



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

State route 86, Sells, AZ 85634

Indian Oasis-Baboquivari 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	Failing to Meet Academic Standards
2004-05	Failing to Meet Academic Standards
2003-04	Underperforming

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

School Overview

Principal/Administrator : Mr. Michael J. Bauschka
 Schedule : 07:00 AM to 04:30 PM
 Grades : 4-6
 Web Address : www.iobusd40.org
 Phone Number : (520) 383-2312
 Fax Number : (520) 383-5930
 E-mail : mbauschka@iobusd40.org

Mission

Indian Oasis Intermediate Schools is a community of diverse learners where all are valued, challenged, and supported-academically and socially—in a safe, culturally respectful and engaging environment.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Not Met

School Improvement Status (b)

2005-06	SI Year 1
2004-05	SI Year 1
2003-04	Year 1

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

School / Academic Goals

- Ü Increase the percentage of students meeting or exceeding the Arizona State Standards in reading, writing, and mathematics by using research based strategies and practice.
- Ü Indian Oasis Intermediate School will work in a collaborative partnership with parents, guardians, and community members to improve and foster the home-school relationship.
- Ü Improve student achievement through the alignment of instruction with district and state curriculum and assessment.
- Ü Create a safe educational community using our school-wide discipline plan in conjunction with researched based strategies and techniques in the Circle of Courage and Community of Caring Programs.

Enrollment

October 1, 2005 School Year Student Enrollment : 288
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 2

Instructional Programs

- ü Title I School-wide Program
- ü Culture Program
- ü On-site Special Education Program
- ü Computer-assisted Instruction
- ü After-School and Intersession Tutoring
- ü Excel

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 10 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

The school provides a safe and caring environment with high academic expectations for all students. Instruction should be challenging and aligned to the Arizona State Standards. Services are provided to assist those students in need with parental and community involvement playing a major role in successful learning. The school will maintain regular communication through conferences, report cards, newsletters, open houses, and other schoolwide activities.

Parents

We believe in the need for a close and collaborative partnership between the school and the home in order to lay the foundations for a successful learning environment for our students. Parents and guardians should be an integral part of their students' education by providing for their well-being, ensuring their attendance in school, and in their active participation in schoolwide activities.

Transportation Policy

The Indian Oasis-Baboquivari Unified School District #40 transports the overwhelming majority of its students, most of whom reside within an average of a 50-mile radius, with one of the longest routes averaging 65 miles one way.

School Honors

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

Award/Honor	Year
ü District Read -o- thon winners	2004
ü Soil and Water Conservation Art Contest Awards.	2004
ü First Place Award in the Tohono O'odham Rodeo Parade	2004

