

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2200 E Drexel Rd, 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 Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Pam Betten
 Schedule : 07:30 AM to 04:45 PM
 Grades : Pre-K-5
 Web Address : www.sunnysideud.k12.az.us
 Phone Number : (520) 545-3200
 Fax Number : (520) 545-3216
 E-mail : pamb@susd12.org

Mission

Our mission at Los Amigos, in partnership with parents, is to develop responsible, lifelong learners in an environment of mutual respect. We will provide quality opportunities for all students to grow academically and socially.

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 Los Amigos students will improve their ability to read and comprehend recreational, functional and expository text in all curricular areas with a deliberate focus on meeting or exceeding the Arizona Academic Standards for reading.
- ü All Los Amigos students will demonstrate improved performance in math problem solving and procedures in order to meet or exceed the Arizona Academic Standards for math.
- ü All Los Amigos students will improve their writing skills in each of the Six Traits - Ideas & Content; Voice; Sentence Fluency; Organization; Word Choice; and Conventions.
- ü All Los Amigos students will demonstrate improved performance in science in accordance with the Arizona Academic Standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 752
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 79

Instructional Programs

- ü Schoolwide Guided Reading Program
- ü All-day Kindergarten
- ü Instructional Focus Calenders
- ü Multimedia Integrated Instruction
- ü Team Time Interventions and Extensions
- ü Intermural Sports
- ü Saturday School

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 55 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Los Amigos links home and school by informing parents of curriculum, providing counseling/parenting classes, and referrals to community resources. Communication of progress includes report cards, progress reports, phone calls, conferences, home visits and notes. Monthly parent/teacher groups are held to further develop a relationship for the students at Los Amigos.

Parents

To help students be successful, we ask parents to help in the following ways: Promote regular attendance and promptness; ensure children are well rested; ensure children are dressed appropriately, actively participate in their children's education.

Transportation Policy

Board Policy #E280: Transportation is provided to special education students who require transportation and to K-8 students living beyond a one-mile radius. Open Enrollment students are required to provide their own transportation.

School Honors

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

Award/Honor	Year
ü A+ School of Excellence	2005
ü NAEYC Accreditation (Pre-K)	2004
ü NCA Accreditation	2005
ü Special Olympics Medalists	2004

