

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

350 West Sahuarita Road, Sahuarita, AZ 85629

Sahuarita 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>

#### 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 : Dr. Wayne Ross  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : 3-5  
 Web Address : www.sahuarita.k12.az.us  
 Phone Number : (520) 625-3502  
 Fax Number : (520) 648-6181  
 E-mail : wross@sahuarita.k12.az.us

### Mission

Sahuarita Intermediate School's Mission: Learning for All...Whatever It Takes!

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

### School / Academic Goals

- ü Students will master the basic skills and fundamental processes as they learn to read, write, and handle basic arithmetic operations.
- ü Students will learn to acquire ideas through reading and listening, and to communicate ideas through writing and speaking.
- ü Students will perform as members of a team and develop skills in completing tasks which are important for the success of the group as well as for themselves.
- ü Students will participate in school and community service activities that foster the desire to become active members of a community and promote lifelong learning.

### Enrollment

October 1, 2005 School Year Student Enrollment : 709  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

## Instructional Programs

- ü Computer Lab
- ü Discovery (Gifted)
- ü Character Counts
- ü Accelerated Reader
- ü Raytheon Tutoring Partnership

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

We have an open door policy for all our parents. We hold regular parent-teacher conferences and provide written school expectations, bus rules, discipline procedures, and dress code information. Monthly newsletters are provided to parents from grade levels or individual classrooms.

### Parents

We encourage parents to participate in their child's education by belonging to our Parent Teacher Partnership (PTP), attending parent conferences, and cooperating with the school to improve student behavior, academic performance, and attendance.

## Transportation Policy

Sahuarita Unified School District #30 is 606 square miles. We transport 3400 students per day. We have 40 bus routes and average 3,116 miles per day. We have 50 buses. Transportation is contracted out to Laidlaw Transportation Inc.

