



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

10385 E. Highway 92, Hereford, AZ 85615

Palominas Elementary 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)

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

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

School Overview

Principal/Administrator : Mr. Mark Schuttner
Schedule : 07:30 AM to 05:00 PM
Grades : Pre-K-8
2005 Enrollment : 450
Web Address : www.palominas.k12.az.us
Phone Number : (520) 366-6204
Fax Number : (520) 366-5875
E-mail : schuttnerm@palominas.k12.az.us

Mission

Our school is both traditional and at the same time innovative. We are dedicated to providing students with a safe and orderly environment for learning. Palominas School shines as an example of what is right with public education.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 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.

School / Academic Goals

- Provide a safe and structured learning environment.
Provide instruction at the appropriate level for each student.

Enrollment

October 1, 2004 School Year Student Enrollment : 461
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 123

Instructional Programs

- Special Education Preschool
- Gifted
- On-site Special Education
- ELL

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/9/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We provide all textbooks and instructional supplies for our students. We also maintain high standards for student behavior and academics. Palominas School is a safe, orderly environment that promotes student learning and community/parent support.

Parents

Palominas School expects parents to support our attendance, dress code and discipline policies. If a student loses his/her transportation privilege, parents are expected to transport their child to and from school. We strive for good attendance and therefore expect parents to do everything possible to see that their children are at school, on time, each school day.

Transportation Policy

The Palominas School District covers 192 square miles. Our buses travel to 3 elementary schools and 2 high schools for a total of 1,600 miles per day. Since our school borders a major highway, we transport all students who reside in our district.

School Honors

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

Award/Honor	Year
• 20 Year Membership Award (Hands Across the Border Fnd.)	2004
• WalMart Teacher of the Year (Ginger Plum)	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	100	79306	100	100	99	462	466	445	0	1	10	15	14	18	62	65	51	23	20	20
All Students (Prior Year)	29	114	75509	100	100	100	504	540	521	16	4	13	32	16	23	28	40	33	24	40	31
Female	18	46	38691	100	100	99	450	457	446	0	0	10	13	18	18	80	73	52	7	10	20
Male	17	54	40583	100	100	99	477	473	445	0	2	11	18	11	18	36	59	50	45	28	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	27	32869	NC	100	99	NC	452	429	NC	5	15	NC	27	25	NC	59	51	NC	9	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	25	65	36197	96	98	99	467	475	463	0	0	5	5	7	11	70	67	53	25	26	31
Students with Disabilities	NC	13	10321	NC	100	100	NC	418	389	NC	8	30	NC	46	27	NC	46	34	NC	0	9
Students without Disabilities	33	87	69060	97	98	98	463	474	454	0	0	7	13	8	17	63	68	54	25	23	22
Limited English Proficient Students	--	NC	15509	--	NC	100	--	NC	406	--	NC	20	--	NC	30	--	NC	45	--	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	19	56	39415	100	95	96	454	454	431	0	0	15	25	20	25	67	73	50	8	7	10
Non-Economically Disadvantaged	16	44	39966	100	100	100	468	479	459	0	2	6	7	7	12	57	56	52	36	34	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	35	100	79395	100	0	99	473	463	446	0	5	9	19	17	25	62	64	55	19	14	11
All Students (Prior Year)	28	113	75492	97	99	100	523	530	519	8	5	12	12	11	16	52	52	47	28	32	24
Female	18	46	38743	100	0	100	469	465	451	0	3	7	20	18	24	67	68	57	13	13	12
Male	17	54	40618	100	0	99	478	461	440	0	7	11	18	17	27	55	61	53	27	15	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	27	32915	NC	0	99	NC	447	426	NC	9	15	NC	23	35	NC	59	47	NC	9	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	25	65	36221	96	0	99	480	473	465	0	2	4	15	12	15	65	69	63	20	17	17
Students with Disabilities	NC	13	10331	NC	0	100	NC	404	388	NC	31	25	NC	46	37	NC	23	34	NC	0	4
Students without Disabilities	33	87	69139	97	0	99	475	473	454	0	0	7	17	12	24	63	71	58	21	16	11
Limited English Proficient Students	--	NC	15545	--	NC	100	--	NC	399	--	NC	21	--	NC	42	--	NC	35	--	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	19	56	39484	100	0	96	453	448	429	0	7	14	25	20	35	75	71	47	0	2	4
Non-Economically Disadvantaged	16	44	39986	100	0	100	490	479	461	0	2	4	14	15	16	50	56	63	36	27	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	35	100	78869	100	100	99	477	457	442	4	2	6	4	20	21	65	65	63	27	13	10
All Students (Prior Year)	28	113	75053	97	99	99	661	625	597	4	3	7	12	10	12	64	76	72	20	11	9
Female	18	46	38536	100	100	99	475	463	458	7	5	4	7	15	15	53	63	67	33	18	14
Male	17	54	40302	100	100	99	480	452	428	0	0	8	0	24	26	82	67	60	18	9	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	27	32606	NC	100	98	NC	455	426	NC	0	8	NC	18	27	NC	64	60	NC	18	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	25	65	36078	96	98	99	482	460	459	5	3	4	0	17	16	70	69	66	25	10	14
Students with Disabilities	NC	13	10246	NC	100	100	NC	411	367	NC	0	18	NC	62	39	NC	38	40	NC	0	4
Students without Disabilities	33	87	68697	97	98	98	482	465	454	4	3	4	0	12	18	67	70	67	29	15	11
Limited English Proficient Students	--	NC	15339	--	NC	100	--	NC	399	--	NC	11	--	NC	31	--	NC	54	--	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	19	56	39106	100	95	95	484	445	427	0	2	8	8	29	28	58	60	59	33	9	5
Non-Economically Disadvantaged	16	44	39837	100	100	100	471	471	457	7	2	4	0	10	14	71	71	67	21	17	15