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	125	1372	80010	97	99	99	453	442	447	11	9	10	18	21	18	44	57	53	26	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	674	38935	100	99	99	458	443	447	5	9	9	18	19	19	52	59	55	25	13	17
Male	60	697	40974	92	99	98	449	441	448	18	9	11	18	22	18	35	56	52	28	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	115	1215	34545	96	99	99	449	442	432	12	9	14	20	21	24	43	57	53	24	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	NC	78	35142	NC	100	99	NC	457	465	NC	6	5	NC	14	11	NC	55	56	NC	24	28
Students with Disabilities	22	201	10161	79	98	93	392	409	419	41	32	28	36	30	28	23	34	36	NA	3	8
Students without Disabilities	103	1171	69849	100	99	100	466	447	451	5	5	7	15	19	17	49	61	56	32	14	19
Limited English Proficient Students	71	518	14013	96	99	97	430	426	413	20	15	24	30	31	34	35	47	39	15	6	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	115	1217	39029	94	99	98	452	440	432	12	10	14	18	22	25	43	56	52	26	12	9
Non-Economically Disadvantaged	10	155	40981	100	100	100	NA	453	462	NA	6	6	NA	13	13	NA	65	54	NA	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	124	1369	79438	96	99	98	434	438	451	19	12	9	27	31	24	48	52	56	6	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	674	38775	100	99	99	445	444	457	11	9	7	26	28	22	55	57	58	8	5	13
Male	59	694	40560	91	98	97	422	431	446	27	15	12	29	35	25	39	47	54	5	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	114	1212	34297	95	99	98	428	436	434	20	13	14	29	32	31	47	51	50	4	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	NC	78	34887	NC	100	98	NC	461	471	NC	4	4	NC	23	15	NC	60	63	NC	13	18
Students with Disabilities	22	200	9588	79	97	88	379	394	416	41	39	30	41	39	32	18	21	34	NA	2	5
Students without Disabilities	102	1169	69850	100	99	100	445	445	456	14	7	7	25	30	23	54	58	59	8	5	12
Limited English Proficient Students	70	515	13856	95	99	96	404	412	407	33	23	27	37	44	43	29	33	29	1	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	114	1214	38685	93	98	97	432	435	435	19	13	14	27	33	32	48	50	50	5	4	5
Non-Economically Disadvantaged	10	155	40753	100	100	99	NA	456	467	NA	6	5	NA	18	16	NA	67	62	NA	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	125	1378	79971	97	100	99	426	430	423	9	5	8	34	35	41	50	57	49	6	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	677	38974	100	100	99	450	443	437	3	4	5	28	28	33	60	65	57	9	4	4
Male	60	700	40895	92	99	98	401	417	410	15	7	10	42	43	47	40	49	41	3	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	115	1220	34481	96	99	99	421	429	410	10	6	10	36	35	46	50	57	43	5	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	NC	78	35150	NC	100	99	NC	440	437	NC	3	5	NC	35	35	NC	60	56	NC	3	5
Students with Disabilities	22	202	10258	79	98	94	356	385	377	27	14	23	50	56	51	23	29	25	NA	0	1
Students without Disabilities	103	1176	69713	100	100	100	440	437	429	5	4	5	31	32	39	56	62	52	8	3	3
Limited English Proficient Students	71	516	13985	96	99	97	393	407	382	15	8	18	45	49	54	38	42	27	1	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	115	1221	38994	94	99	98	424	428	409	10	6	10	34	37	47	50	55	41	6	2	1
Non-Economically Disadvantaged	10	157	40977	100	100	100	NA	446	437	NA	4	5	NA	24	34	NA	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	132	1368	80147	96	99	99	455	470	482	20	13	11	29	22	17	45	50	49	7	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	692	39281	99	100	99	453	470	483	21	12	9	27	22	17	46	51	50	6	15	24
Male	62	676	40780	94	98	98	457	470	482	18	14	12	31	22	17	44	48	48	8	16	24
African American	--	18	4249	--	100	99	--	476	464	--	17	17	--	11	22	--	56	48	--	17	13
Hispanic	113	1205	33494	96	99	99	451	470	466	20	13	15	29	22	23	46	49	49	4	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	17	81	36122	100	99	99	478	471	501	18	14	5	18	20	10	41	52	50	24	15	35
Students with Disabilities	24	202	10295	83	94	92	430	429	443	33	38	33	42	34	26	25	26	33	NA	2	8
Students without Disabilities	108	1166	69852	100	100	100	460	477	488	17	8	7	26	20	16	49	54	51	8	18	26
Limited English Proficient Students	70	534	12722	97	99	97	442	448	441	23	20	27	37	32	33	39	43	37	1	5	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	126	1225	38371	95	99	97	454	469	465	20	13	15	29	23	23	45	49	49	6	15	13
Non-Economically Disadvantaged	NC	143	41776	NC	100	100	NC	485	498	NC	9	6	NC	14	11	NC	56	49	NC	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	132	1368	79686	96	99	98	435	451	470	29	17	11	35	34	24	34	46	57	2	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	692	39163	99	100	99	436	454	475	23	12	9	41	35	22	34	50	60	1	2	10
Male	62	676	40438	94	98	97	434	447	465	35	21	13	27	34	25	34	42	54	3	4	7
African American	--	18	4228	--	100	98	--	476	458	--	6	15	--	33	28	--	44	53	--	17	4
Hispanic	113	1205	33299	96	99	98	429	450	452	32	17	17	36	35	32	31	45	47	1	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	17	81	35914	100	99	98	472	459	489	12	11	5	29	33	15	47	53	67	12	2	14
Students with Disabilities	24	203	9808	83	94	87	411	411	432	54	47	35	21	39	32	25	12	30	NA	2	3
Students without Disabilities	108	1165	69878	100	100	100	440	457	475	23	11	8	38	34	23	36	52	61	3	3	9
Limited English Proficient Students	70	534	12594	97	99	96	416	425	422	40	29	34	43	49	45	17	22	21	NA	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	126	1225	38095	95	99	97	434	448	452	29	17	17	36	36	32	33	44	48	2	3	3
Non-Economically Disadvantaged	NC	143	41591	NC	100	99	NC	471	486	NC	11	6	NC	22	16	NC	59	65	NC	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	131	1375	80372	96	99	99	455	468	475	10	6	4	32	29	30	57	64	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	694	39452	99	100	99	455	478	488	10	3	3	33	24	22	57	71	72	NA	1	3
Male	61	681	40836	92	99	98	455	458	464	10	8	6	31	35	37	57	56	56	2	1	1
African American	--	18	4264	--	100	99	--	502	465	--	NA	5	--	22	35	--	61	59	--	17	1
Hispanic	112	1212	33608	95	99	99	450	468	462	12	6	6	31	29	36	57	65	57	NA	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	17	81	36213	100	99	99	483	468	489	NA	5	2	35	37	22	59	54	72	6	4	3
Students with Disabilities	24	206	10526	83	95	94	367	419	427	38	19	15	29	49	53	33	30	31	NA	2	1
Students without Disabilities	107	1169	69846	99	100	100	473	476	482	4	3	3	33	26	26	63	70	69	1	1	2
Limited English Proficient Students	69	536	12747	96	99	97	450	447	432	7	8	12	45	43	52	48	48	36	NA	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	125	1232	38521	95	99	98	454	466	461	10	6	6	31	30	38	58	63	55	1	1	1
Non-Economically Disadvantaged	NC	143	41851	NC	100	100	NC	485	489	NC	4	3	NC	22	22	NC	70	72	NC	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	118	1284	79306	99	99	99	478	492	504	25	18	13	27	23	20	42	47	49	6	12	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	596	38845	100	100	99	475	492	505	32	16	11	25	23	20	37	49	50	7	13	18
Male	61	688	40383	98	99	98	480	492	504	20	19	14	30	23	19	46	46	47	5	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	109	1122	32673	99	99	99	477	491	487	26	18	18	28	23	25	41	47	46	6	12	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	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	22	240	10286	96	98	91	445	448	462	59	52	41	18	28	27	23	18	27	NA	2	5
Students without Disabilities	96	1044	69020	100	100	100	485	501	510	18	10	9	29	22	18	46	54	52	7	15	21
Limited English Proficient Students	50	363	10291	98	99	96	455	463	458	38	34	38	38	33	34	22	28	26	2	4	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	111	1130	37437	99	99	97	476	490	486	26	19	19	28	23	26	41	46	46	5	12	9
Non-Economically Disadvantaged	NC	154	41869	NC	100	100	NC	504	521	NC	8	7	NC	19	14	NC	59	51	NC	14	27