## School Honors

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

Award/Honor	Year
ü One National Finalist-5th Grade-AmerEssay - Elks Club	2005
ü Crystal Apple Award to RHEA our Raytheon Corp. Partners	2004
ü Two 5th Grade Students-State Winners-AmerHeart Posters	2004
ü Twelve 5th Grade Students-AmerEssay Winners - Elks Club	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	220	256	80010	100	100	99	450	447	447	5	5	10	19	22	18	60	59	53	16	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	103	123	38935	100	100	99	445	443	447	7	7	9	19	22	19	63	61	55	11	11	17
Male	116	132	40974	99	99	98	454	451	448	3	3	11	19	22	18	57	57	52	21	18	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	124	150	34545	100	100	99	439	437	432	7	7	14	27	28	24	59	58	53	7	7	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	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	85	94	35142	100	100	99	467	465	465	2	2	5	7	11	11	61	61	56	29	27	28
Students with Disabilities	24	26	10161	92	93	93	413	411	419	33	31	28	33	38	28	29	27	36	4	4	8
Students without Disabilities	196	230	69849	100	100	100	454	451	451	2	2	7	17	20	17	64	63	56	17	16	19
Limited English Proficient Students	14	17	14013	100	100	97	416	418	413	21	18	24	29	24	34	50	59	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	87	115	39029	100	99	98	430	431	432	7	5	14	32	34	25	59	57	52	2	3	9
Non-Economically Disadvantaged	133	141	40981	100	100	100	462	460	462	4	4	6	11	12	13	61	60	54	25	23	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	220	256	79438	100	100	98	454	452	451	5	5	9	27	29	24	60	58	56	8	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	103	123	38775	100	100	99	454	454	457	7	6	7	23	25	22	64	62	58	6	7	13
Male	116	132	40560	99	99	97	453	450	446	4	5	12	30	32	25	56	55	54	9	9	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	124	150	34297	100	100	98	445	444	434	7	7	14	35	35	31	53	53	50	5	5	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	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	85	94	34887	100	100	98	467	466	471	4	3	4	14	16	15	69	67	63	13	14	18
Students with Disabilities	24	26	9588	92	93	88	408	407	416	38	38	30	29	31	32	33	31	34	NA	NA	5
Students without Disabilities	196	230	69850	100	100	100	458	457	456	2	1	7	27	28	23	63	61	59	9	9	12
Limited English Proficient Students	14	17	13856	100	100	96	400	409	407	21	18	27	64	53	43	14	29	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	87	115	38685	100	99	97	434	436	435	8	6	14	44	43	32	47	47	50	1	3	5
Non-Economically Disadvantaged	133	141	40753	100	100	99	466	465	467	4	4	5	16	16	16	68	67	62	12	12	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	220	256	79971	100	100	99	430	427	423	4	4	8	41	45	41	54	50	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	103	123	38974	100	100	99	439	437	437	4	3	5	29	33	33	64	61	57	3	2	4
Male	116	132	40895	99	99	98	424	419	410	3	5	10	52	55	47	45	41	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	123	149	34481	99	99	99	432	426	410	2	3	10	45	49	46	51	46	43	2	1	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	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	86	95	35150	100	100	99	429	430	437	6	5	5	36	37	35	57	57	56	1	1	5
Students with Disabilities	25	27	10258	96	96	94	377	376	377	16	15	23	56	59	51	28	26	25	NA	NA	1
Students without Disabilities	195	229	69713	100	100	100	436	433	429	2	3	5	39	43	39	57	53	52	2	1	3
Limited English Proficient Students	14	17	13985	100	100	97	399	389	382	14	18	18	57	53	54	29	29	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	86	114	38994	99	98	98	422	418	409	3	4	10	48	52	47	49	44	41	NA	NA	1
Non-Economically Disadvantaged	134	142	40977	100	100	100	436	434	437	4	4	5	37	39	34	57	56	56	2	2	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	267	299	80147	100	99	99	471	471	482	13	13	11	21	21	17	50	51	49	16	16	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	147	160	39281	100	100	99	471	470	483	14	14	9	18	18	17	52	53	50	16	16	24
Male	120	139	40780	99	99	98	470	471	482	13	12	12	24	24	17	47	49	48	17	16	24
African American	12	12	4249	100	100	99	474	474	464	NA	NA	17	42	42	22	42	42	48	17	17	13
Hispanic	121	145	33494	99	99	99	461	463	466	17	17	15	26	26	23	44	46	49	12	12	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	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	125	133	36122	100	99	99	480	480	501	10	9	5	13	14	10	57	57	50	21	20	35
Students with Disabilities	36	45	10295	100	100	92	423	427	443	44	42	33	25	24	26	28	31	33	3	2	8
Students without Disabilities	231	254	69852	100	99	100	478	478	488	8	7	7	20	20	16	53	54	51	19	18	26
Limited English Proficient Students	19	28	12722	95	97	97	425	434	441	47	39	27	26	21	33	21	36	37	5	4	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	109	134	38371	98	98	97	456	458	465	24	22	15	22	23	23	39	42	49	15	13	13
Non-Economically Disadvantaged	158	165	41776	100	100	100	481	481	498	6	5	6	20	19	11	57	58	49	18	18	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	266	299	79686	99	99	98	465	464	470	13	13	11	24	25	24	57	56	57	7	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	146	159	39163	99	99	99	470	468	475	10	10	9	23	24	22	61	60	60	7	6	10
Male	120	140	40438	99	99	97	460	460	465	17	16	13	25	26	25	52	52	54	7	6	7
African American	12	12	4228	100	100	98	459	459	458	NA	NA	15	50	50	28	50	50	53	NA	NA	4
Hispanic	121	146	33299	99	100	98	457	455	452	17	16	17	25	28	32	54	52	47	5	4	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	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	124	132	35914	99	99	98	475	474	489	10	11	5	19	18	15	62	63	67	9	8	14
Students with Disabilities	36	45	9808	100	100	87	419	418	432	44	44	35	31	33	32	22	20	30	3	2	3
Students without Disabilities	230	254	69878	99	99	100	472	472	475	8	7	8	23	24	23	62	63	61	7	7	9
Limited English Proficient Students	19	28	12594	95	97	96	413	417	422	53	43	34	32	39	45	16	18	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	108	134	38095	97	98	97	448	447	452	24	22	17	27	30	32	44	44	48	5	4	3
Non-Economically Disadvantaged	158	165	41591	100	100	99	477	477	486	5	5	6	22	21	16	65	66	65	8	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	267	300	80372	100	100	99	470	468	475	4	4	4	31	33	30	64	62	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	147	160	39452	100	100	99	481	479	488	3	3	3	26	28	22	70	69	72	1	1	3
Male	120	140	40836	99	99	98	456	454	464	5	4	6	37	40	37	58	55	56	1	1	1
African American	12	12	4264	100	100	99	474	474	465	NA	NA	5	17	17	35	83	83	59	NA	NA	1
Hispanic	121	146	33608	99	100	99	468	464	462	4	3	6	36	40	36	59	55	57	1	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	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	125	133	36213	100	99	99	472	471	489	5	5	2	26	27	22	68	68	72	1	1	3
Students with Disabilities	36	45	10526	100	100	94	406	405	427	17	13	15	64	71	53	17	13	31	3	2	1
Students without Disabilities	231	255	69846	100	100	100	480	478	482	2	2	3	26	27	26	72	71	69	0	0	2
Limited English Proficient Students	19	28	12747	95	97	97	431	432	432	16	11	12	58	64	52	26	25	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	109	135	38521	98	99	98	456	454	461	6	5	6	39	42	38	54	52	55	1	1	1
Non-Economically Disadvantaged	158	165	41851	100	100	100	480	478	489	3	2	3	25	26	22	72	71	72	1	1	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	257	290	79306	100	100	99	511	511	504	9	10	13	17	17	20	55	54	49	18	19	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	122	135	38845	100	100	99	508	508	505	10	10	11	14	13	20	64	62	50	12	14	18
Male	135	155	40383	100	100	98	514	514	504	9	10	14	20	20	19	47	48	47	24	23	19
African American	11	11	4171	100	100	98	521	521	485	NA	NA	20	36	36	26	36	36	44	27	27	10
Hispanic	123	141	32673	98	99	99	491	492	487	15	15	18	23	23	25	54	52	46	8	10	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	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	116	131	36234	100	100	99	529	528	523	5	6	6	10	10	13	58	58	52	27	26	28
Students with Disabilities	51	58	10286	100	100	91	467	465	462	33	36	41	31	31	27	27	26	27	8	7	5
Students without Disabilities	206	232	69020	100	100	100	522	522	510	3	3	9	14	13	18	62	62	52	21	22	21
Limited English Proficient Students	20	23	10291	100	100	96	452	449	458	45	48	38	35	35	34	20	17	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	97	117	37437	99	98	97	487	490	486	20	19	19	23	22	26	51	50	46	7	9	9
Non-Economically Disadvantaged	160	173	41869	100	100	100	526	525	521	3	4	7	14	13	14	58	58	51	25	25	27