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	103	103	80147	100	100	99	450	450	482	17	17	11	34	34	17	45	45	49	5	5	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	55	39281	98	98	99	458	458	483	11	11	9	31	31	17	51	51	50	7	7	24
Male	48	48	40780	100	100	98	441	441	482	23	23	12	38	38	17	38	38	48	2	2	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	NC	NC	33494	NC	NC	99	NC	NC	466	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	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	101	101	4117	100	100	96	450	450	456	17	17	19	34	34	27	45	45	46	5	5	8
White	--	--	36122	--	--	99	--	--	501	--	--	5	--	--	10	--	--	50	--	--	35
Students with Disabilities	27	27	10295	100	100	92	418	418	443	37	37	33	48	48	26	15	15	33	NA	NA	8
Students without Disabilities	76	76	69852	100	100	100	461	461	488	9	9	7	29	29	16	55	55	51	7	7	26
Limited English Proficient Students	10	10	12722	100	100	97	NA	NA	441	NA	NA	27	NA	NA	33	NA	NA	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	85	85	38371	99	99	97	450	450	465	15	15	15	34	34	23	48	48	49	2	2	13
Non-Economically Disadvantaged	18	18	41776	100	100	100	453	453	498	22	22	6	33	33	11	28	28	49	17	17	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	90	90	79686	87	87	98	437	437	470	24	24	11	34	34	24	41	41	57	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	51	39163	91	91	99	444	444	475	16	16	9	39	39	22	45	45	60	NA	NA	10
Male	39	39	40438	83	83	97	428	428	465	36	36	13	28	28	25	36	36	54	NA	NA	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	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	88	88	4087	87	87	96	437	437	446	24	24	16	35	35	38	41	41	44	NA	NA	2
White	--	--	35914	--	--	98	--	--	489	--	--	5	--	--	15	--	--	67	--	--	14
Students with Disabilities	13	13	9808	48	48	87	405	405	432	62	62	35	31	31	32	8	8	30	NA	NA	3
Students without Disabilities	77	77	69878	100	100	100	442	442	475	18	18	8	35	35	23	47	47	61	NA	NA	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	74	74	38095	86	86	97	435	435	452	24	24	17	36	36	32	39	39	48	NA	NA	3
Non-Economically Disadvantaged	16	16	41591	94	94	99	445	445	486	25	25	6	25	25	16	50	50	65	NA	NA	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	73	73	80372	71	71	99	440	440	475	12	12	4	48	48	30	40	40	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	40	39452	71	71	99	462	462	488	5	5	3	40	40	22	55	55	72	NA	NA	3
Male	33	33	40836	70	70	98	413	413	464	21	21	6	58	58	37	21	21	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	NC	NC	33608	NC	NC	99	NC	NC	462	NC	NC	6	NC	NC	36	NC	NC	57	NC	NC	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	71	71	4128	70	70	97	439	439	464	13	13	4	49	49	39	38	38	56	NA	NA	1
White	--	--	36213	--	--	99	--	--	489	--	--	2	--	--	22	--	--	72	--	--	3
Students with Disabilities	24	24	10526	89	89	94	386	386	427	38	38	15	46	46	53	17	17	31	NA	NA	1
Students without Disabilities	49	49	69846	64	64	100	465	465	482	NA	NA	3	49	49	26	51	51	69	NA	NA	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	58	58	38521	67	67	98	439	439	461	12	12	6	52	52	38	36	36	55	NA	NA	1
Non-Economically Disadvantaged	15	15	41851	88	88	100	445	445	489	13	13	3	33	33	22	53	53	72	NA	NA	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	93	94	79306	98	99	99	475	475	504	15	15	13	37	37	20	47	47	49	1	1	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	38845	96	96	99	476	476	505	17	17	11	33	33	20	48	48	50	2	2	18
Male	39	40	40383	95	98	98	474	474	504	13	13	14	41	43	19	46	45	47	NA	NA	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	--	--	32673	--	--	99	--	--	487	--	--	18	--	--	25	--	--	46	--	--	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	90	91	4034	96	97	97	475	475	479	16	15	22	37	37	29	47	46	43	1	1	7
White	--	--	36234	--	--	99	--	--	523	--	--	6	--	--	13	--	--	52	--	--	28
Students with Disabilities	NC	10	10286	NC	100	91	NC	NA	462	NC	NA	41	NC	NA	27	NC	NA	27	NC	NA	5
Students without Disabilities	84	84	69020	99	99	100	479	479	510	12	12	9	36	36	18	51	51	52	1	1	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	80	80	37437	95	95	97	478	478	486	13	13	19	38	38	26	49	49	46	1	1	9
Non-Economically Disadvantaged	13	14	41869	100	100	100	457	457	521	31	29	7	31	36	14	38	36	51	NA	NA	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	86	87	79000	91	92	98	467	467	489	5	5	10	41	41	24	55	54	58	NA	NA	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	49	38774	91	91	99	469	469	494	4	4	7	37	37	22	59	59	61	NA	NA	10
Male	35	36	40150	85	88	98	465	465	485	6	6	12	46	47	25	49	47	55	NA	NA	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	--	--	32508	--	--	98	--	--	472	--	--	15	--	--	33	--	--	49	--	--	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	83	84	4016	88	89	96	467	467	467	5	5	14	41	42	37	54	54	46	NA	NA	2
White	--	--	36135	--	--	98	--	--	508	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	84	84	69009	99	99	100	467	467	495	5	5	6	42	42	22	54	54	62	NA	NA	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	76	76	37234	90	90	97	469	469	472	3	3	15	39	39	33	58	58	50	NA	NA	3
Non-Economically Disadvantaged	10	11	41766	91	100	99	NA	452	505	NA	18	5	NA	55	16	NA	27	65	NA	NA	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	28	29	79611	29	31	99	461	461	496	21	21	7	46	48	37	32	31	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	39016	31	31	99	479	479	511	12	12	4	53	53	29	35	35	66	NA	NA	1
Male	11	12	40519	27	29	98	433	433	482	36	33	10	36	42	44	27	25	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	--	--	32855	--	--	99	--	--	481	--	--	10	--	--	43	--	--	47	--	--	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	28	29	3992	30	31	96	461	461	478	21	21	10	46	48	46	32	31	44	NA	NA	0
White	--	--	36380	--	--	99	--	--	511	--	--	4	--	--	30	--	--	65	--	--	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	21	21	68947	25	25	100	482	482	504	5	5	4	52	52	34	43	43	61	NA	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	23	23	37626	27	27	98	466	466	479	17	17	10	48	48	45	35	35	45	NA	NA	0
Non-Economically Disadvantaged	NC	NC	41985	NC	NC	100	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1

