

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3700 E Alvord, Tucson, AZ 85706

Sunnyside Unified 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Underperforming
2003-04	Performing

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Not Met
2003-04	Met

#### School Improvement Status (b)

2005-06	SI Year 1
2004-05	Warning Year
2003-04	Out of Improvement

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

### School Overview

Principal/Administrator : Ms. Norma Garcia  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 6-8  
 Web Address :  
 Phone Number : (520) 545-4700  
 Fax Number : (520) 545-4716  
 E-mail : normag@susd12.org

### Mission

Our mission: to ensure the success of all students during the transition from elementary to high school in an environment that meets their academic, developmental and social needs while fostering the skills needed to be productive members of society.

### School / Academic Goals

- ü The percentage of students who meet or exceed the Arizona Academic Standards in Reading, Writing and Math will increase each year.
- ü The percentage of students who Fall Far Below in Reading, Writing and Math will decrease each year.

### Enrollment

October 1, 2005 School Year Student Enrollment : 899  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 35

Instructional Programs

- ü After School and Summer Programs
- ü On-Site Special Education
- ü TLA/SEI Classes
- ü Standards-Based Curriculum/Instruction
- ü Extended Opportunities for Learning
- ü Gifted Education
- ü Enhanced Program
- ü 8th Grade Algebra

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We provide students with basic, social and critical thinking skills and computer/technology literacy. We focus on quality teaching and learning.

Parents

Parents provide their children with health care immunizations required by law, ensure daily attendance, monitor homework and attend parent/teacher conferences.

Transportation Policy

Transportation is provided to special education students who require it and K-8 students living beyond a one-mile radius, and in areas within our school boundaries where students must cross major streets and safety is an issue.

School Honors

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

Award/Honor	Year
ü Wal-Mart Educator of the Year	1997
ü Golden Bell Award	1997
ü Chicanos Por La Causa Essayists	2005
ü Luz Social Services Educator of the Year	2004