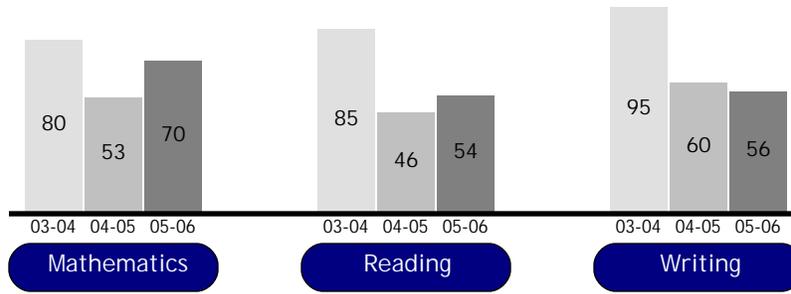
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	1271	79000	99	98	98	461	471	489	25	14	10	29	33	24	45	49	58	1	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	590	38774	100	99	99	466	476	494	21	11	7	30	32	22	49	55	61	NA	2	10
Male	61	681	40150	98	98	98	457	466	485	30	18	12	28	35	25	41	45	55	2	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	109	1114	32508	99	98	98	459	470	472	27	14	15	28	34	33	45	50	49	NA	2	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	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	22	227	9991	96	93	88	428	432	449	50	44	33	32	39	36	18	17	29	NA	NA	2
Students without Disabilities	96	1044	69009	100	100	100	468	478	495	20	8	6	28	32	22	51	57	62	1	3	10
Limited English Proficient Students	50	359	10199	98	98	95	436	442	439	42	33	35	38	48	47	20	18	18	NA	1	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	111	1118	37234	99	98	97	459	468	472	26	15	15	30	35	33	43	47	50	1	2	3
Non-Economically Disadvantaged	NC	153	41766	NC	100	99	NC	486	505	NC	7	5	NC	22	16	NC	67	65	NC	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	118	1288	79611	99	100	99	484	492	496	12	7	7	30	35	37	58	57	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	596	39016	100	100	99	500	505	511	11	5	4	23	28	29	67	67	66	NA	0	1
Male	61	692	40519	98	99	98	470	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	109	1126	32855	99	100	99	482	493	481	13	7	10	29	34	43	58	59	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	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	22	241	10664	96	99	94	416	439	440	27	22	23	45	59	54	27	20	22	NA	NA	1
Students without Disabilities	96	1047	68947	100	100	100	499	504	504	8	4	4	26	30	34	66	66	61	NA	0	1
Limited English Proficient Students	50	364	10362	98	99	97	457	458	438	18	15	22	46	54	57	36	31	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	111	1134	37626	99	99	98	484	490	479	12	8	10	32	36	45	57	56	45	NA	0	0
Non-Economically Disadvantaged	NC	154	41985	NC	100	100	NC	510	511	NC	3	4	NC	31	30	NC	66	65	NC	NA	1

