834	79306	97	100	99	465	448	445	6	7	10	5	15	18	64	57	51	25	20	20
All Students (Prior Year)	75	2724	75509	100	100	100	520	529	521	9	8	13	26	21	23	30	35	33	35	35	31
Female	34	1346	38691	100	100	99	461	453	446	6	6	10	3	14	18	71	60	52	19	20	20
Male	39	1488	40583	95	100	99	468	443	445	6	8	11	6	17	18	58	55	50	30	20	21
African American	NC	150	4041	NC	97	99	NC	431	426	NC	10	17	NC	23	23	NC	58	50	NC	10	10
Hispanic	21	655	32869	95	99	99	461	428	429	12	12	15	0	22	25	65	57	51	24	9	10
Asian/Pacific Islander	NC	85	1935	NC	98	99	NC	460	474	NC	4	3	NC	15	9	NC	51	48	NC	29	40
American Indian/Alaskan Native	NC	46	4264	NC	100	100	NC	419	419	NC	8	19	NC	35	30	NC	48	45	NC	10	6
White	37	1898	36197	97	100	99	468	455	463	3	6	5	9	12	11	59	58	53	29	24	31
Students with Disabilities	11	435	10321	100	100	100	463	391	389	10	23	30	20	27	27	50	40	34	20	10	9
Students without Disabilities	62	2404	69060	94	98	98	465	458	454	6	4	7	2	13	17	67	61	54	26	22	22
Limited English Proficient Students	NC	226	15509	NC	100	100	NC	356	406	NC	23	20	NC	29	30	NC	41	45	NC	6	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	25	569	39415	83	85	96	458	439	431	12	13	15	4	17	25	60	58	50	24	12	10
Non-Economically Disadvantaged	48	2270	39966	100	100	100	469	450	459	3	6	6	5	15	12	67	57	52	26	22	30

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	73	2834	79395	97	0	99	461	458	446	3	4	9	14	18	25	69	64	55	14	13	11
All Students (Prior Year)	74	2724	75492	99	100	100	525	525	519	6	7	12	20	15	16	48	51	47	25	27	24
Female	34	1346	38743	100	0	100	463	469	451	3	3	7	13	14	24	71	68	57	13	16	12
Male	39	1488	40618	95	0	99	460	448	440	3	6	11	15	22	27	67	61	53	15	12	9
African American	NC	150	4052	NC	0	100	NC	449	434	NC	5	11	NC	21	29	NC	66	54	NC	8	6
Hispanic	21	655	32915	95	0	99	457	439	426	0	8	15	18	25	35	71	61	47	12	6	4
Asian/Pacific Islander	NC	85	1936	NC	0	99	NC	465	468	NC	3	3	NC	13	14	NC	64	63	NC	21	19
American Indian/Alaskan Native	NC	46	4271	NC	0	100	NC	435	420	NC	3	15	NC	35	42	NC	38	41	NC	25	2
White	37	1898	36221	97	0	99	467	465	465	3	3	4	15	15	15	68	66	63	15	16	17
Students with Disabilities	11	435	10331	100	0	100	449	400	388	10	15	25	20	34	37	70	43	34	0	8	4
Students without Disabilities	62	2404	69139	94	0	99	464	469	454	2	2	7	13	15	24	69	68	58	17	14	11
Limited English Proficient Students	NC	226	15545	NC	0	100	NC	358	399	NC	15	21	NC	42	42	NC	41	35	NC	2	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	25	569	39484	83	0	96	454	449	429	0	8	14	28	24	35	60	61	47	12	7	4
Non-Economically Disadvantaged	48	2270	39986	100	0	100	466	460	461	5	3	4	5	16	16	74	65	63	15	15	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	73	2826	78869	97	100	99	461	453	442	0	3	6	20	17	21	72	70	63	8	10	10
All Students (Prior Year)	74	2706	75053	99	100	99	580	603	597	6	5	7	9	10	12	78	78	72	6	7	9
Female	34	1343	38536	100	100	99	472	474	458	0	1	4	13	9	15	74	75	67	13	14	14
Male	39	1483	40302	95	100	99	451	435	428	0	5	8	27	23	26	70	66	60	3	6	7
African American	NC	149	4015	NC	96	99	NC	443	430	NC	3	8	NC	17	24	NC	71	61	NC	9	7
Hispanic	21	651	32606	95	99	98	456	439	426	0	4	8	18	22	27	82	68	60	0	6	5
Asian/Pacific Islander	NC	85	1925	NC	98	99	NC	464	471	NC	1	3	NC	10	11	NC	73	64	NC	15	22
American Indian/Alaskan Native	NC	46	4245	NC	100	100	NC	435	423	NC	0	9	NC	23	26	NC	65	61	NC	13	4
White	37	1895	36078	97	100	99	472	458	459	0	3	4	15	15	16	76	71	66	9	11	14
Students with Disabilities	11	435	10246	100	100	100	424	386	367	0	8	18	30	37	39	70	48	40	0	7	4
Students without Disabilities	62	2396	68697	94	98	98	468	466	454	0	2	4	19	13	18	72	74	67	9	11	11
Limited English Proficient Students	NC	224	15339	NC	100	100	NC	359	399	NC	9	11	NC	33	31	NC	54	54	NC	4	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	25	567	39106	83	85	95	449	444	427	0	4	8	32	22	28	60	68	59	8	5	5
Non-Economically Disadvantaged	48	2264	39837	100	100	100	469	456	457	0	3	4	13	15	14	79	71	67	8	11	15

