

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5445 S Alvernon Way, 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)

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

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

### School Overview

Principal/Administrator : Ms. Sally Lewis  
 Schedule : 07:00 AM to 05:00 PM  
 Grades :  
 2005 Enrollment : 697  
 Web Address :  
 Phone Number : (520) 545-3300  
 Fax Number : (520) 545-3316  
 E-mail : sallyl@susd12.org

### Mission

Provide a stimulating and challenging learning environment which motivates students to learn and reach his/her highest academic potential. Los Niños instills positive behavior by maintaining a consistent discipline policy to ensure a safe school.

### 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 / Academic Goals

- ü All students will improve their ability to comprehend reading selections. By the end of 5th grade students will meet or exceed the Arizona Reading Academic Standards.
- ü All students will increase their math skills consistent with grade-level expectations. By the end of 5th grade, students will meet or exceed Arizona Math Academic Standards.
- ü All students will improve their ability to write different genres/modes. By the end of fifth grade all students will meet or exceed the Arizona Writing Academic Standards.
- ü By the end of the 2004-2005 school year, Los Ninos students and parents will be instructed in the 'Second Step: Violence Prevention Program'.

### Enrollment

October 1, 2004 School Year Student Enrollment : 647  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 15

Instructional Programs

- ü Two Language Acquisition Classes
- ü Full-Day Kindergarten
- ü On-Site Special Education
- ü Counseling
- ü Voyager Learning Passport Intervention
- ü Foss Science Learning Kits
- ü Compass Software Learning

Calendar Information

|                                  |                    |
|----------------------------------|--------------------|
| Number of Instruction Days :     | 180                |
| Average Daily Instruction Time : | 5 hours 35 minutes |
| First Day of School :            | 8/10/2005          |
| Last Day of School :             | 5/26/2006          |

Shared Responsibilities

School

Provide parents with information on how their child is learning through conferences, progress reports, report cards, parent/student handbooks and monthly calendars. Parent liaison, Nurse, Counselor, Title I Facilitator & Prevention Specialist provide additional support for parents and children. We have monthly Site Council and parent meetings with emphasis on academic information and classroom assistance.

Parents

Parents ensure that their child is: current with all immunizations; attends school daily with their homework assignments completed and ensure that their child eats breakfast before school, either at home or at school. Parents can encourage their child by helping them with school work and meeting with the teacher at least once a year. Student planners and homework packets are sent home for parents to help and to communicate with teachers when problems occur with student's homework.

Transportation Policy

Board Policy #E280 states that bus services are to be provided for special education students who require it and to students K-8 living beyond a one-mile radius. Los Niños boundaries are such that over 200 students ride the bus on a daily basis.

School Honors

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

| Award/Honor  | Year |
|--|------|
| ü Dual Language Enrichment Grant                     | 2003 |
| ü Staff Representative for Arizona Teacher of Year   | 2005 |
| ü Rodel Foundation Math Achievement Club-Grades 2-4  | 2005 |
| ü Staff Representative for Bilingual Teacher of Year | 2005 |

No AIMS test data found for this school.

The AIMS is administered only to Grades 3,5,8,10.

No AIMS test data found for this school.

The AIMS is administered only to Grades 3,5,8,10.

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.

No test data found for this school.

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)
- 4 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Discipline
- Ü School Safety Issues
- Ü School Improvement Plan
- Ü Home/School Education Trainings
- Ü Budget
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

| Position                 | Number | Position     | Number |
|--------------------------|--------|--------------|--------|
| Administrator            | 1.00   | Teacher      | 37.00  |
| Other Professional Staff | 5.00   | Teacher Aide | 14.00  |

Years of Teaching Experience for School Year 2005-06

| Experience       | Bachelor's | Master's | Doctorate | Other |
|------------------|------------|----------|-----------|-------|
| 3 or fewer years | 15         | 1        | 0         | 0     |
| 4 to 6 years     | 2          | 1        | 0         | 0     |
| 7 to 9 years     | 2          | 2        | 0         | 0     |
| 10 or more years | 8          | 12       | 0         | 0     |

Highly Qualified (NCLB) School Year 2004-05

|  |    |
|--|----|
| Core academic classes taught by Highly Qualified (NCLB) teachers.          | 34 |
| Teachers with Emergency Certificaton.                                      | 1  |
| Percent of teachers in the school with Emergency/Provisional Certification | 2% |
| Percent of core classes not taught by Highly Qualified Teachers            | 2% |

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü LRC Learning Resource Center
- Ü Music Room
- Ü Art Studio Room

Extracurricular Activities

- Ü Student Council
- Ü After -School Tutoring
- Ü Chorus, Art Club & Folklorico Dance Club
- Ü Safety Patrols
- Ü After-School Recreation Program
- Ü Garden, Knitting, Cheerleading/ Tumbling
- Ü 2nd-4th grade Mac-Ro Achievement Club

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Prenatal/Parenting Assistance
- Ü After School Program
- Ü School-Based Health Clinics
- Ü Healthy Kids Dental Program
- Ü Gordan Foundation Shoes for Students
- Ü VSP Sight for Students

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Forty-five percent of third graders and 57 percent of fifth graders met or exceeded state standards in reading during spring 2005. Forty percent of our third graders and 29 percent of our fifth graders are approaching the reading standards.
  
- ü Sixty-three percent of third graders and 55 percent of fifth graders met or exceeded state standards in math during spring 2005. Twenty-five percent of our third graders and 26 percent of our fifth graders are approaching the math standards.
  
- ü Los Ninos met the accreditation standard and criteria of the North Central Association Commission on Accreditation and School Improvement.

Student Activity Rates for School Year 2004-05

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

Los Ninos is continuing to implement the Caring School Community Program, a preventive intervention program aimed at creating a safe, disciplined & drug-free environment that was part of the Tucson LINKS Grant program that ended this year. The school is also implementing "Second Step: A Violence Prevention Curriculum". This program was awarded the prestigious "exemplary" rating by the US Department of Education in 2001 and both students and parents are being trained in this program.

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) :

9

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       | Sally Lewis    | (520) 545-3300 |
| Transportation Policy     | John Smead     | (520) 545-2106 |
| Community Resources       | Rachel Gunnels | (520) 545-3300 |
| School Nutrition Programs | Rosario Ruiz   | (520) 545-3300 |
| Parent Organization       | Ana Alcantar   | (520) 545-3300 |
| Student Health/Nurse      | Holly Sheil    | (520) 545-3300 |

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.

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 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](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.