

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	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 : Pre-K-5
 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)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	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 2005-2006 school year, Los Ninos students and parents will be instructed in the "Second Step: Violence Prevention Program" and using the concepts of the program at school and at home.

Enrollment

October 1, 2005 School Year Student Enrollment : 684
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 15

Instructional Programs

- ü Two Language Acquisition Classes
- ü Full-Day Kindergarten
- ü On-Site Special Education
- ü Counseling
- ü Success for All Reading Program
- ü Foss Science Learning Kits
- ü Read About Comprehension Program

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

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	114	1372	80010	98	99	99	441	442	447	11	9	10	14	21	18	65	57	53	11	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	674	38935	98	99	99	441	443	447	10	9	9	14	19	19	64	59	55	12	13	17
Male	56	697	40974	98	99	98	441	441	448	11	9	11	14	22	18	66	56	52	9	12	19
African American	NC	22	4201	NC	92	99	NC	443	430	NC	5	17	NC	18	23	NC	68	51	NC	9	9
Hispanic	98	1215	34545	98	99	99	441	442	432	10	9	14	16	21	24	63	57	53	10	13	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	51	3979	NC	100	96	NC	424	424	NC	18	17	NC	25	30	NC	55	47	NC	2	6
White	10	78	35142	100	100	99	NA	457	465	NA	6	5	NA	14	11	NA	55	56	NA	24	28
Students with Disabilities	15	201	10161	100	98	93	386	409	419	67	32	28	20	30	28	13	34	36	NA	3	8
Students without Disabilities	99	1171	69849	98	99	100	450	447	451	2	5	7	13	19	17	73	61	56	12	14	19
Limited English Proficient Students	37	518	14013	100	99	97	424	426	413	19	15	24	27	31	34	49	47	39	5	6	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	94	1217	39029	98	99	98	440	440	432	11	10	14	15	22	25	65	56	52	10	12	9
Non-Economically Disadvantaged	20	155	40981	100	100	100	448	453	462	10	6	6	10	13	13	65	65	54	15	17	27

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	115	1369	79438	99	99	98	441	438	451	11	12	9	30	31	24	53	52	56	6	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	674	38775	98	99	99	448	444	457	12	9	7	22	28	22	57	57	58	9	5	13
Male	57	694	40560	100	98	97	434	431	446	11	15	12	37	35	25	49	47	54	4	3	9
African American	NC	22	4178	NC	92	98	NC	438	439	NC	5	13	NC	41	29	NC	50	52	NC	5	6
Hispanic	99	1212	34297	99	99	98	441	436	434	12	13	14	28	32	31	53	51	50	7	4	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	51	3940	NC	100	95	NC	431	429	NC	10	14	NC	35	36	NC	55	47	NC	NA	3
White	10	78	34887	100	100	98	NA	461	471	NA	4	4	NA	23	15	NA	60	63	NA	13	18
Students with Disabilities	15	200	9588	100	97	88	377	394	416	53	39	30	33	39	32	13	21	34	NA	2	5
Students without Disabilities	100	1169	69850	99	99	100	451	445	456	5	7	7	29	30	23	59	58	59	7	5	12
Limited English Proficient Students	37	515	13856	100	99	96	413	412	407	24	23	27	38	44	43	38	33	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	95	1214	38685	99	98	97	437	435	435	12	13	14	34	33	32	52	50	50	3	4	5
Non-Economically Disadvantaged	20	155	40753	100	100	99	462	456	467	10	6	5	10	18	16	60	67	62	20	9	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	115	1378	79971	99	100	99	426	430	423	8	5	8	29	35	41	63	57	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	677	38974	100	100	99	429	443	437	8	4	5	27	28	33	63	65	57	2	4	4
Male	56	700	40895	98	99	98	424	417	410	7	7	10	30	43	47	63	49	41	NA	1	2
African American	NC	23	4203	NC	96	99	NC	434	411	NC	4	11	NC	30	45	NC	65	43	NC	NA	2
Hispanic	99	1220	34481	99	99	99	427	429	410	8	6	10	27	35	46	64	57	43	1	2	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	51	3995	NC	100	96	NC	425	409	NC	4	10	NC	45	47	NC	47	42	NC	4	1
White	10	78	35150	100	100	99	NA	440	437	NA	3	5	NA	35	35	NA	60	56	NA	3	5
Students with Disabilities	15	202	10258	100	98	94	329	385	377	40	14	23	47	56	51	13	29	25	NA	0	1
Students without Disabilities	100	1176	69713	99	100	100	441	437	429	3	4	5	26	32	39	70	62	52	1	3	3
Limited English Proficient Students	36	516	13985	97	99	97	400	407	382	14	8	18	36	49	54	50	42	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	95	1221	38994	99	99	98	423	428	409	8	6	10	31	37	47	60	55	41	1	2	1
Non-Economically Disadvantaged	20	157	40977	100	100	100	442	446	437	5	4	5	20	24	34	75	69	56	NA	3	5