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	68	2918	78906	97	100	99	514	507	498	10	10	13	16	16	19	52	48	48	21	26	20
All Students (Prior Year)	90	2855	76019	100	100	100	508	503	499	4	9	14	47	39	39	16	16	14	33	35	33
Female	30	1425	38644	97	99	99	510	508	500	14	9	12	14	16	19	54	49	49	18	25	19
Male	38	1492	40236	97	100	99	519	507	497	6	11	15	18	16	19	52	46	46	24	27	20
African American	NC	135	4087	NC	98	99	NC	477	481	NC	19	20	NC	25	24	NC	42	45	NC	14	11
Hispanic	21	653	31938	100	100	99	483	488	481	24	17	19	18	21	25	47	45	46	12	17	10
Asian/Pacific Islander	NC	96	1805	NC	99	98	NC	526	536	NC	3	5	NC	12	8	NC	49	45	NC	36	42
American Indian/Alaskan Native	NC	41	4593	NC	100	100	NC	476	467	NC	14	26	NC	22	29	NC	46	39	NC	19	6
White	37	1993	36483	97	100	99	528	515	517	3	8	7	17	14	13	54	49	51	26	29	30
Students with Disabilities	NC	413	10664	NC	100	100	NC	435	430	NC	32	42	NC	29	27	NC	29	26	NC	10	5
Students without Disabilities	61	2507	68310	100	98	98	524	519	509	4	7	9	15	14	18	57	51	51	24	29	22
Limited English Proficient Students	NC	182	12573	NC	100	100	NC	403	454	NC	30	27	NC	22	30	NC	43	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	27	573	38679	82	87	96	506	493	483	15	17	20	19	23	25	50	45	45	15	15	10
Non-Economically Disadvantaged	41	2347	40295	100	100	100	521	511	513	6	9	7	14	14	13	54	49	50	26	29	30