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

6th 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	73	74	79327	100	100	98	469	469	518	53	53	19	27	28	20	19	19	46	NA	NA	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	38	38961	100	100	98	467	467	520	55	55	16	26	26	20	18	18	48	NA	NA	16
Male	34	35	40295	100	100	97	470	470	516	50	49	21	29	31	19	21	20	44	NA	NA	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	--	--	32327	--	--	98	--	--	499	--	--	27	--	--	25	--	--	41	--	--	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	71	72	4391	100	100	96	469	469	489	52	51	32	28	29	27	20	19	36	NA	NA	4
White	--	--	36373	--	--	98	--	--	538	--	--	10	--	--	14	--	--	52	--	--	25
Students with Disabilities	17	18	9321	100	100	87	445	445	467	76	72	54	18	22	22	6	6	21	NA	NA	3
Students without Disabilities	56	56	70006	100	100	100	476	476	524	46	46	14	30	30	19	23	23	49	NA	NA	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	60	61	37097	100	100	97	468	468	498	52	51	27	28	30	25	20	20	41	NA	NA	7
Non-Economically Disadvantaged	13	13	42230	100	100	99	470	470	535	62	62	11	23	23	15	15	15	50	NA	NA	24

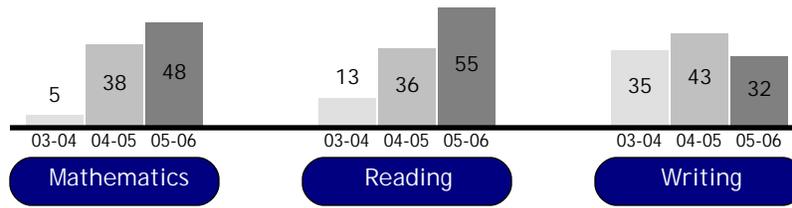
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	61	79501	88	90	98	471	471	497	12	11	10	55	54	25	33	34	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	39062	95	95	99	470	470	502	6	6	8	66	66	23	29	29	64	NA	NA	5
Male	24	25	40368	77	81	98	473	473	491	21	20	13	42	40	27	38	40	57	NA	NA	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	--	--	32389	--	--	98	--	--	478	--	--	16	--	--	34	--	--	48	--	--	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	58	59	4401	87	88	96	471	471	473	12	12	17	55	54	40	33	34	43	NA	NA	1
White	--	--	36446	--	--	99	--	--	516	--	--	4	--	--	15	--	--	73	--	--	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	56	56	70090	100	100	100	471	471	502	13	13	7	54	54	24	34	34	65	NA	NA	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	49	50	37183	82	83	97	473	473	479	6	6	16	61	60	34	33	34	49	NA	NA	1
Non-Economically Disadvantaged	11	11	42318	100	100	99	464	464	513	36	36	5	27	27	17	36	36	70	NA	NA	7