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	277	1375	79327	99	98	98	486	489	518	39	32	19	23	26	20	34	38	46	5	4	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	144	701	38961	99	99	98	492	492	520	31	28	16	24	26	20	40	42	48	6	4	16
Male	133	674	40295	99	98	97	479	485	516	47	37	21	21	25	19	28	34	44	4	4	16
African American	NC	19	4247	NC	95	98	NC	497	499	NC	26	27	NC	26	24	NC	47	41	NC	NA	8
Hispanic	242	1221	32327	98	98	98	484	487	499	40	33	27	22	26	25	33	37	41	5	4	8
Asian/Pacific Islander	NC	10	1939	NC	100	99	NC	NA	556	NC	NA	6	NC	NA	10	NC	NA	47	NC	NA	36
American Indian/Alaskan Native	NC	53	4391	NC	96	96	NC	488	489	NC	34	32	NC	26	27	NC	36	36	NC	4	4
White	23	72	36373	100	100	98	490	511	538	35	21	10	30	21	14	35	49	52	NA	10	25
Students with Disabilities	52	224	9321	98	94	87	446	449	467	73	71	54	17	17	22	10	11	21	NA	0	3
Students without Disabilities	225	1151	70006	99	99	100	493	495	524	31	25	14	24	27	19	40	43	49	6	5	18
Limited English Proficient Students	86	333	9431	99	97	95	454	456	466	71	63	53	15	23	27	13	13	18	1	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	249	1200	37097	98	98	97	483	486	498	41	34	27	23	27	25	32	36	41	4	3	7
Non-Economically Disadvantaged	28	175	42230	100	100	99	507	508	535	18	19	11	21	20	15	54	53	50	7	8	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	277	1375	79501	99	98	98	467	473	497	25	20	10	36	35	25	39	44	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	144	701	39062	99	99	99	475	478	502	17	15	8	34	34	23	48	50	64	1	1	5
Male	133	674	40368	99	98	98	457	468	491	33	24	13	38	37	27	29	38	57	NA	1	3
African American	NC	19	4279	NC	95	99	NC	492	485	NC	11	14	NC	26	30	NC	58	54	NC	5	2
Hispanic	242	1221	32389	98	98	98	464	471	478	26	20	16	36	37	34	38	42	48	0	1	1
Asian/Pacific Islander	NC	10	1936	NC	100	99	NC	NA	519	NC	NA	3	NC	NA	14	NC	NA	73	NC	NA	9
American Indian/Alaskan Native	NC	53	4401	NC	96	96	NC	477	473	NC	17	17	NC	30	40	NC	53	43	NC	NA	1
White	23	72	36446	100	100	99	476	496	516	17	11	4	43	25	15	39	63	73	NA	1	7
Students with Disabilities	52	224	9411	98	94	88	433	438	453	50	46	36	40	38	36	10	16	26	NA	NA	1
Students without Disabilities	225	1151	70090	99	99	100	473	479	502	19	14	7	35	35	24	46	50	65	1	1	5
Limited English Proficient Students	86	333	9401	99	97	94	433	437	443	55	50	40	37	40	46	8	9	14	NA	0	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	249	1200	37183	98	98	97	463	469	479	27	21	16	35	37	34	37	41	49	NA	0	1
Non-Economically Disadvantaged	28	175	42318	100	100	99	495	499	513	NA	9	5	39	23	17	54	65	70	7	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	279	1384	80000	100	99	99	539	556	564	8	3	3	11	11	11	78	81	75	3	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	144	706	39288	99	99	99	552	568	579	7	2	2	6	6	6	82	84	77	6	7	16
Male	135	678	40644	100	99	98	525	544	549	8	4	4	18	16	15	74	77	74	NA	3	7
African American	NC	19	4307	NC	95	99	NC	567	551	NC	NA	4	NC	32	13	NC	63	75	NC	5	7
Hispanic	244	1228	32672	99	99	99	536	555	548	8	3	4	11	11	14	78	81	76	3	5	6
Asian/Pacific Islander	NC	10	1945	NC	100	99	NC	NA	592	NC	NA	1	NC	NA	4	NC	NA	69	NC	NA	25
American Indian/Alaskan Native	NC	54	4424	NC	98	97	NC	570	549	NC	2	3	NC	7	14	NC	81	77	NC	9	5
White	23	73	36602	100	100	99	553	566	579	9	5	2	17	11	7	74	77	75	NA	7	16
Students with Disabilities	52	228	9919	98	96	93	507	519	505	10	5	9	35	31	35	56	64	54	NA	0	2
Students without Disabilities	227	1156	70081	100	100	100	545	563	571	7	3	2	6	7	7	83	84	79	4	6	12
Limited English Proficient Students	87	336	9571	100	98	96	481	510	502	20	9	10	18	23	29	61	67	60	1	1	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	251	1208	37534	99	99	98	535	553	547	8	3	4	13	12	15	76	81	76	2	4	5
Non-Economically Disadvantaged	28	176	42466	100	100	100	573	575	578	NA	1	2	NA	7	7	93	81	75	7	11	16

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

7th 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	333	1392	78546	99	99	97	512	514	543	29	28	15	27	26	18	40	43	52	4	4	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	160	702	38645	99	99	98	517	518	545	26	25	13	28	25	18	43	46	54	4	4	15
Male	172	689	39792	99	99	97	508	510	542	32	31	17	27	26	17	38	39	50	3	3	15
African American	14	32	4205	100	100	97	485	503	524	57	38	22	29	22	22	14	41	49	NA	NA	7
Hispanic	268	1216	31177	97	99	97	510	513	524	30	28	22	28	26	23	40	42	48	3	4	7
Asian/Pacific Islander	10	14	1940	100	100	99	NA	552	580	NA	7	5	NA	NA	9	NA	86	53	NA	7	33
American Indian/Alaskan Native	NC	57	4689	NC	98	95	NC	497	515	NC	35	28	NC	32	25	NC	33	43	NC	NA	4
White	35	73	36450	100	100	97	532	534	563	20	23	7	26	19	12	43	48	57	11	10	23
Students with Disabilities	67	235	8093	100	99	82	470	469	489	64	66	50	30	25	24	6	10	23	NA	NA	2
Students without Disabilities	266	1157	70453	99	99	100	521	522	549	20	21	11	26	26	17	49	49	56	5	4	16
Limited English Proficient Students	80	334	9323	96	98	94	483	484	491	53	56	47	31	25	28	16	19	24	NA	0	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	282	1176	34694	97	98	96	510	511	524	30	30	23	27	26	23	40	41	48	3	3	7
Non-Economically Disadvantaged	51	216	43852	100	100	99	526	530	559	25	21	10	27	20	13	39	50	56	8	9	22