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

4th 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	111	1368	80147	100	99	99	469	470	482	14	13	11	23	22	17	50	50	49	14	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	692	39281	100	100	99	477	470	483	12	12	9	19	22	17	50	51	50	19	15	24
Male	59	676	40780	100	98	98	462	470	482	15	14	12	27	22	17	49	48	48	8	16	24
African American	NC	18	4249	NC	100	99	NC	476	464	NC	17	17	NC	11	22	NC	56	48	NC	17	13
Hispanic	93	1205	33494	100	99	99	468	470	466	13	13	15	26	22	23	47	49	49	14	16	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	58	4117	NC	98	96	NC	457	456	NC	16	19	NC	31	27	NC	50	46	NC	3	8
White	12	81	36122	100	99	99	467	471	501	25	14	5	8	20	10	50	52	50	17	15	35
Students with Disabilities	16	202	10295	100	94	92	417	429	443	50	38	33	31	34	26	19	26	33	NA	2	8
Students without Disabilities	95	1166	69852	100	100	100	478	477	488	7	8	7	22	20	16	55	54	51	16	18	26
Limited English Proficient Students	49	534	12722	100	99	97	444	448	441	24	20	27	29	32	33	45	43	37	2	5	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	96	1225	38371	100	99	97	467	469	465	16	13	15	24	23	23	47	49	49	14	15	13
Non-Economically Disadvantaged	15	143	41776	100	100	100	486	485	498	NA	9	6	20	14	11	67	56	49	13	21	33

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	111	1368	79686	100	99	98	447	451	470	18	17	11	33	34	24	45	46	57	4	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	692	39163	100	100	99	460	454	475	10	12	9	25	35	22	60	50	60	6	2	10
Male	59	676	40438	100	98	97	435	447	465	25	21	13	41	34	25	32	42	54	2	4	7
African American	NC	18	4228	NC	100	98	NC	476	458	NC	6	15	NC	33	28	NC	44	53	NC	17	4
Hispanic	93	1205	33299	100	99	98	444	450	452	18	17	17	35	35	32	43	45	47	3	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	58	4087	NC	98	96	NC	448	446	NC	21	16	NC	22	38	NC	57	44	NC	NA	2
White	12	81	35914	100	99	98	442	459	489	25	11	5	33	33	15	42	53	67	NA	2	14
Students with Disabilities	16	203	9808	100	94	87	399	411	432	63	47	35	38	39	32	NA	12	30	NA	2	3
Students without Disabilities	95	1165	69878	100	100	100	455	457	475	11	11	8	33	34	23	53	52	61	4	3	9
Limited English Proficient Students	49	534	12594	100	99	96	421	425	422	31	29	34	51	49	45	18	22	21	NA	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	96	1225	38095	100	99	97	443	448	452	20	17	17	35	36	32	43	44	48	2	3	3
Non-Economically Disadvantaged	15	143	41591	100	100	99	470	471	486	7	11	6	20	22	16	60	59	65	13	8	13