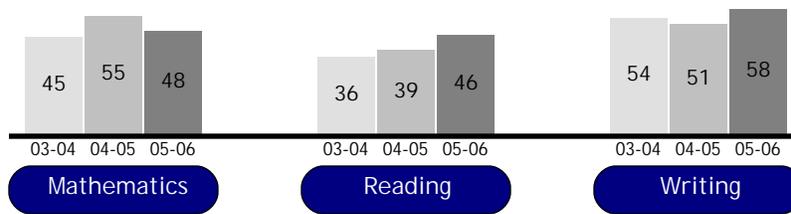
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	24	NA	58	99	39	38	47	93	30	35	46
	Language	100	21	28	50	99	42	39	47	93	27	37	48
	Mathematics	97	38	49	64	99	55	42	50	93	43	43	52
3	Reading	100	50	NA	55	99	27	33	44	95	32	34	46
	Language	100	61	53	61	99	23	34	44	95	35	35	46
	Mathematics	97	51	54	61	99	32	41	51	95	54	46	52
4	Reading	95	30	NA	56	96	34	39	48	95	28	37	52
	Language	97	32	41	52	96	33	38	49	95	25	37	52
	Mathematics	94	42	50	61	96	35	44	53	95	34	48	58
5	Reading	100	36	NA	55	99	34	40	50	97	32	39	56
	Language	100	39	39	49	99	32	39	50	97	34	37	54
	Mathematics	97	50	52	63	99	33	39	49	97	34	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)
- 6 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Goal Setting
- Ü School Safety Issues
- Ü Instructional Strategies
- Ü Parent/Educator Relations
- Ü Staff Development
- Ü Curriculum Implementation

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	42.00
Other Professional Staff	8.60	Teacher Aide	17.30

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	5	0	0
7 to 9 years	3	4	0	0
10 or more years	12	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Multimedia Center
- Ü Parent Education Center
- Ü Community Garden
- Ü Wireless Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Peace Coaches
- Ü Safety Patrols
- Ü Band/Orchestra
- Ü Los Amigos Bucks Program
- Ü Saturday School
- Ü Intramural Sports

Social Services

- Ü Lunch/Breakfast Programs
- Ü On-site Certified Nurse
- Ü Counseling Services
- Ü Adult Education
- Ü Parenting Classes
- Ü YMCA Before/Afterschool Program
- Ü On-site Dental Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Developed and implemented a schoolwide Instructional Strategy using Retelling strategies. Strategies focus on specific Arizona Academic Standards.

- ü Fully implemented a research-based schoolwide Guided Reading Prog. that maximizes actual instructional time for students. Retraining paraprofessionals to work as reading tutors, side-by-side with teachers, every student reads with an adult everyday.

- ü Realigned math program to the articulated standards, and revised the quarterly benchmarks. A progress monitoring system was also implemented.

- ü Implemented a school-wide violence prevention, anti-bullying program that resulted in reduced referrals.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	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

On-site prevention specialist and counselor have, as their primary focus of prevention, safety and emotional well-being. We also team with our SRO and other agencies to maintain the best possible learning environment for our students. We have a strong and deliberate focus on respect which includes a focus on no name-calling and bullying.

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) :

1

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	Pam Betten	(520) 545-3200
Transportation Policy	John Smead	(520) 545-2107
Community Resources	Oralia Ybarra	(520) 545-3223
School Nutrition Programs	Alan Seino	(520) 545-2072
Parent Organization	Linda Thompson	(520) 545-3200
Student Health/Nurse	Gail Siqueiros	(520) 545-3211

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 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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** 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.