ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Indian Oasis Primary School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

111 W. Main, Sells, AZ 85634

Indian Oasis-Baboquivari Unified District

AZ LEARNS[1]

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

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.

School Overview

Principal/Administrator :	Ms. Janine Prewitt
Schedule :	07:30 AM to 04:00 PM
Grades :	K-3
2005 Enrollment :	400
Web Address :	www.iobusd40.org
Phone Number :	(520) 383-6750
Fax Number :	(520) 383-5970
E-mail :	jprewitt@iobusd40.org

Mission

In partnership with the family and the community, Indian Oasis Primary School will provide a safe, bicultural learning environment for our students while assisting them in developing intellectual and social skills for their future success.

School / Academic Goals

- Continue to increase Terra Nova and AIMS-DPA scores.
- Provide quality instruction for all students in all areas.

Enrollment

October 1, 2004 School Year Student Enrollment : 406

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 0

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Culture Program
- Full-day Kindergarten
- On-site Special Education
- Gifted Program
- Technology Program

Calendar Information

Number of Instruction Days :

Average Daily Instruction Time :

First Day of School :

Last Day of School :

Shared Responsibilities

School

Indian Oasis Primary School provides information to parents through District and School Handouts, newsletters, quarterly reports to parents, radio reports, website information and other written and oral communication activites.

Parents

Parents are considered active partners in a team effort to enhance the capacity of all students to reach their highest potential. Parents are participants in activities designed to increase student learning and parent-teacher cooperation.

Transportation Policy

The district provides round-trip transportation for all eligible students. An eligible student is full time or fractional, and resides within a 50-mile radius or more within the Tohono O'odham Reservation.

School Honors

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

Award/Honor	Year
Art's Reach Writing Contest	1999
Certificate of Achievement from Pima County Health Dept	2001
SARSEF Science Fair Winners for the Past Three Years	
SARSEF Science Fair Winners	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	106	106	79306	95	95	99	421	421	445	12	12	10	41	41	18	42	42	51	5	5	20
All Students (Prior Year)	107	107	75509	97	97	100	474	474	521	28	28	13	53	53	23	17	17	33	1	1	31
Female	54	54	38691	95	95	99	425	425	446	18	18	10	36	36	18	38	38	52	8	8	20
Male	52	52	40583	95	95	99	417	417	445	6	6	11	46	46	18	46	46	50	2	2	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	--	--	32869	--	--	99	--	--	429	--	--	15	--	--	25	--	--	51	--	--	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	105	105	4264	95	95	100	421	421	419	12	12	19	41	41	30	42	42	45	5	5	6
White	--	--	36197	--	--	99	--	--	463	--	--	5	--	--	11	--	--	53	--	--	31
Students with Disabilities	21	21	10321	91	91	100	381	381	389	25	25	30	65	65	27	10	10	34	0	0	9
Students without Disabilities	85	85	69060	96	96	98	432	432	454	9	9	7	35	35	17	50	50	54	6	6	22
Limited English Proficient Students	21	21	15509	100	100	100	384	384	406	33	33	20	43	43	30	24	24	45	0	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	91	91	39415	94	94	96	423	423	431	11	11	15	45	45	25	39	39	50	5	5	10
Non-Economically Disadvantaged	15	15	39966	100	100	100	409	409	459	21	21	6	14	14	12	57	57	52	7	7	30

