

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6910 S Santa Clara Avenue, 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 : Mr. Raul Ochoa
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-5
 Web Address : www.susd12.org
 Phone Number : (520) 545-3700
 Fax Number : (520) 545-3716
 E-mail : raulo@susd12.org

Mission

We provide a well-balanced education for all students through a positive school environment that stresses cooperation and multicultural enrichment with supportive parental involvement. The school environment will assure academic - as well as emotional, social, and physical - achievement and growth for all students.

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	Out of Improvement

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

School / Academic Goals

- ü All students attending Santa Clara Elementary will meet or exceed the Arizona Reading Academic Standards.
- ü All students attending Santa Clara Elementary will meet or exceed the Arizona Writing Academic Standards.
- ü All students attending Santa Clara Elementary will meet or exceed the Arizona Math Academic Standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 594
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 20

Instructional Programs

- Full-day Kindergarten
- Multicultural Enrichment
- Special Education and Speech Services
- Structured English Immersion
- Native Literacy Instruction
- Accelerated Reader Program
- Character Education
- 3rd Grade Math MAC-Ro Club by Rodel

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

Santa Clara will provide communication to parents through parent newsletters, parent/teacher conferences, Open House, monthly PTO meetings, Parent Math/Reading Night Activities, School Council Meetings, District Parent Council Meetings, and various monthly extra-curricular activities. In addition, our school's Parent Involvement Assistant works to communicate, recruit, and schedule parent volunteers in classrooms and in all school activities.

Parents

Parents must provide their children with the health-care immunizations required by law. Parents should ensure that their child is at school each day and on time; that homework is completed and assistance is provided as needed; that communication occurs with their child's teacher; and that they attempt to be involved in school related activities whenever possible.

Transportation Policy

According to Board Policy #E280, transportation is provided to special education students who require transportation and to K-8 students living beyond a one-mile radius. Policy also requires adherence by students to a code of conduct while being transported on a school bus, as well as at bus stops.