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	332	1392	79045	99	99	98	484	487	512	18	19	10	39	35	25	42	45	58	1	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	160	702	38860	99	99	98	491	495	519	16	15	7	32	32	22	51	51	62	1	2	8
Male	171	689	40075	99	99	97	476	480	505	20	23	12	46	38	28	33	38	54	1	1	6
African American	14	32	4250	100	100	98	466	478	500	21	13	12	57	53	31	21	31	54	NA	3	3
Hispanic	267	1216	31314	97	99	98	481	487	493	19	19	16	40	36	34	39	44	48	1	1	2
Asian/Pacific Islander	10	14	1949	100	100	99	NA	524	536	NA	7	4	NA	21	15	NA	64	66	NA	7	15
American Indian/Alaskan Native	NC	57	4719	NC	98	96	NC	480	489	NC	30	15	NC	28	39	NC	40	45	NC	2	2
White	35	73	36730	100	100	98	495	502	532	14	16	4	29	22	16	57	60	68	NA	1	12
Students with Disabilities	66	234	8552	100	98	87	446	445	463	39	49	35	50	35	40	11	16	23	NA	NA	1
Students without Disabilities	266	1158	70493	99	99	100	491	495	517	13	13	7	36	35	24	50	50	62	1	2	8
Limited English Proficient Students	79	334	9355	95	98	95	445	450	456	46	47	37	48	41	48	6	12	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	281	1176	34922	97	98	96	482	485	493	19	20	15	41	37	34	40	42	48	0	2	3
Non-Economically Disadvantaged	51	216	44123	100	100	99	494	501	527	18	13	6	27	25	18	53	60	66	2	2	11

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	335	1399	79657	100	100	99	563	561	566	4	5	3	7	8	8	89	87	87	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	162	707	39120	100	100	99	571	571	580	4	4	2	6	5	4	91	90	92	NA	0	2
Male	172	691	40423	99	100	98	556	551	553	4	6	5	9	10	12	87	84	83	NA	0	1
African American	14	32	4290	100	100	99	557	555	560	7	6	4	7	6	9	86	88	86	NA	NA	1
Hispanic	272	1226	31642	99	100	99	562	560	552	4	5	5	8	8	11	88	86	84	NA	0	0
Asian/Pacific Islander	10	14	1948	100	100	99	NA	592	589	NA	NA	1	NA	7	3	NA	93	91	NA	NA	4
American Indian/Alaskan Native	NC	56	4760	NC	97	97	NC	561	547	NC	2	5	NC	13	14	NC	86	81	NC	NA	0
White	33	71	36929	100	100	99	568	572	579	NA	3	2	6	6	5	94	92	91	NA	NA	2
Students with Disabilities	65	233	9069	98	98	92	533	520	508	9	11	11	18	22	30	72	67	58	NA	NA	1
Students without Disabilities	270	1166	70588	100	100	100	569	568	573	3	4	2	5	5	5	93	91	91	NA	0	1
Limited English Proficient Students	80	338	9521	96	99	96	525	510	507	10	15	13	18	19	24	73	66	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	286	1187	35341	98	99	97	563	558	551	3	5	5	7	9	12	89	86	83	NA	0	0
Non-Economically Disadvantaged	49	212	44316	100	100	100	567	575	578	6	4	2	8	4	5	86	92	90	NA	NA	2