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	53	133	78906	100	99	99	503	506	498	11	11	13	21	20	19	53	51	48	15	18	20
All Students (Prior Year)	42	119	76019	98	98	100	494	522	499	12	5	14	44	26	39	18	21	14	26	48	33
Female	21	61	38644	100	98	99	500	502	500	6	8	12	24	21	19	65	58	49	6	13	19
Male	32	72	40236	100	100	99	504	509	497	13	13	15	20	19	19	47	45	46	20	23	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	18	46	31938	100	100	99	489	495	481	14	11	19	21	27	25	57	51	46	7	11	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	31	79	36483	100	100	99	509	511	517	10	11	7	21	17	13	52	50	51	17	21	30
Students with Disabilities	NC	17	10664	NC	100	100	NC	455	430	NC	46	42	NC	38	27	NC	8	26	NC	8	5
Students without Disabilities	49	116	68310	100	98	98	505	512	509	9	6	9	20	18	18	56	56	51	16	20	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	27	64	38679	96	94	96	494	492	483	9	11	20	22	25	25	65	55	45	4	9	10
Non-Economically Disadvantaged	26	69	40295	100	100	100	511	518	513	13	10	7	21	16	13	42	48	50	25	26	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	53	133	78908	100	0	99	498	501	484	2	3	10	23	19	23	66	66	58	9	12	9
All Students (Prior Year)	42	120	76020	98	99	100	504	511	503	24	10	25	29	19	23	38	52	40	9	18	12
Female	21	61	38648	100	0	99	497	505	489	0	0	8	24	19	22	71	69	61	6	12	10
Male	32	72	40233	100	0	99	498	498	479	3	5	12	23	19	25	63	63	55	10	13	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	18	46	31940	100	0	99	483	483	465	0	5	16	29	27	32	71	62	49	0	5	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	31	79	36502	100	0	99	508	510	502	0	0	4	24	17	14	62	69	67	14	14	15
Students with Disabilities	NC	17	10665	NC	0	100	NC	455	423	NC	15	30	NC	54	36	NC	23	31	NC	8	2
Students without Disabilities	49	116	68312	100	0	98	501	507	493	0	1	7	22	15	21	69	71	62	9	13	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	27	64	38662	96	0	96	500	490	468	4	6	16	17	25	32	70	62	49	9	8	3
Non-Economically Disadvantaged	26	69	40315	100	0	100	495	510	498	0	0	5	29	15	15	63	69	66	8	16	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	51	132	78750	96	99	99	528	521	500	2	4	6	9	19	29	89	73	63	0	4	2
All Students (Prior Year)	43	120	75673	100	99	100	536	560	530	11	7	12	29	19	25	57	68	58	3	7	4
Female	20	61	38586	95	98	99	544	539	515	0	2	4	0	10	22	100	81	71	0	8	3
Male	31	71	40135	97	99	99	519	506	486	3	5	8	13	27	35	83	66	56	0	2	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	16	44	31841	89	96	99	530	499	483	0	6	8	8	25	36	92	69	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	31	79	36440	100	100	99	533	533	516	0	1	3	7	17	22	93	76	71	0	6	4
Students with Disabilities	NC	17	10622	NC	100	100	NC	475	415	NC	15	21	NC	46	50	NC	31	28	NC	8	1
Students without Disabilities	47	115	68196	96	97	98	531	527	513	0	2	3	9	16	25	91	78	69	0	4	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	25	62	38558	89	91	96	525	506	485	5	6	8	9	27	37	86	65	54	0	2	1
Non-Economically Disadvantaged	26	70	40260	100	100	100	531	534	514	0	2	3	8	13	21	92	79	72	0	6	4

