

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

P.O. Box 248, 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 LEARNS<sup>1</sup>

#### High School Achievement Profile (a)

2005-06	Performing Plus
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 : Mrs. Paula J. Hart  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 9-12  
 Web Address : www.iobusd40.org  
 Phone Number : (520) 383-6800  
 Fax Number : (520) 383-4852  
 E-mail : pjhart@iobusd40.org

#### Mission

##### Mission Statement:

Our Graduates will draw from their Himdag and Education to succeed in their journey. The School will prepare them for success by partnering with families and the community to provide a safe and challenging environment.

##### Vision:

Our Himdag...Our Education...Our Journey

#### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2005-06	Corrective Action
2004-05	SI Year 2
2003-04	Year 1

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

#### School / Academic Goals

- ü Our highest priority is Reading. The school strives to see at least a 10% increase in Reading test scores as measured by the AIMS test administered in the Spring.
- ü Our second priority is Math. The school strives to see at least a 10% increase in Math test scores as measured by the AIMS test administered in the Spring.
- ü Accordingly, a balance will be made between teaching traditional Tohono O'Odham culture, values, and language as well as provide the best opportunity for a student's future success.
- ü Instructional practices will prioritize active teaching and active learning strategies, student engagement, and pacing methodologies that support implementation of the Arizona State Standards.

#### Enrollment

October 1, 2005 School Year Student Enrollment : 277  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

## Instructional Programs

- ü AIMS Prep Classes In Reading And Math
- ü Plato Benchmarks Assessment Program
- ü After School Tutoring Program
- ü Math Realm Explorer, Orchard
- ü Upwardbound and Internships
- ü Articulated Vocational Courses
- ü Accelerated Math Program
- ü Intersession Classes

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 24 minutes
First Day of School :	7/26/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

The school will provide a safe clean learning environment so that all students have an opportunity for a quality education. Furthermore, the school will follow its mission and vision statements to guide excellence in education and best promote learning opportunities as set out in this document.

### Parents

It is the responsibility of the parents to ensure that their student(s) come to school on a daily basis prepared to participate in all classes and activities. With the recent adoption of the Uniform Policy by the Governing Board, it is also the parents' responsibility to make sure their student wears the school uniform on a daily basis. Finally, it is also the responsibility of the parents to be involved in the education of their student(s).

## Transportation Policy

The school transportation department provides bus service to all students within the Indian Oasis Baboquivari Unified School District. There are after school activities buses, which promote participation in tutoring, sports, and other extra curricular activities.

## School Honors

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

Award/Honor	Year
ü Seven students received college sdcholarships.	2004
ü Sports teams received league and state championships.	2004
ü Miss Tohono O'odham and Student Rodeo Queen	2005
ü First Freshman Level Medical Intern in School's History	2004

10th 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	49	49	71130	77	77	95	659	659	701	53	53	23	29	29	13	18	18	51	NA	NA	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	25	35465	76	76	96	659	659	702	56	56	21	28	28	13	16	16	53	NA	NA	13
Male	24	24	35648	77	77	94	660	660	701	50	50	24	29	29	12	21	21	50	NA	NA	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	--	--	25103	--	--	95	--	--	685	--	--	34	--	--	16	--	--	45	--	--	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	48	48	4241	77	77	90	660	660	679	52	52	39	29	29	19	19	19	39	NA	NA	3
White	--	--	36075	--	--	95	--	--	715	--	--	12	--	--	9	--	--	58	--	--	21
Students with Disabilities	12	12	5862	100	100	71	631	631	658	83	83	63	17	17	15	NA	NA	20	NA	NA	2
Students without Disabilities	37	37	65268	71	71	98	669	669	705	43	43	19	32	32	12	24	24	54	NA	NA	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	37	37	22957	88	88	93	658	658	685	51	51	34	32	32	17	16	16	44	NA	NA	5
Non-Economically Disadvantaged	12	12	48173	55	55	96	665	665	709	58	58	17	17	17	11	25	25	55	NA	NA	18