School Honors

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

Award/Honor	Year
• Pima County Health Department Immunization Award	2002
• NCA Accreditation Certification	2002
• American Red Cross Certificate	2005
• District Spelling Bee Winner	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	89	1372	80010	98	99	99	441	442	447	7	9	10	20	21	18	66	57	53	7	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	674	38935	95	99	99	444	443	447	6	9	9	14	19	19	74	59	55	6	13	17
Male	54	697	40974	100	99	98	439	441	448	7	9	11	24	22	18	61	56	52	7	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	68	1215	34545	97	99	99	446	442	432	4	9	14	15	21	24	72	57	53	9	13	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	14	51	3979	100	100	96	421	424	424	21	18	17	29	25	30	50	55	47	NA	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	17	201	10161	100	98	93	420	409	419	24	32	28	18	30	28	59	34	36	NA	3	8
Students without Disabilities	72	1171	69849	97	99	100	446	447	451	3	5	7	21	19	17	68	61	56	8	14	19
Limited English Proficient Students	28	518	14013	100	99	97	432	426	413	14	15	24	14	31	34	71	47	39	NA	6	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	73	1217	39029	99	99	98	439	440	432	7	10	14	22	22	25	63	56	52	8	12	9
Non-Economically Disadvantaged	16	155	40981	94	100	100	450	453	462	6	6	6	13	13	13	81	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	88	1369	79438	97	99	98	436	438	451	10	12	9	31	31	24	57	52	56	2	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	674	38775	95	99	99	440	444	457	6	9	7	31	28	22	60	57	58	3	5	13
Male	53	694	40560	98	98	97	433	431	446	13	15	12	30	35	25	55	47	54	2	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	67	1212	34297	96	99	98	435	436	434	12	13	14	30	32	31	55	51	50	3	4	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	14	51	3940	100	100	95	429	431	429	7	10	14	36	35	36	57	55	47	NA	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	16	200	9588	94	97	88	406	394	416	25	39	30	50	39	32	25	21	34	NA	2	5
Students without Disabilities	72	1169	69850	97	99	100	442	445	456	7	7	7	26	30	23	64	58	59	3	5	12
Limited English Proficient Students	27	515	13856	96	99	96	412	412	407	26	23	27	37	44	43	37	33	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	72	1214	38685	97	98	97	431	435	435	13	13	14	33	33	32	53	50	50	1	4	5
Non-Economically Disadvantaged	16	155	40753	94	100	99	458	456	467	NA	6	5	19	18	16	75	67	62	6	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	90	1378	79971	99	100	99	426	430	423	4	5	8	37	35	41	58	57	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	677	38974	95	100	99	449	443	437	NA	4	5	20	28	33	80	65	57	NA	4	4
Male	55	700	40895	100	99	98	411	417	410	7	7	10	47	43	47	44	49	41	2	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	69	1220	34481	99	99	99	429	429	410	3	6	10	38	35	46	58	57	43	1	2	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	14	51	3995	100	100	96	406	425	409	14	4	10	29	45	47	57	47	42	NA	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	17	202	10258	100	98	94	402	385	377	6	14	23	53	56	51	41	29	25	NA	0	1
Students without Disabilities	73	1176	69713	99	100	100	431	437	429	4	4	5	33	32	39	62	62	52	1	3	3
Limited English Proficient Students	28	516	13985	100	99	97	402	407	382	7	8	18	50	49	54	43	42	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	74	1221	38994	100	99	98	421	428	409	5	6	10	36	37	47	57	55	41	1	2	1
Non-Economically Disadvantaged	16	157	40977	94	100	100	448	446	437	NA	4	5	38	24	34	63	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	86	1368	80147	98	99	99	467	470	482	8	13	11	31	22	17	50	50	49	10	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	692	39281	100	100	99	460	470	483	13	12	9	37	22	17	37	51	50	13	15	24
Male	40	676	40780	95	98	98	474	470	482	3	14	12	25	22	17	65	48	48	8	16	24
African American	--	18	4249	--	100	99	--	476	464	--	17	17	--	11	22	--	56	48	--	17	13
Hispanic	65	1205	33494	97	99	99	465	470	466	8	13	15	32	22	23	51	49	49	9	16	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	15	58	4117	100	98	96	459	457	456	13	16	19	33	31	27	47	50	46	7	3	8
White	NC	81	36122	NC	99	99	NC	471	501	NC	14	5	NC	20	10	NC	52	50	NC	15	35
Students with Disabilities	15	202	10295	94	94	92	441	429	443	27	38	33	33	34	26	40	26	33	NA	2	8
Students without Disabilities	71	1166	69852	99	100	100	472	477	488	4	8	7	31	20	16	52	54	51	13	18	26
Limited English Proficient Students	23	534	12722	92	99	97	439	448	441	17	20	27	52	32	33	30	43	37	NA	5	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	78	1225	38371	98	99	97	463	469	465	9	13	15	35	23	23	47	49	49	9	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	87	1368	79686	99	99	98	449	451	470	14	17	11	41	34	24	45	46	57	NA	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	692	39163	100	100	99	447	454	475	17	12	9	41	35	22	41	50	60	NA	2	10
Male	41	676	40438	98	98	97	451	447	465	10	21	13	41	34	25	49	42	54	NA	4	7
African American	--	18	4228	--	100	98	--	476	458	--	6	15	--	33	28	--	44	53	--	17	4
Hispanic	66	1205	33299	99	99	98	447	450	452	15	17	17	44	35	32	41	45	47	NA	3	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	15	58	4087	100	98	96	444	448	446	13	21	16	33	22	38	53	57	44	NA	NA	2
White	NC	81	35914	NC	99	98	NC	459	489	NC	11	5	NC	33	15	NC	53	67	NC	2	14
Students with Disabilities	16	203	9808	100	94	87	434	411	432	25	47	35	50	39	32	25	12	30	NA	2	3
Students without Disabilities	71	1165	69878	99	100	100	453	457	475	11	11	8	39	34	23	49	52	61	NA	3	9
Limited English Proficient Students	24	534	12594	96	99	96	414	425	422	38	29	34	58	49	45	4	22	21	NA	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	79	1225	38095	99	99	97	446	448	452	14	17	17	46	36	32	41	44	48	NA	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	88	1375	80372	100	99	99	472	468	475	1	6	4	38	29	30	61	64	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	694	39452	100	100	99	476	478	488	2	3	3	33	24	22	65	71	72	NA	1	3
Male	42	681	40836	100	99	98	467	458	464	NA	8	6	43	35	37	57	56	56	NA	1	1
African American	--	18	4264	--	100	99	--	502	465	--	NA	5	--	22	35	--	61	59	--	17	1
Hispanic	67	1212	33608	100	99	99	472	468	462	1	6	6	36	29	36	63	65	57	NA	1	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	15	58	4128	100	98	97	468	473	464	NA	2	4	47	40	39	53	59	56	NA	NA	1
White	NC	81	36213	NC	99	99	NC	468	489	NC	5	2	NC	37	22	NC	54	72	NC	4	3
Students with Disabilities	16	206	10526	100	95	94	443	419	427	6	19	15	56	49	53	38	30	31	NA	2	1
Students without Disabilities	72	1169	69846	100	100	100	478	476	482	NA	3	3	33	26	26	67	70	69	NA	1	2
Limited English Proficient Students	25	536	12747	100	99	97	451	447	432	4	8	12	56	43	52	40	48	36	NA	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	80	1232	38521	100	99	98	470	466	461	1	6	6	39	30	38	60	63	55	NA	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	86	1284	79306	100	99	99	495	492	504	15	18	13	21	23	20	49	47	49	15	12	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	596	38845	100	100	99	499	492	505	13	16	11	16	23	20	55	49	50	16	13	18
Male	55	688	40383	100	99	98	494	492	504	16	19	14	24	23	19	45	46	47	15	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	70	1122	32673	100	99	99	503	491	487	13	18	18	16	23	25	53	47	46	19	12	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	13	56	4034	100	100	97	463	484	479	15	16	22	54	30	29	31	43	43	NA	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	19	240	10286	100	98	91	479	448	462	32	52	41	32	28	27	26	18	27	11	2	5
Students without Disabilities	67	1044	69020	100	100	100	500	501	510	10	10	9	18	22	18	55	54	52	16	15	21
Limited English Proficient Students	16	363	10291	100	99	96	464	463	458	44	34	38	13	33	34	44	28	26	NA	4	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	75	1130	37437	100	99	97	495	490	486	15	19	19	23	23	26	47	46	46	16	12	9
Non-Economically Disadvantaged	11	154	41869	100	100	100	496	504	521	18	8	7	9	19	14	64	59	51	9	14	27