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	68	2919	78908	97	0	99	492	492	484	3	6	10	25	18	23	62	65	58	10	11	9
All Students (Prior Year)	90	2851	76020	100	100	100	505	506	503	20	18	25	23	22	23	47	45	40	11	14	12
Female	30	1426	38648	97	0	99	501	497	489	0	4	8	21	14	22	64	69	61	14	12	10
Male	38	1492	40233	97	0	99	484	487	479	6	8	12	27	21	25	61	61	55	6	10	8
African American	NC	135	4092	NC	0	99	NC	475	473	NC	8	12	NC	25	28	NC	61	54	NC	6	5
Hispanic	21	653	31940	100	0	99	477	473	465	12	11	16	29	27	32	59	57	49	0	5	3
Asian/Pacific Islander	NC	96	1805	NC	0	98	NC	502	507	NC	4	4	NC	9	13	NC	76	65	NC	11	18
American Indian/Alaskan Native	NC	41	4569	NC	0	100	NC	464	457	NC	11	18	NC	16	39	NC	65	41	NC	8	2
White	37	1994	36502	97	0	99	499	499	502	0	4	4	23	15	14	63	67	67	14	14	15
Students with Disabilities	NC	415	10665	NC	0	100	NC	428	423	NC	20	30	NC	34	36	NC	41	31	NC	4	2
Students without Disabilities	61	2506	68312	100	0	98	496	503	493	4	4	7	20	15	21	65	69	62	11	12	10
Limited English Proficient Students	NC	182	12556	NC	0	100	NC	389	436	NC	20	24	NC	37	40	NC	41	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	27	574	38662	82	0	96	481	481	468	8	9	16	31	29	32	54	57	49	8	5	3
Non-Economically Disadvantaged	41	2347	40315	100	0	100	500	495	498	0	5	5	20	15	15	69	67	66	11	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	68	2920	78750	97	100	99	508	512	500	5	3	6	30	22	29	64	72	63	2	3	2
All Students (Prior Year)	90	2854	75673	100	100	100	542	544	530	7	8	12	16	22	25	74	66	58	3	4	4
Female	30	1427	38586	97	99	99	520	524	515	4	2	4	21	15	22	75	79	71	0	3	3
Male	38	1492	40135	97	100	99	498	499	486	6	4	8	36	29	35	55	65	56	3	2	1
African American	NC	135	4081	NC	98	99	NC	483	488	NC	10	8	NC	30	32	NC	58	59	NC	3	2
Hispanic	21	654	31841	100	100	99	489	500	483	12	4	8	29	29	36	59	65	55	0	2	1
Asian/Pacific Islander	NC	96	1802	NC	99	98	NC	527	533	NC	2	2	NC	17	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	NC	41	4586	NC	100	100	NC	485	481	NC	8	8	NC	16	37	NC	76	54	NC	0	1
White	37	1994	36440	97	100	99	521	517	516	0	3	3	29	20	22	69	75	71	3	3	4
Students with Disabilities	NC	414	10622	NC	100	100	NC	436	415	NC	10	21	NC	47	50	NC	42	28	NC	1	1
Students without Disabilities	61	2508	68196	100	98	98	515	524	513	4	2	3	26	18	25	69	77	69	2	3	3
Limited English Proficient Students	NC	183	12504	NC	100	100	NC	410	451	NC	8	12	NC	38	44	NC	51	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	27	574	38558	82	88	96	496	498	485	4	6	8	35	29	37	62	65	54	0	1	1
Non-Economically Disadvantaged	41	2348	40260	100	100	100	517	515	514	6	3	3	26	20	21	66	74	72	3	3	4

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	93	3236	78250	99	100	99	578	558	548	11	13	21	10	17	18	57	57	48	23	13	13
All Students (Prior Year)	105	3176	75001	100	100	99	473	476	468	27	27	37	49	43	36	20	21	16	4	10	10
Female	39	1575	38071	100	100	99	576	558	549	6	11	20	9	17	19	71	59	49	15	13	12
Male	54	1658	40126	98	100	99	579	558	547	14	15	23	10	16	17	47	56	46	29	13	14
African American	NC	174	4058	NC	98	99	NC	544	523	NC	15	32	NC	24	22	NC	57	41	NC	4	5
Hispanic	25	686	29129	100	100	99	558	543	527	9	19	32	17	23	23	65	50	40	9	9	6
Asian/Pacific Islander	NC	101	1747	NC	100	100	NC	586	589	NC	5	9	NC	7	9	NC	64	50	NC	23	32
American Indian/Alaskan Native	NC	42	4996	NC	100	100	NC	534	518	NC	13	36	NC	19	25	NC	69	36	NC	0	4
White	55	2233	38320	98	100	99	588	563	568	14	11	12	4	15	14	52	59	55	30	15	19
Students with Disabilities	14	371	9329	93	100	100	502	459	454	62	58	64	23	20	18	15	20	16	0	2	2
Students without Disabilities	79	2867	68996	100	99	99	592	570	561	1	7	16	7	16	18	64	62	52	27	14	14
Limited English Proficient Students	NC	147	10133	NC	100	100	NC	440	488	NC	31	45	NC	27	25	NC	41	28	NC	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	23	556	33388	96	90	94	571	546	530	13	20	32	9	22	22	61	50	40	17	8	5
Non-Economically Disadvantaged	70	2682	44937	100	100	100	581	561	561	10	11	13	10	16	15	55	59	54	25	14	18