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

8th 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	58	--	78250	100	--	99	562	--	548	15	--	21	11	--	18	59	--	48	15	--	13
All Students (Prior Year)	53	129	75001	96	98	99	492	491	468	13	15	37	38	44	36	35	28	16	13	14	10
Female	29	--	38071	100	--	99	559	--	549	15	--	20	8	--	19	65	--	49	12	--	12
Male	29	74	40126	100	100	99	565	578	547	14	10	23	14	13	17	54	54	46	18	23	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	NC	35	29129	NC	90	99	NC	568	527	NC	10	32	NC	13	23	NC	61	40	NC	16	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	43	--	38320	100	--	99	564	--	568	17	--	12	10	--	14	56	--	55	17	--	19
Students with Disabilities	NC	--	9329	NC	--	100	NC	--	454	NC	--	64	NC	--	18	NC	--	16	NC	--	2
Students without Disabilities	49	118	68996	100	99	99	571	586	561	9	5	16	13	9	18	61	61	52	17	25	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	24	66	33388	96	96	94	558	561	530	13	13	32	13	18	22	65	59	40	9	10	5
Non-Economically Disadvantaged	34	--	44937	100	--	100	565	--	561	16	--	13	10	--	15	55	--	54	19	--	18

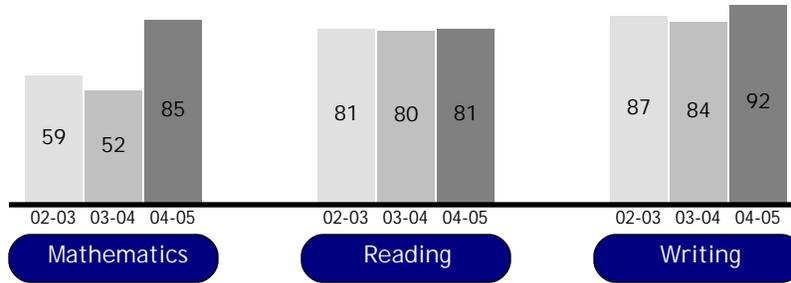
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	--	78302	100	--	99	529	--	512	4	--	11	20	--	25	69	--	57	7	--	7
All Students (Prior Year)	52	128	74918	95	98	99	520	521	497	14	12	32	18	17	19	41	42	35	27	28	15
Female	29	--	38082	100	--	99	527	--	518	4	--	8	15	--	24	77	--	61	4	--	7
Male	29	74	40166	100	0	99	531	537	507	4	3	14	25	19	26	61	68	54	11	10	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	NC	35	29152	NC	0	99	NC	530	492	NC	6	17	NC	16	34	NC	74	46	NC	3	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	43	--	38347	100	--	99	532	--	531	2	--	5	20	--	17	71	--	68	7	--	10
Students with Disabilities	NC	--	9353	NC	--	100	NC	--	429	NC	--	40	NC	--	38	NC	--	22	NC	--	1
Students without Disabilities	49	118	69024	100	0	99	535	542	524	2	1	7	17	13	23	72	77	62	9	9	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	24	66	33398	96	0	94	521	520	495	4	5	18	22	25	35	74	69	46	0	2	2
Non-Economically Disadvantaged	34	--	44979	100	--	100	535	--	525	3	--	6	19	--	18	65	--	66	13	--	10

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	57	--	78094	98	--	99	563	--	545	0	--	3	9	--	18	89	--	77	2	--	2
All Students (Prior Year)	53	129	74503	96	98	99	515	515	491	2	2	9	27	28	32	61	63	51	10	8	8
Female	29	--	38025	100	--	99	562	--	558	0	--	2	12	--	13	88	--	82	0	--	2
Male	28	73	40013	97	100	99	564	570	534	0	0	5	7	9	23	89	87	71	4	4	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	NC	35	29068	NC	90	99	NC	561	523	NC	0	5	NC	19	27	NC	81	67	NC	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	42	--	38265	100	--	99	567	--	564	0	--	2	5	--	11	93	--	84	2	--	3
Students with Disabilities	NC	--	9275	NC	--	100	NC	--	444	NC	--	14	NC	--	46	NC	--	39	NC	--	1
Students without Disabilities	49	118	68892	100	99	98	569	577	559	0	0	2	7	7	14	91	90	82	2	3	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	24	66	33296	96	96	94	564	558	527	0	0	5	0	11	27	100	89	67	0	0	0
Non-Economically Disadvantaged	33	--	44871	100	--	100	562	--	559	0	--	2	16	--	12	81	--	84	3	--	3