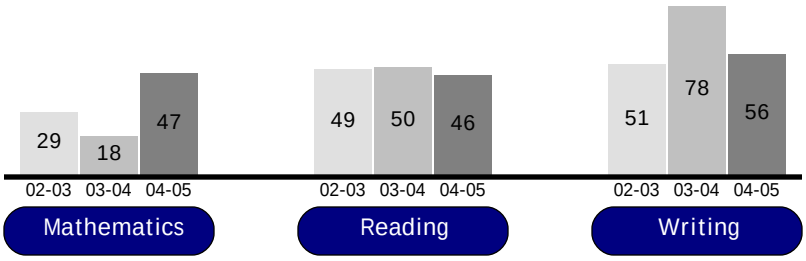
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	106	79395	95	0	99	421	421	446	10	10	9	44	44	25	45	45	55	1	1	11
All Students (Prior Year)	106	106	75492	96	96	100	497	497	519	15	15	12	35	35	16	48	48	47	2	2	24
Female	54	54	38743	95	0	100	426	426	451	6	6	7	49	49	24	43	43	57	2	2	12
Male	52	52	40618	95	0	99	415	415	440	14	14	11	39	39	27	47	47	53	0	0	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	--	--	32915	--	--	99	--	--	426	--	--	15	--	--	35	--	--	47	--	--	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	105	105	4271	95	0	100	421	421	420	10	10	15	44	44	42	45	45	41	1	1	2
White	--	--	36221	--	--	99	--	--	465	--	--	4	--	--	15	--	--	63	--	--	17
Students with Disabilities	22	22	10331	96	0	100	392	392	388	14	14	25	57	57	37	29	29	34	0	0	4
Students without Disabilities	84	84	69139	94	0	99	429	429	454	9	9	7	40	40	24	49	49	58	1	1	11
Limited English Proficient Students	22	22	15545	100	0	100	390	390	399	23	23	21	50	50	42	27	27	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	90	90	39484	93	0	96	424	424	429	8	8	14	48	48	35	42	42	47	1	1	4
Non-Economically Disadvantaged	16	16	39986	100	0	100	403	403	461	20	20	4	20	20	16	60	60	63	0	0	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	102	102	78869	91	91	99	410	410	442	11	11	6	34	34	21	56	56	63	0	0	10
All Students (Prior Year)	104	104	75053	95	95	99	542	542	597	12	12	7	10	10	12	78	78	72	0	0	9
Female	51	51	38536	89	89	99	424	424	458	9	9	4	36	36	15	55	55	67	0	0	14
Male	51	51	40302	93	93	99	397	397	428	13	13	8	31	31	26	56	56	60	0	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	--	--	32606	--	--	98	--	--	426	--	--	8	--	--	27	--	--	60	--	--	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	101	101	4245	91	91	100	410	410	423	11	11	9	34	34	26	56	56	61	0	0	4
White	--	--	36078	--	--	99	--	--	459	--	--	4	--	--	16	--	--	66	--	--	14
Students with Disabilities	21	21	10246	91	91	100	332	332	367	35	35	18	40	40	39	25	25	40	0	0	4
Students without Disabilities	81	81	68697	91	91	98	431	431	454	4	4	4	32	32	18	64	64	67	0	0	11
Limited English Proficient Students	21	21	15339	100	100	100	354	354	399	29	29	11	43	43	31	29	29	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	86	86	39106	89	89	95	415	415	427	9	9	8	33	33	28	59	59	59	0	0	5
Non-Economically Disadvantaged	16	16	39837	100	100	100	384	384	457	20	20	4	40	40	14	40	40	67	0	0	15

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



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	30	29	50	100	40	NA	58	94	36	36	47
	Language	99	15	16	43	100	24	24	50	94	38	38	47
	Mathematics	99	25	29	57	100	51	51	64	94	32	32	50
3	Reading	99	25	28	47	98	28	NA	55	94	30	30	44
	Language	99	38	43	54	99	36	36	61	94	28	28	44
	Mathematics	99	34	37	54	99	38	38	61	94	36	36	51

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	Council Duties
1 School Administrator(s)	ü School Safety Issues
1 Non-certified Employee(s)	ü Parent/Educator Relations
1 Teacher(s)	ü School Academic Improvement
3 Parent(s)	
0 Community Member(s)	
0 Student(s)	

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	2.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	0	0	0
4 to 6 years	4	2	0	0
7 to 9 years	6	0	0	0
10 or more years	8	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Hightly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- ü Computer Labs
- ü Library

Extracurricular Activities

- ü Tohono O'odham Dancing and Singing
- ü Young Author's Night
- ü Science Fair
- ü Excel Program

Social Services

- ü School Social Services
- ü PeaceBuilder Program
- ü Parent Liaison Program
- ü Tutoring Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Place winners in the Regional Science Fair.
- Several students published in the ArtsReach Literary Magazine (2002,2003,2004,2005).

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	93	95	94	95
Transfers Out Rate [5]	6	12	12	17
Transfers In Rate [6]	28	28	28	37
Stability Rate [7]	93	87	87	82
Promotion Rate [8]	86	96	95	81
Retention Rate [9]	6	1	1	3
Dropout Rate [10]	2	0	1	6
Status Unknown [11]	1	0	1	4
Graduation Rate [12]	NA	NA	NA	79

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

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

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

School Safety

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

We are a PeaceBuilders school. As such, we are involved with the PeaceBuilders Program for all of our students. We encourage our school community to become involved with this nationally recognized program.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) : 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	Janine Prewitt	(520) 383-6750
Transportation Policy	Gabriel Cachora	(520) 383-6732
Community Resources	Naomi Norris	(520) 383-6845
School Nutrition Programs	Jerry Carlyle	(520) 383-6741
Parent Organization		
Student Health/Nurse	Florence Lopez	(520) 383-6762

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

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

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 400 Copies = $153.00

** 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.