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	290	1322	78400	95	98	97	521	525	554	41	37	21	25	25	19	30	36	47	4	2	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	141	638	38686	99	99	98	526	525	554	36	35	20	26	26	20	33	37	49	5	2	12
Male	149	684	39636	92	97	96	517	524	554	45	39	23	24	24	18	28	35	46	3	3	13
African American	NC	27	4193	NC	100	97	NC	523	533	NC	37	32	NC	22	23	NC	37	40	NC	4	5
Hispanic	234	1171	30732	94	98	97	519	524	534	44	37	31	25	25	24	28	35	40	4	2	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	10	46	4536	100	98	95	NA	517	528	NA	50	35	NA	17	25	NA	33	37	NA	NA	4
White	34	71	37038	100	97	97	533	541	575	24	21	11	29	24	14	44	51	56	3	4	19
Students with Disabilities	47	218	7840	90	96	81	480	483	498	79	75	60	13	14	18	6	11	20	2	0	2
Students without Disabilities	243	1104	70560	96	98	99	529	532	560	33	29	17	28	27	19	35	41	50	4	3	14
Limited English Proficient Students	67	317	8956	92	98	95	494	501	502	67	58	56	18	21	25	15	21	18	NA	0	1
Migrant Students	NC	NC	676	NC	NC	95	NC	NC	523	NC	NC	38	NC	NC	25	NC	NC	36	NC	NC	1
Economically Disadvantaged	242	1106	33014	95	97	95	520	522	534	41	38	31	25	25	24	31	34	40	3	2	5
Non-Economically Disadvantaged	48	216	45386	100	100	99	529	538	569	38	29	15	25	21	15	29	45	52	8	5	18

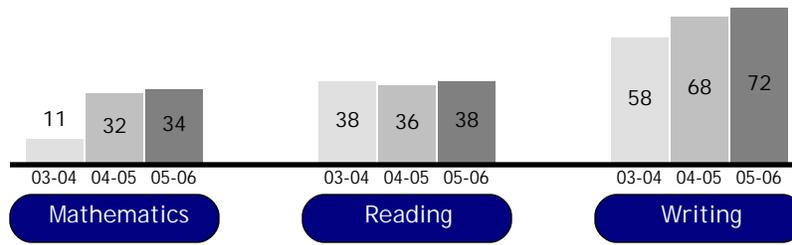
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	289	1325	79179	95	98	98	488	491	519	26	23	11	36	36	27	36	40	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	141	639	38974	99	99	99	499	498	524	23	18	8	30	36	25	45	44	61	3	3	5
Male	148	686	40124	91	97	97	477	485	513	30	28	13	41	36	28	28	36	54	1	1	4
African American	NC	27	4243	NC	100	98	NC	503	506	NC	11	14	NC	41	32	NC	44	51	NC	4	3
Hispanic	233	1174	30987	94	98	98	484	489	498	28	24	17	37	37	36	33	38	45	2	1	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	10	46	4573	100	98	96	NA	493	494	NA	22	16	NA	30	41	NA	48	42	NA	NA	1
White	34	71	37467	100	97	98	501	513	539	21	17	5	35	25	17	41	55	70	3	3	8
Students with Disabilities	47	219	8567	90	97	88	446	450	467	66	57	39	26	32	38	6	11	22	2	0	1
Students without Disabilities	242	1106	70612	96	98	99	495	498	524	19	17	7	38	36	25	42	45	62	2	2	5
Limited English Proficient Students	66	316	9013	90	98	95	456	455	461	56	52	40	33	37	48	11	10	12	NA	NA	0
Migrant Students	NC	NC	680	NC	NC	96	NC	NC	487	NC	NC	20	NC	NC	43	NC	NC	36	NC	NC	1
Economically Disadvantaged	241	1109	33345	94	97	96	486	488	499	27	25	17	37	37	36	34	37	46	2	1	1
Non-Economically Disadvantaged	48	216	45834	100	100	99	500	508	533	21	17	7	29	28	19	46	52	67	4	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	300	1336	79734	99	99	99	542	549	554	3	4	3	25	21	19	72	74	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	143	645	39243	100	100	99	556	562	568	1	2	2	17	15	12	82	82	85	NA	0	1
Male	157	691	40413	97	98	98	529	536	541	4	6	4	32	27	26	64	67	70	NA	0	0
African American	NC	27	4285	NC	100	99	NC	564	548	NC	NA	3	NC	19	22	NC	81	74	NC	NA	0
Hispanic	244	1185	31254	98	99	99	539	547	539	4	4	5	25	22	25	72	74	70	NA	0	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	10	45	4613	100	96	97	NA	565	535	NA	NA	4	NA	18	29	NA	82	67	NA	NA	0
White	34	72	37668	100	99	99	555	557	569	NA	3	1	29	22	13	71	75	85	NA	NA	1
Students with Disabilities	49	219	8943	94	97	92	495	498	495	10	12	11	49	49	51	41	39	38	NA	NA	1
Students without Disabilities	251	1117	70791	100	99	100	551	557	561	2	3	2	20	16	15	78	81	83	NA	0	0
Limited English Proficient Students	69	318	9138	95	98	97	509	499	492	6	12	13	49	46	46	45	42	40	NA	NA	NA
Migrant Students	NC	NC	687	NC	NC	97	NC	NC	528	NC	NC	6	NC	NC	28	NC	NC	65	NC	NC	NA
Economically Disadvantaged	250	1120	33718	98	98	97	541	546	538	3	4	5	26	22	26	72	73	69	NA	0	0
Non-Economically Disadvantaged	50	216	46016	100	100	100	546	563	567	4	3	2	20	16	14	76	81	84	NA	NA	1