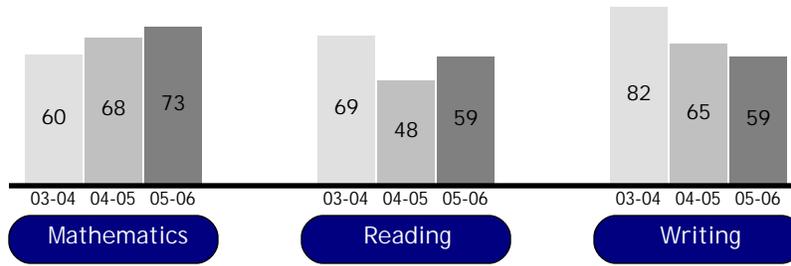
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	1271	79000	100	98	98	474	471	489	11	14	10	31	33	24	53	49	58	6	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	590	38774	100	99	99	482	476	494	6	11	7	23	32	22	65	55	61	6	2	10
Male	54	681	40150	100	98	98	470	466	485	13	18	12	35	35	25	46	45	55	6	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	69	1114	32508	99	98	98	479	470	472	10	14	15	26	34	33	57	50	49	7	2	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	13	56	4016	100	100	96	456	462	467	15	18	14	38	32	37	46	48	46	NA	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	18	227	9991	100	93	88	450	432	449	28	44	33	44	39	36	28	17	29	NA	NA	2
Students without Disabilities	67	1044	69009	100	100	100	481	478	495	6	8	6	27	32	22	60	57	62	7	3	10
Limited English Proficient Students	16	359	10199	100	98	95	441	442	439	25	33	35	56	48	47	19	18	18	NA	1	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	75	1118	37234	100	98	97	472	468	472	11	15	15	32	35	33	55	47	50	3	2	3
Non-Economically Disadvantaged	10	153	41766	100	100	99	NA	486	505	NA	7	5	NA	22	16	NA	67	65	NA	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	85	1288	79611	100	100	99	494	492	496	5	7	7	40	35	37	55	57	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	596	39016	100	100	99	517	505	511	3	5	4	13	28	29	84	67	66	NA	0	1
Male	54	692	40519	100	99	98	481	481	482	6	9	10	56	42	44	39	49	46	NA	NA	0
African American	--	30	4188	--	100	98	--	483	486	--	13	9	--	37	40	--	50	50	--	NA	0
Hispanic	70	1126	32855	100	100	99	496	493	481	6	7	10	33	34	43	61	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	13	57	3992	100	100	96	488	492	478	NA	5	10	69	46	46	31	49	44	NA	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	18	241	10664	100	99	94	456	439	440	17	22	23	50	59	54	33	20	22	NA	NA	1
Students without Disabilities	67	1047	68947	100	100	100	505	504	504	1	4	4	37	30	34	61	66	61	NA	0	1
Limited English Proficient Students	16	364	10362	100	99	97	462	458	438	13	15	22	50	54	57	38	31	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	75	1134	37626	100	99	98	495	490	479	4	8	10	40	36	45	56	56	45	NA	0	0
Non-Economically Disadvantaged	10	154	41985	100	100	100	NA	510	511	NA	3	4	NA	31	30	NA	66	65	NA	NA	1