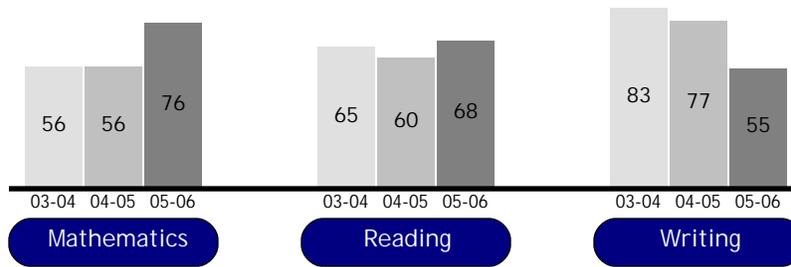
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	257	290	79000	100	100	98	489	489	489	12	13	10	18	18	24	60	60	58	9	9	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	122	135	38774	100	100	99	491	490	494	10	10	7	15	16	22	68	67	61	7	7	10
Male	135	155	40150	100	100	98	488	488	485	15	15	12	21	20	25	53	54	55	10	11	8
African American	11	11	4153	100	100	98	495	495	476	NA	NA	13	36	36	30	45	45	53	18	18	4
Hispanic	123	141	32508	98	99	98	472	472	472	21	21	15	23	22	33	52	53	49	4	4	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	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	116	131	36135	100	100	98	506	505	508	5	5	4	13	14	14	69	67	67	13	14	15
Students with Disabilities	51	58	9991	100	100	88	445	444	449	43	43	33	29	29	36	25	26	29	2	2	2
Students without Disabilities	206	232	69009	100	100	100	500	500	495	5	5	6	16	16	22	69	69	62	11	11	10
Limited English Proficient Students	20	23	10199	100	100	95	425	424	439	60	65	35	30	26	47	10	9	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	97	117	37234	99	98	97	466	468	472	22	21	15	31	29	33	44	47	50	3	3	3
Non-Economically Disadvantaged	160	173	41766	100	100	99	504	503	505	7	8	5	11	11	16	70	69	65	13	13	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	257	289	79611	100	100	99	512	511	496	4	3	7	27	29	37	69	68	56	0	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	122	135	39016	100	100	99	520	519	511	5	4	4	19	20	29	75	75	66	1	1	1
Male	135	154	40519	100	99	98	506	505	482	2	2	10	35	36	44	63	62	46	NA	NA	0
African American	11	11	4188	100	100	98	501	501	486	9	9	9	27	27	40	64	64	50	NA	NA	0
Hispanic	123	140	32855	98	98	99	504	504	481	4	4	10	33	35	43	62	61	47	1	1	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	116	131	36380	100	100	99	519	518	511	3	2	4	22	23	30	76	75	65	NA	NA	1
Students with Disabilities	51	58	10664	100	100	94	454	456	440	18	16	23	53	57	54	29	28	22	NA	NA	1
Students without Disabilities	206	231	68947	100	100	100	526	525	504	NA	NA	4	21	22	34	79	78	61	0	0	1
Limited English Proficient Students	20	23	10362	100	100	97	458	458	438	15	13	22	50	57	57	35	30	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	97	116	37626	99	97	98	494	495	479	6	5	10	38	40	45	55	54	45	1	1	0
Non-Economically Disadvantaged	160	173	41985	100	100	100	524	523	511	2	2	4	21	21	30	78	77	65	NA	NA	1