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

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

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	97	41	NA	56	99	36	39	51	97	34	39	56
	Language	100	34	31	48	99	34	35	47	97	30	32	50
	Mathematics	98	55	50	66	99	39	39	52	97	35	35	58
7	Reading	97	37	NA	54	98	32	37	50	98	30	34	54
	Language	97	41	41	58	98	36	39	52	98	37	39	58
	Mathematics	94	43	45	62	99	33	36	50	98	34	34	54
8	Reading	95	42	NA	55	100	31	36	51	98	35	37	58
	Language	96	39	36	52	100	37	38	50	98	37	39	56
	Mathematics	95	42	46	61	100	34	40	53	98	30	34	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

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

Council Duties

- Ü Goal Setting
- Ü Shared Decision Making
- Ü School Improvement Planning
- Ü District Strategic Planning
- Ü Parent/Educator Relations
- Ü Instructional Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	46.60
Other Professional Staff	10.00	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	2	0	0
4 to 6 years	3	3	0	0
7 to 9 years	3	1	0	0
10 or more years	12	13	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	81
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Learning Resource Center
- Ü Online computer lab: 2 + 2 portable labs
- Ü Gymnasium
- Ü Auditorium

Extracurricular Activities

- Ü Intramural Sports
- Ü MESA/Talent Search
- Ü Student Council
- Ü Jazz Band/Mariachi
- Ü After-School Activities Program
- Ü 4-H
- Ü Chess Club/Team
- Ü Science Club

Social Services

- Ü Breakfast/Lunch Program
- Ü Crisis Intervention
- Ü Counseling/Health Services
- Ü After School Programs
- Ü DES Services
- Ü Clothing/Food Banks

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü A Standards-Based Instructional Calendar has been developed in reading, writing, and mathematics.

ü Extended learning opportunities are provided after school.

ü NCA Accredited school.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	90	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Two campus monitors, two counselors, a Prevention Specialist, an SRO, and a Safe-Schools Probation Officer work with students individually, in groups and in classrooms. We will implement a Bullying Prevention Program this year.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

35
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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	Norma Garcia	(520) 545-4700
Transportation Policy	John Smead	(520) 545-2106
Community Resources	Norma Garcia	(520) 545-4700
School Nutrition Programs	Pat Welch	(520) 545-4714
Parent Organization		(520) -
Student Health/Nurse	Maria Santa Maria	(520) 545-4711

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](http://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.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.