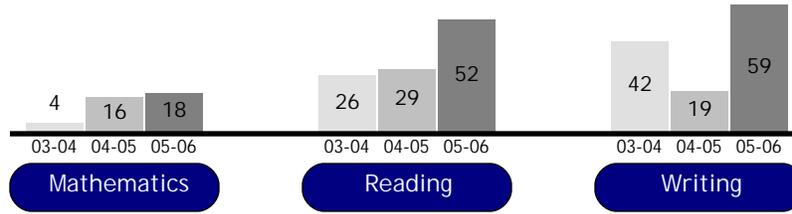
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	46	73018	75	75	97	677	677	703	13	13	6	35	35	23	52	52	64	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	21	36181	70	70	97	686	686	708	10	10	4	24	24	21	67	67	65	NA	NA	9
Male	25	25	36816	81	81	96	669	669	699	16	16	7	44	44	24	40	40	62	NA	NA	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	--	--	25801	--	--	96	--	--	683	--	--	10	--	--	34	--	--	53	--	--	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	45	45	4389	76	76	93	677	677	675	13	13	9	33	33	42	53	53	47	NA	NA	1
White	--	--	37024	--	--	97	--	--	721	--	--	2	--	--	12	--	--	73	--	--	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	41	41	65848	84	84	98	682	682	708	7	7	4	37	37	20	56	56	67	NA	NA	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	33	33	23912	79	79	94	679	679	681	12	12	10	33	33	36	55	55	52	NA	NA	2
Non-Economically Disadvantaged	13	13	49106	68	68	98	671	671	714	15	15	4	38	38	16	46	46	69	NA	NA	11

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	46	46	72810	75	75	96	667	667	685	20	20	6	22	22	30	57	57	58	2	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	21	36111	70	70	97	692	692	695	14	14	4	5	5	23	76	76	65	5	5	8
Male	25	25	36678	81	81	95	646	646	674	24	24	9	36	36	36	40	40	52	NA	NA	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	--	--	25735	--	--	96	--	--	669	--	--	10	--	--	41	--	--	48	--	--	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	45	45	4370	76	76	92	668	668	670	20	20	9	20	20	39	58	58	50	2	2	2
White	--	--	36915	--	--	97	--	--	697	--	--	3	--	--	21	--	--	67	--	--	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	41	41	65739	84	84	98	673	673	689	15	15	4	22	22	27	61	61	62	2	2	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	32	32	23814	76	76	94	667	667	667	16	16	10	22	22	41	59	59	47	3	3	2
Non-Economically Disadvantaged	14	14	48996	74	74	97	665	665	693	29	29	4	21	21	24	50	50	64	NA	NA	7

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)

10th 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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	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
9	Reading	62	14	NA	42	95	31	31	51	100	20	20	52
	Language	70	11	11	42	95	31	31	50	100	17	17	50
	Mathematics	70	26	26	63	95	17	17	50	100	15	15	50

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/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü High School Improvement Plan
- Ü Parent Involvement
- Ü Site-Based Decision Making
- Ü Course Offerings
- Ü School/Community activities
- Ü Textbook Adoptions

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	17.90
Other Professional Staff	4.50	Teacher Aide	2.50

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	55
Teachers with Emergency Certification.	9
Percent of teachers in the school with Emergency/Provisional Certification	34%
Percent of core classes not taught by Highly Qualified Teachers	36%

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Library Media Center / Lab
- Ü State Of The Arts Sports Facilities
- Ü Fine Arts Building (April 2006)

Extracurricular Activities

- Ü FFA, FBLA, and MESA
- Ü National Honors Society
- Ü Student Government
- Ü Roadwarriors Car Club
- Ü Cross Country, Football, and Baseball
- Ü Basketball, Softball and Volleyball
- Ü Chess Club

Social Services

- Ü School Counseling Program
- Ü Student Resource Assistance
- Ü Nurse Practitioner From Indian Health
- Ü Mental Health/Substance Abuse Counselor
- Ü Drop-Out Prevention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The High School is very proud of our recent achievements. Students, teachers and staff teamed together to achieve a rating of Performing Plus for the School. We will work hard to keep this standing!
  
- ü Lines of communication were opened with the Tohono O’odham community by attending meetings with the Tribal Council.
  
- ü Baboquivari High School has received numerous athletic awards and commendations within the State of Arizona.
  
- ü There are measured increases of ten percent or more for student AIMS scores in specific areas over the last two years.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	68	89	88	73
Graduation Rate <sup>6</sup>	39	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

Baboquivari High School is committed to maintaining a safe and healthy learning environment. Teachers meet regularly to discuss student commitment and promote active learning in the classroom. Second, security maintains order throughout the campus. Third, parents are kept up to date on student behavior and academic progress. Further, school counselors implement best practices approaches towards anti-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) :

30

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	Paula Hart	(520) 383-6800
Transportation Policy	Gabriel Cachora	(520) 383-6732
Community Resources	Noemi Norris	(520) 383-6746
School Nutrition Programs	Thomas Lee	(520) 383-6746
Parent Organization	Noemi Norris	(520) 383-6746
Student Health/Nurse	Ella Schiff	(520) 383-6800

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](http://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](http://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](http://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.