

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5455 S. Cardinal, Tucson, AZ 85746

Tucson 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
2004-05	Performing
2003-04	Highly Performing

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Not 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 Overview

Principal/Administrator : Ms. Kathryn M. Crockett  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : 6-8  
 Web Address : edweb.tusd.k12.az.us/Pistor  
 Phone Number : (520) 908-5400  
 Fax Number : (520) 908-5411  
 E-mail : Kathryn.ManleyCrockett@tusd1.org

### Mission

Pistor Middle School's Mission is:

Every student exceeds all expected performance standards; every student earns grade level promotion and is able to compete and succeed in a global society; no student is left behind. Respect is demonstrated for self, others and property. The diversity of our school culture is appreciated and celebrated.

### School / Academic Goals

- ü Improve student mastery of content knowledge and skills with an emphasis on reading, writing and math. Growth and achievement will be measured through authentic classroom assessments, school-wide assessments and standardized tests.
- ü Instruction is appropriate and engaging to middle level learners and is based on the TUSD CORE curriculum and Arizona Academic Standards. Lesson and unit plans reflect a variety of teaching strategies to accommodate different learning styles.
- ü Our goal is to make data more user friendly for both teachers and administrators. Weekly team meetings, Talk to the Test and professional development revolve around reviewing standardized test scores, benchmark assessments and classroom assessments.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1122  
 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 Self-contained GATE/Bilingual GATE
- ü Self-cont./Cross Categorical Except. Ed.
- ü Creative/Performing Arts Classes
- ü Second Language Acquisition Programs
- ü Literacy Program
- ü Enrichment Program
- ü Reading 180
- ü AIMS Math Prep classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 48 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Pistor Middle School is responsible for providing a safe, respectful and focused learning environment; for providing a variety of diverse educational opportunities for all students to maximize their academic potential; and for cultivating and maintaining strong home/community communication and partnerships.

Parents

Parents are active participants in their children's education. Their support includes, but is not limited to, ensuring that their children attend school regularly, fostering an attitude of respect for self/others/property/school expectations and rules, assisting their children with their homework, participating in parent/teacher conferences, and getting involved in school activities.

Transportation Policy

District policy is to provide transportation to every student who lives beyond two miles from the school--except for students who are attending on special permission. (Then transportation is arranged on a case-by-case basis.)

School Honors

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

Award/Honor	Year
ü Girls Track, Second Place in Division III	2004
ü Boys Track, Fourth Place in Division III	2004
ü Boys and Girls Volleyball, Second Place in Division III	2003
ü Girls Soccer, Second Place in Division III	2003

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	402	4286	79327	98	94	98	492	500	518	36	28	19	21	24	20	36	39	46	7	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	179	2076	38961	99	95	98	494	501	520	29	25	16	26	26	20	39	40	48	6	9	16
Male	223	2208	40295	98	94	97	490	499	516	41	31	21	17	22	19	34	38	44	9	10	16
African American	NC	300	4247	NC	95	98	NC	484	499	NC	38	27	NC	25	24	NC	34	41	NC	4	8
Hispanic	332	2354	32327	98	93	98	490	488	499	37	34	27	22	27	25	35	35	41	6	5	8
Asian/Pacific Islander	NC	106	1939	NC	98	99	NC	544	556	NC	11	6	NC	11	10	NC	49	47	NC	28	36
American Indian/Alaskan Native	11	195	4391	100	97	96	470	477	489	45	41	32	27	29	27	27	29	36	NA	2	4
White	47	1331	36373	98	95	98	513	524	538	23	15	10	13	19	14	45	48	52	19	19	25
Students with Disabilities	37	539	9321	86	79	87	447	457	467	70	61	54	11	22	22	19	15	21	NA	1	3
Students without Disabilities	365	3747	70006	100	97	100	496	505	524	32	23	14	22	24	19	38	42	49	8	11	18
Limited English Proficient Students	40	483	9431	95	88	95	448	454	466	73	66	53	20	23	27	8	10	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	217	2195	37097	97	94	97	485	487	498	41	35	27	23	26	25	31	34	41	5	5	7
Non-Economically Disadvantaged	185	2091	42230	100	95	99	500	512	535	29	20	11	19	22	15	41	44	50	11	14	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	408	4423	79501	100	97	98	482	485	497	13	15	10	36	31	25	50	52	60	1	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	181	2144	39062	100	98	99	487	490	502	9	11	8	33	30	23	56	56	64	2	3	5
Male	227	2277	40368	100	97	98	478	480	491	15	18	13	38	31	27	45	49	57	1	2	3
African American	NC	309	4279	NC	97	99	NC	475	485	NC	20	14	NC	32	30	NC	47	54	NC	1	2
Hispanic	337	2452	32389	100	97	98	480	474	478	14	19	16	36	36	34	49	45	48	1	1	1
Asian/Pacific Islander	NC	107	1936	NC	99	99	NC	512	519	NC	3	3	NC	21	14	NC	67	73	NC	8	9
American Indian/Alaskan Native	11	195	4401	100	97	96	475	469	473	9	21	17	45	41	40	45	38	43	NA	1	1
White	48	1360	36446	100	97	99	493	506	516	4	7	4	38	21	15	58	68	73	NA	5	7
Students with Disabilities	43	601	9411	100	88	88	442	443	453	33	41	36	51	40	36	16	19	26	NA	1	1
Students without Disabilities	365	3822	70090	100	99	100	486	491	502	10	11	7	34	29	24	54	58	65	2	3	5
Limited English Proficient Students	42	513	9401	100	94	94	432	434	443	48	51	40	50	39	46	2	10	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	223	2266	37183	100	97	97	474	473	479	16	19	16	42	36	34	41	44	49	1	1	1
Non-Economically Disadvantaged	185	2157	42318	100	98	99	491	497	513	9	10	5	28	25	17	62	61	70	2	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	409	4464	80000	100	98	99	566	560	564	2	3	3	10	11	11	83	80	75	5	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	181	2164	39288	100	99	99	584	574	579	NA	2	2	4	6	6	88	83	77	8	9	16
Male	228	2297	40644	100	98	98	552	546	549	3	4	4	14	16	15	79	77	74	4	3	7
African American	NC	315	4307	NC	99	99	NC	539	551	NC	8	4	NC	13	13	NC	74	75	NC	4	7
Hispanic	339	2475	32672	100	98	99	565	553	548	2	3	4	10	13	14	83	81	76	5	4	6
Asian/Pacific Islander	NC	106	1945	NC	98	99	NC	596	592	NC	1	1	NC	4	4	NC	70	69	NC	25	25
American Indian/Alaskan Native	11	197	4424	100	98	97	562	551	549	NA	3	3	18	15	14	82	79	77	NA	3	5
White	47	1370	36602	98	98	99	575	575	579	NA	2	2	9	7	7	83	80	75	9	11	16
Students with Disabilities	42	640	9919	98	93	93	491	504	505	7	10	9	38	34	35	52	55	54	2	1	2
Students without Disabilities	367	3824	70081	100	99	100	574	568	571	1	2	2	7	7	7	87	84	79	6	7	12
Limited English Proficient Students	42	524	9571	100	96	96	507	498	502	7	11	10	36	31	29	57	57	60	NA	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	223	2296	37534	100	98	98	561	548	547	2	4	4	10	14	15	82	78	76	5	4	5
Non-Economically Disadvantaged	186	2168	42466	100	98	100	573	572	578	1	2	2	9	8	7	84	82	75	5	9	16