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	73	74	80000	100	100	99	544	544	564	3	3	3	18	18	11	77	77	75	3	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	38	39288	100	100	99	558	558	579	NA	NA	2	16	16	6	79	79	77	5	5	16
Male	34	35	40644	100	100	98	530	530	549	6	6	4	21	20	15	74	74	74	NA	NA	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	--	--	32672	--	--	99	--	--	548	--	--	4	--	--	14	--	--	76	--	--	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	71	72	4424	100	100	97	546	546	549	3	3	3	17	17	14	77	78	77	3	3	5
White	--	--	36602	--	--	99	--	--	579	--	--	2	--	--	7	--	--	75	--	--	16
Students with Disabilities	17	18	9919	100	100	93	505	505	505	6	6	9	47	44	35	47	50	54	NA	NA	2
Students without Disabilities	56	56	70081	100	100	100	556	556	571	2	2	2	9	9	7	86	86	79	4	4	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	60	61	37534	100	100	98	544	544	547	2	2	4	22	21	15	75	75	76	2	2	5
Non-Economically Disadvantaged	13	13	42466	100	100	100	547	547	578	8	8	2	NA	NA	7	85	85	75	8	8	16

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)

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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
4	Reading	99	29	NA	56	100	31	31	48	86	34	34	52
	Language	99	29	29	52	100	32	32	49	100	28	28	52
	Mathematics	99	24	24	61	98	35	35	53	100	39	39	58
5	Reading	97	24	NA	55	99	34	34	50	92	35	35	56
	Language	99	26	26	49	99	38	38	50	99	35	35	54
	Mathematics	100	26	26	63	99	29	29	49	100	30	30	52
6	Reading	95	25	NA	56	95	33	33	51	88	37	37	56
	Language	100	19	19	48	95	32	32	47	100	30	30	50
	Mathematics	100	22	22	66	93	25	25	52	100	22	22	58

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)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Safety Issues
- ü School Academic Improvement
- ü Parent/Community Relations
- ü Professional Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	1.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	18
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	16%

Resources Available at School Site

Special Facilities

- ü Library Media Center
- ü Two Computer Labs
- ü Gymnasium

Extracurricular Activities

- ü Student Council
- ü Chess Club
- ü Basic Guitar
- ü Traditional Native Dance Club
- ü Traditional Toka Club

Social Services

- ü Tohono O'odham Nation
- ü Kitt Peak National Observatory
- ü Arizona-Sonora Desert Museum
- ü ArtsReach
- ü Community of Caring/Circle of Courage
- ü Parent Liaison Program
- ü School Social Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Tohono O'Odham Rodeo Parade award. Our native dance club annually participates in this local event and usually finishes in the top three.

- ü Soil and water Conservation Art Contest awards. District Read-o-thon contest winners.

- ü Students participate and place in the Tohono O'odham Nation Spelling Bee Competition.

- ü Student work is published in the ArtReach publication entitled 'Dancing With the Wind'.

Student Activity Rates for School Year 2005-06

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

Indian Oasis Intermediate School uses Community of Caring in conjunction with the Circle of Courage Program for all of our students. We encourage our students through this program and our schoolwide behavior program to become responsible citizens.

An Emergency Plan is in place for all types of emergencies to create a safe learning environment.

Peer-tutors are also being utilized to help empower our students and give them a sense of ownership in their educational community.

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) :

12

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	Michael Bauschka	(520) 383-6959
Transportation Policy	Gabriel Cachora	(520) 383-6732
Community Resources	Richard Santay	(520) 383-6967
School Nutrition Programs	Thomas Lee	(520) 383-6750
Parent Organization	Naomi Norris	(520) 383-2312
Student Health/Nurse	Delphine Rhodes	(520) 383-6970

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 25 Copies = \$10.00

** 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.