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	111	1375	80372	100	99	99	461	468	475	5	6	4	32	29	30	63	64	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	694	39452	100	100	99	475	478	488	4	3	3	17	24	22	77	71	72	2	1	3
Male	59	681	40836	100	99	98	448	458	464	5	8	6	44	35	37	51	56	56	NA	1	1
African American	NC	18	4264	NC	100	99	NC	502	465	NC	NA	5	NC	22	35	NC	61	59	NC	17	1
Hispanic	93	1212	33608	100	99	99	459	468	462	4	6	6	33	29	36	61	65	57	1	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	58	4128	NC	98	97	NC	473	464	NC	2	4	NC	40	39	NC	59	56	NC	NA	1
White	12	81	36213	100	99	99	464	468	489	8	5	2	25	37	22	67	54	72	NA	4	3
Students with Disabilities	16	206	10526	100	95	94	400	419	427	13	19	15	81	49	53	6	30	31	NA	2	1
Students without Disabilities	95	1169	69846	100	100	100	471	476	482	3	3	3	23	26	26	73	70	69	1	1	2
Limited English Proficient Students	49	536	12747	100	99	97	432	447	432	6	8	12	57	43	52	37	48	36	NA	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	96	1232	38521	100	99	98	456	466	461	5	6	6	35	30	38	58	63	55	1	1	1
Non-Economically Disadvantaged	15	143	41851	100	100	100	490	485	489	NA	4	3	7	22	22	93	70	72	NA	3	4

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	99	1284	79306	100	99	99	487	492	504	12	18	13	26	23	20	54	47	49	8	12	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	596	38845	100	100	99	491	492	505	5	16	11	31	23	20	56	49	50	7	13	18
Male	44	688	40383	98	99	98	483	492	504	20	19	14	20	23	19	50	46	47	9	12	19
African American	NC	31	4171	NC	100	98	NC	488	485	NC	19	20	NC	26	26	NC	45	44	NC	10	10
Hispanic	86	1122	32673	99	99	99	485	491	487	13	18	18	29	23	25	50	47	46	8	12	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	56	4034	NC	100	97	NC	484	479	NC	16	22	NC	30	29	NC	43	43	NC	11	7
White	NC	71	36234	NC	100	99	NC	506	523	NC	14	6	NC	18	13	NC	51	52	NC	17	28
Students with Disabilities	12	240	10286	100	98	91	431	448	462	75	52	41	8	28	27	17	18	27	NA	2	5
Students without Disabilities	87	1044	69020	100	100	100	495	501	510	3	10	9	29	22	18	59	54	52	9	15	21
Limited English Proficient Students	30	363	10291	100	99	96	460	463	458	30	34	38	40	33	34	27	28	26	3	4	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	83	1130	37437	100	99	97	482	490	486	14	19	19	29	23	26	49	46	46	7	12	9
Non-Economically Disadvantaged	16	154	41869	100	100	100	515	504	521	NA	8	7	13	19	14	75	59	51	13	14	27