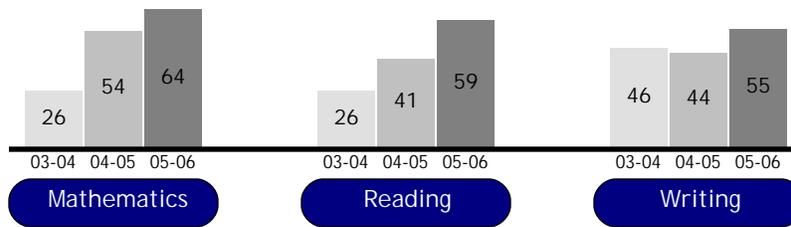
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	93	31	NA	58	99	30	38	47	100	34	35	46
	Language	98	25	28	50	99	32	39	47	100	37	37	48
	Mathematics	96	36	49	64	99	34	42	50	100	41	43	52
3	Reading	90	39	NA	55	100	34	33	44	99	30	34	46
	Language	98	40	53	61	100	32	34	44	100	30	35	46
	Mathematics	98	45	54	61	100	38	41	51	100	43	46	52
4	Reading	100	38	NA	56	99	46	39	48	100	35	37	52
	Language	100	40	41	52	99	39	38	49	100	35	37	52
	Mathematics	100	48	50	61	99	45	44	53	100	50	48	58
5	Reading	99	33	NA	55	99	38	40	50	100	41	39	56
	Language	99	32	39	49	99	37	39	50	100	34	37	54
	Mathematics	99	49	52	63	99	38	39	49	100	43	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)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Goal Setting
- Ü School Safety/Student Conduct
- Ü School Needs
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü School Improvement Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	2.50	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	7	1	0	0
7 to 9 years	2	0	0	0
10 or more years	11	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Parent Room
- Ü Multipurpose Room
- Ü Library w/computer stations
- Ü Cafeteria w/stage and full kitchen

Extracurricular Activities

- Ü Peer Mediation Program
- Ü Safety Patrol
- Ü Student Council
- Ü Folklorico Club
- Ü Yearbook Club
- Ü Basketball
- Ü Soccer/Cross Country
- Ü Cheerleading Club

Social Services

- Ü Breakfast Program
- Ü Afterschool Big Brothers/Big Sisters
- Ü Counseling Services
- Ü English classes for parents
- Ü Parent Involvement Assistant
- Ü After-school Day Care
- Ü After-school tutoring
- Ü Summer school

ü Santa Clara students demonstrated positive gains in most areas of Reading, Mathematics, and Writing.

ü Santa Clara achieved AYP and was labeled a Performing school.

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	93	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

Students are taught personal responsibility and respect for themselves and others. Behavior plans are used to support student self-control and success. Tutors and mentors are encouraged to work with students. A campus monitor is on duty daily. Our school counselor and prevention specialist are implementing a school-wide character education program that addresses the promotion of prosocial behaviors and the reduction of negative behaviors (bullying, aggressive and violent behaviors, disrespect).

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) :

4

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	Raul Ochoa	(520) 545-3700
Transportation Policy	John Smead	(520) 545-2106
Community Resources	Caroline Janz	(520) 545-3727
School Nutrition Programs	Alan Seino	(520) 545-2078
Parent Organization	Sylvia Tautimer	(520) 545-3791
Student Health/Nurse	Mary Weaverling	(520) 545-3711

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.