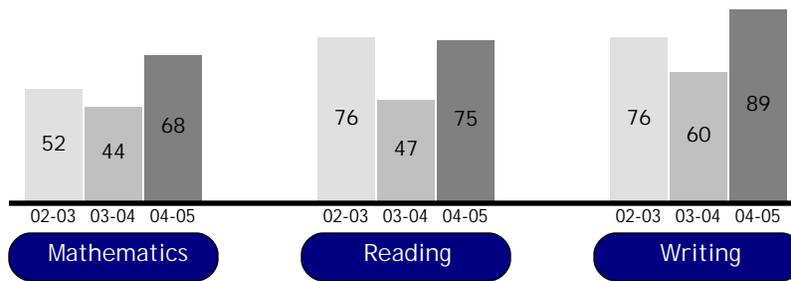
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

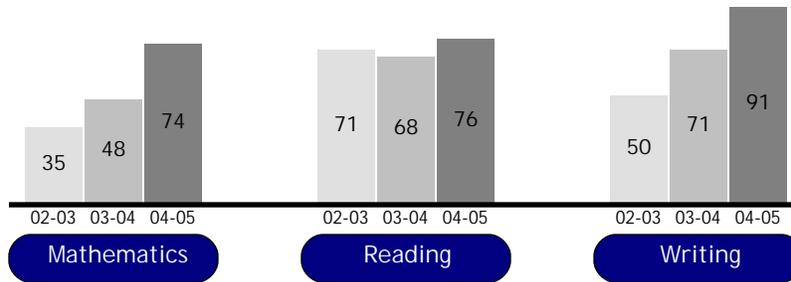
3rd Grade Proficiency



5th Grade Proficiency



8th 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	58	58	50	100	61	NA	58	97	53	53	47
	Language	97	49	51	43	100	65	50	50	97	56	54	47
	Mathematics	97	56	54	57	100	57	52	64	99	56	59	50
3	Reading	97	65	59	47	100	51	NA	55	100	56	52	44
	Language	97	61	61	54	100	59	68	61	100	49	52	44
	Mathematics	97	48	59	54	100	42	63	61	100	57	58	51
4	Reading	100	75	72	52	100	66	NA	56	100	59	58	48
	Language	100	64	65	48	100	53	58	52	100	55	56	49
	Mathematics	100	65	69	57	100	55	62	61	100	60	58	53
5	Reading	100	66	66	50	100	50	NA	55	100	59	61	50
	Language	100	55	60	46	100	45	63	49	100	56	59	50
	Mathematics	100	66	68	57	100	43	69	63	100	48	50	49
6	Reading	94	63	68	53	100	69	NA	56	100	54	60	51
	Language	94	47	57	45	100	59	59	48	100	46	57	47
	Mathematics	98	67	75	62	100	69	74	66	100	52	60	52
7	Reading	98	74	67	51	97	65	NA	54	98	72	66	50
	Language	98	74	69	54	100	69	74	58	98	73	65	52
	Mathematics	100	75	71	58	98	70	75	62	98	62	58	50
8	Reading	100	67	66	53	95	72	NA	55	100	59	62	51
	Language	98	61	61	49	95	66	65	52	100	62	62	50
	Mathematics	98	77	73	58	95	76	71	61	100	61	63	53

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

Council Duties

- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Student Discipline
- Ü School Site Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	2.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Gymnasium
- Ü Batting Cages
- Ü Library

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Basketball
- Ü Volleyball
- Ü Instrumental Band
- Ü Library Club

Social Services

- Ü Clothing/Food Banks
- Ü DES Services
- Ü Health Services
- Ü Community Classes

School Achievements/Accomplishments 2004-05

- ü Palominas students consistently score above average in all areas of the Terra Nova/AIMS testing program.
  
- ü Palominas students conduct themselves in an orderly and appropriate manner. This is evidenced by an extraordinarily low number of office referrals and very, very few incidents of a serious nature regarding student behavior.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	28	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

Palominas School continues to promote a safe and orderly climate for its students by firmly enforcing school rules and state law. We exercise responsible supervision of students at all times and maintain a school Emergency and Safety Plan.

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) :

0

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	Mark Schuttner	(520) 366-6204
Transportation Policy	Ed Fee	(520) 366-6204
Community Resources	Mark Schuttner	(520) 366-6204
School Nutrition Programs	Brenda Pettit	(520) 366-5573
Parent Organization		
Student Health/Nurse	Sandy West	(520) 366-6204

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 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](http://www.ade.az.gov/researchpolicy/grad).

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

Total cost of printing: 16 Pages X .0318 Per page X 10 Copies = \$5.00

\*\* 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.