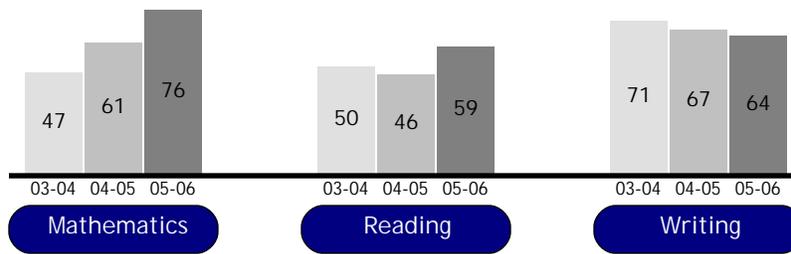
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	1271	79000	100	98	98	470	471	489	14	14	10	34	33	24	47	49	58	4	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	590	38774	100	99	99	476	476	494	9	11	7	33	32	22	51	55	61	7	2	10
Male	44	681	40150	98	98	98	462	466	485	20	18	12	36	35	25	43	45	55	NA	3	8
African American	NC	29	4153	NC	97	98	NC	461	476	NC	14	13	NC	52	30	NC	31	53	NC	3	4
Hispanic	86	1114	32508	99	98	98	466	470	472	14	14	15	38	34	33	45	50	49	2	2	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	56	4016	NC	100	96	NC	462	467	NC	18	14	NC	32	37	NC	48	46	NC	2	2
White	NC	68	36135	NC	97	98	NC	490	508	NC	12	4	NC	24	14	NC	53	67	NC	12	15
Students with Disabilities	12	227	9991	100	93	88	426	432	449	58	44	33	33	39	36	8	17	29	NA	NA	2
Students without Disabilities	87	1044	69009	100	100	100	476	478	495	8	8	6	34	32	22	53	57	62	5	3	10
Limited English Proficient Students	30	359	10199	100	98	95	442	442	439	37	33	35	57	48	47	NA	18	18	7	1	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	83	1118	37234	100	98	97	466	468	472	16	15	15	37	35	33	43	47	50	4	2	3
Non-Economically Disadvantaged	16	153	41766	100	100	99	489	486	505	6	7	5	19	22	16	69	67	65	6	5	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	100	1288	79611	100	100	99	491	492	496	9	7	7	31	35	37	60	57	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	596	39016	100	100	99	503	505	511	5	5	4	27	28	29	67	67	66	NA	0	1
Male	45	692	40519	100	99	98	477	481	482	13	9	10	36	42	44	51	49	46	NA	NA	0
African American	NC	30	4188	NC	100	98	NC	483	486	NC	13	9	NC	37	40	NC	50	50	NC	NA	0
Hispanic	87	1126	32855	100	100	99	492	493	481	8	7	10	32	34	43	60	59	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	57	3992	NC	100	96	NC	492	478	NC	5	10	NC	46	46	NC	49	44	NC	NA	0
White	NC	71	36380	NC	100	99	NC	491	511	NC	6	4	NC	49	30	NC	44	65	NC	1	1
Students with Disabilities	12	241	10664	100	99	94	369	439	440	58	22	23	33	59	54	8	20	22	NA	NA	1
Students without Disabilities	88	1047	68947	100	100	100	508	504	504	2	4	4	31	30	34	67	66	61	NA	0	1
Limited English Proficient Students	30	364	10362	100	99	97	448	458	438	20	15	22	57	54	57	23	31	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	83	1134	37626	100	99	98	486	490	479	11	8	10	30	36	45	59	56	45	NA	0	0
Non-Economically Disadvantaged	17	154	41985	100	100	100	519	510	511	NA	3	4	35	31	30	65	66	65	NA	NA	1

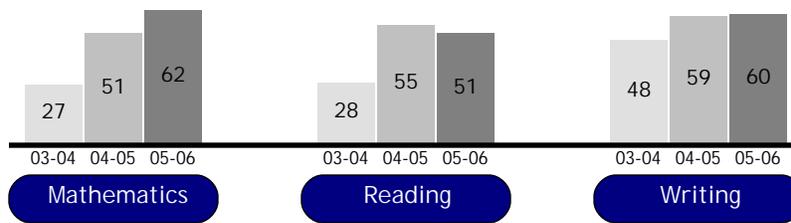
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	87	28	NA	58	100	39	38	47	100	30	35	46
	Language	93	19	28	50	100	37	39	47	100	25	37	48
	Mathematics	93	41	49	64	100	38	42	50	100	37	43	52
3	Reading	100	25	NA	55	100	31	33	44	100	34	34	46
	Language	100	35	53	61	100	29	34	44	100	32	35	46
	Mathematics	100	42	54	61	100	38	41	51	100	44	46	52
4	Reading	98	38	NA	56	99	38	39	48	100	28	37	52
	Language	98	34	41	52	99	36	38	49	100	27	37	52
	Mathematics	97	46	50	61	99	48	44	53	100	41	48	58
5	Reading	98	33	NA	55	98	42	40	50	100	35	39	56
	Language	98	37	39	49	98	39	39	50	100	37	37	54
	Mathematics	98	43	52	63	98	38	39	49	100	37	41	52

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

- 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 Certification.	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 Portable Lab of 30 Computers
- 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 2005-06

School Achievements/Accomplishments 2005-06

- ü Fifty-seven percent of third graders and 45 percent of fifth graders met or exceeded state standards in reading during spring 2006. Thirty-four percent of our third graders and 41 percent of our fifth graders are approaching the reading standards.
- ü Seventy-seven percent of third graders and 62 percent of fifth graders met or exceeded state standards in math during spring 2005. Fifteen percent of our third graders and 24 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	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

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 2005-06 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	Rick Pederson	(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 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."

ACHIEVEMENT PROFILES

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.

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.

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