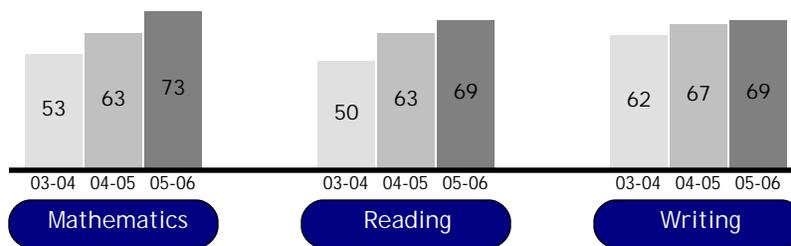
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
3	Reading	96	49	NA	55	100	42	42	44	99	44	43	46
	Language	96	59	60	61	100	45	44	44	99	44	43	46
	Mathematics	96	55	58	61	100	46	45	51	99	52	50	52
4	Reading	98	46	NA	56	98	45	45	48	100	46	44	52
	Language	98	44	44	52	98	49	48	49	100	46	44	52
	Mathematics	97	47	49	61	98	47	46	53	100	48	48	58
5	Reading	98	51	NA	55	99	51	49	50	100	56	56	56
	Language	97	46	46	49	99	50	50	50	100	52	52	54
	Mathematics	97	62	60	63	99	46	45	49	100	52	52	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/](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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Assist in Reaching School Goals
- Ü Curriculum Review
- Ü Textbook Selection
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	32.00
Other Professional Staff	1.50	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	5	6	0	0
7 to 9 years	3	1	0	0
10 or more years	3	3	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
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 PC Computer Lab
- Ü Library
- Ü Gym

Extracurricular Activities

- Ü 5th Grade Band
- Ü Sahuarita Singers
- Ü New Kids Club
- Ü Folk Dance Club

Social Services

- Ü Afterschool Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Terra Nova Test results and AIMS Dual-Purpose Test (DPT) results continue to improve. Instructional efforts focus on the schoolwide goal of reducing the number of students who score below average or 'falls far below' in reading, writing, and math.
  
- ü Daily student attendance remains above 95%.
  
- ü School/business partnership with Raytheon Corporation continues to help students achieve fluency in reading, writing, and math through participation in annual 'Science Day' activities and after-school tutoring.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	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

Schoolwide Rules of Conduct are enforced by all teachers and staff. Security gates are locked each night. Periodic drills are practiced to promote knowledge of safe locations in case of emergency. All visitors check-in through the school office. In 2004-05 our site council and representatives of local law enforcement and fire departments will begin to update our district/school safety manual to be sure we have a current emergency response plan in place.

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) :

2
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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	Wayne Ross	(520) 625-3502
Transportation Policy	Laidlaw Transportation	(520) 625-3502
Community Resources	Jessica Rodriguez	(520) 625-3502
School Nutrition Programs	Aramark	(520) 625-3502
Parent Organization	Parent Teacher Partnership	(520) 625-3502
Student Health/Nurse	Jeanine Sarnacki	(520) 625-3502

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.