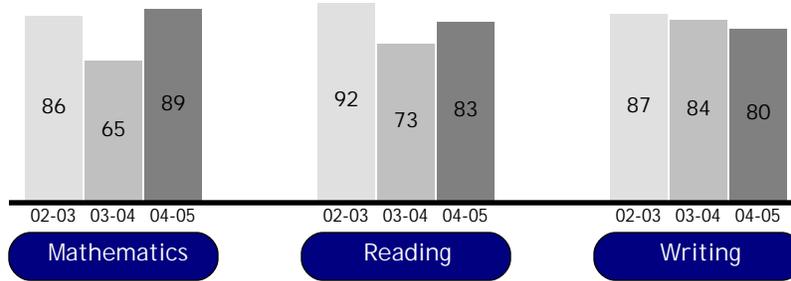
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	3238	78302	99	0	99	543	524	512	4	7	11	16	19	25	70	68	57	11	7	7
All Students (Prior Year)	105	3170	74918	100	100	99	511	507	497	19	22	32	23	18	19	36	42	35	21	18	15
Female	39	1575	38082	100	0	99	549	528	518	0	4	8	12	17	24	85	72	61	3	7	7
Male	54	1660	40166	98	0	99	539	520	507	6	9	14	18	21	26	59	64	54	16	7	6
African American	NC	174	4064	NC	0	100	NC	522	498	NC	6	14	NC	19	29	NC	71	54	NC	5	3
Hispanic	25	686	29152	100	0	99	532	510	492	0	12	17	17	25	34	83	58	46	0	5	2
Asian/Pacific Islander	NC	101	1746	NC	0	100	NC	545	542	NC	1	5	NC	13	13	NC	77	66	NC	9	16
American Indian/Alaskan Native	NC	43	4993	NC	0	100	NC	494	484	NC	9	19	NC	33	38	NC	52	42	NC	6	1
White	55	2234	38347	98	0	99	543	528	531	6	5	5	16	17	17	64	70	68	14	7	10
Students with Disabilities	14	371	9353	93	0	100	470	438	429	23	33	40	62	35	38	15	31	22	0	1	1
Students without Disabilities	79	2869	69024	100	0	99	557	535	524	0	3	7	7	17	23	80	72	62	13	7	7
Limited English Proficient Students	NC	147	10140	NC	0	100	NC	407	451	NC	20	28	NC	39	43	NC	39	29	NC	1	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	23	556	33398	96	0	94	536	511	495	4	12	18	13	28	35	74	58	46	9	3	2
Non-Economically Disadvantaged	70	2684	44979	100	0	100	546	527	525	3	5	6	17	17	18	68	70	66	12	8	10

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	93	3229	78094	99	100	99	585	561	545	0	2	3	4	11	18	96	86	77	0	2	2
All Students (Prior Year)	105	3170	74503	100	100	99	521	522	491	2	4	9	24	22	32	64	61	51	9	12	8
Female	39	1573	38025	100	100	99	596	569	558	0	1	2	0	6	13	100	91	82	0	2	2
Male	54	1653	40013	98	99	99	578	552	534	0	3	5	6	15	23	94	81	71	0	1	1
African American	NC	173	4037	NC	97	99	NC	555	532	NC	2	4	NC	15	22	NC	82	73	NC	1	1
Hispanic	25	685	29068	100	100	99	571	547	523	0	3	5	4	17	27	96	80	67	0	1	1
Asian/Pacific Islander	NC	101	1743	NC	100	100	NC	588	577	NC	0	2	NC	4	9	NC	91	82	NC	5	8
American Indian/Alaskan Native	NC	42	4981	NC	100	100	NC	558	526	NC	3	4	NC	3	25	NC	94	70	NC	0	0
White	55	2228	38265	98	100	99	587	564	564	0	1	2	4	9	11	96	88	84	0	2	3
Students with Disabilities	14	369	9275	93	100	100	532	459	444	0	9	14	15	39	46	85	51	39	0	1	1
Students without Disabilities	79	2862	68892	100	99	98	595	573	559	0	1	2	1	7	14	99	90	82	0	2	2
Limited English Proficient Students	NC	147	10084	NC	100	100	NC	431	474	NC	8	10	NC	28	39	NC	63	50	NC	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	23	556	33296	96	90	94	572	547	527	0	2	5	4	19	27	96	78	67	0	1	0
Non-Economically Disadvantaged	70	2675	44871	100	100	100	590	564	559	0	2	2	3	9	12	97	88	84	0	2	3

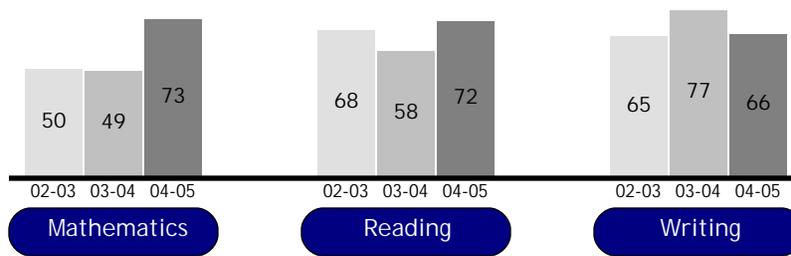
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

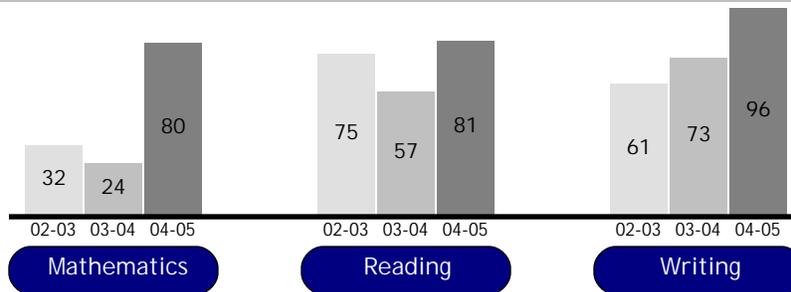
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	66	62	50	95	51	NA	58	90	47	53	47
	Language	100	58	57	43	100	44	60	50	90	44	53	47
	Mathematics	100	68	71	57	99	56	72	64	90	47	53	50
3	Reading	100	50	58	47	99	58	NA	55	97	52	52	44
	Language	100	61	66	54	99	72	70	61	97	46	50	44
	Mathematics	100	57	67	54	99	69	71	61	97	63	55	51
4	Reading	96	59	63	52	90	55	NA	56	98	52	54	48
	Language	98	58	59	48	93	48	60	52	98	51	55	49
	Mathematics	100	67	67	57	93	59	69	61	98	54	58	53
5	Reading	98	60	61	50	100	59	NA	55	97	51	56	50
	Language	99	55	56	46	100	59	56	49	97	51	56	50
	Mathematics	100	59	67	57	100	61	67	63	97	46	52	49
6	Reading	95	60	63	53	100	65	NA	56	97	59	58	51
	Language	95	53	58	45	100	61	60	48	97	56	55	47
	Mathematics	96	65	73	62	98	69	75	66	97	68	59	52
7	Reading	96	70	63	51	100	58	NA	54	96	59	59	50
	Language	94	78	69	54	100	67	67	58	96	63	62	52
	Mathematics	97	77	70	58	100	61	68	62	98	56	57	50
8	Reading	99	61	62	53	98	64	NA	55	99	60	58	51
	Language	98	67	62	49	98	65	64	52	99	57	56	50
	Mathematics	100	66	66	58	98	67	69	61	99	65	59	53

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

- 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	51.30
Other Professional Staff	4.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	8	2	0	0
7 to 9 years	1	3	0	0
10 or more years	9	22	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	183
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

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

Social Services

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

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	27	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

25

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	Craig Culley	(888) 412-4775
Transportation Policy	Steve Highlen	(877) 486-6006
Community Resources	Jim Cummings	(602) 486-6040
School Nutrition Programs	Willie Gentry	(623) 487-5183
Parent Organization	Parent/Teacher Association	(866) 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.

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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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