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

7th 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	330	4399	78546	97	97	97	526	528	543	25	22	15	22	21	18	42	48	52	10	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	166	2183	38645	97	97	98	526	531	545	23	20	13	20	20	18	47	51	54	10	9	15
Male	164	2209	39792	96	96	97	525	526	542	26	25	17	25	22	17	38	44	50	11	9	15
African American	NC	289	4205	NC	97	97	NC	518	524	NC	26	22	NC	24	22	NC	45	49	NC	4	7
Hispanic	271	2347	31177	97	97	97	522	516	524	26	27	22	24	24	23	41	44	48	9	4	7
Asian/Pacific Islander	NC	113	1940	NC	98	99	NC	560	580	NC	9	5	NC	13	9	NC	57	53	NC	21	33
American Indian/Alaskan Native	14	193	4689	88	96	95	503	511	515	36	34	28	14	23	25	50	39	43	NA	4	4
White	32	1448	36450	100	97	97	560	550	563	19	13	7	16	16	12	38	54	57	28	18	23
Students with Disabilities	24	530	8093	77	84	82	476	480	489	63	58	50	33	24	24	4	18	23	NA	1	2
Students without Disabilities	306	3869	70453	99	99	100	530	534	549	22	17	11	22	21	17	45	52	56	11	10	16
Limited English Proficient Students	49	584	9323	94	95	94	485	483	491	59	56	47	20	25	28	20	19	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	178	2090	34694	95	96	96	524	516	524	26	28	23	24	25	23	39	43	48	11	5	7
Non-Economically Disadvantaged	152	2309	43852	99	98	99	528	539	559	24	17	10	21	17	13	46	52	56	9	13	22

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	339	4467	79045	99	98	98	499	501	512	12	14	10	34	31	25	50	51	58	4	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	168	2206	38860	98	98	98	505	509	519	7	9	7	36	28	22	52	57	62	5	6	8
Male	171	2254	40075	100	98	97	493	493	505	17	18	12	32	34	28	48	45	54	3	4	6
African American	NC	295	4250	NC	99	98	NC	494	500	NC	16	12	NC	33	31	NC	50	54	NC	1	3
Hispanic	279	2386	31314	100	98	98	497	488	493	12	18	16	36	36	34	49	45	48	3	2	2
Asian/Pacific Islander	NC	114	1949	NC	99	99	NC	523	536	NC	6	4	NC	19	15	NC	62	66	NC	12	15
American Indian/Alaskan Native	15	196	4719	94	98	96	478	490	489	20	13	15	40	38	39	40	48	45	NA	1	2
White	32	1467	36730	100	98	98	522	521	532	13	7	4	16	22	16	50	60	68	22	11	12
Students with Disabilities	31	588	8552	100	93	87	446	455	463	52	43	35	42	37	40	6	19	23	NA	1	1
Students without Disabilities	308	3879	70493	99	99	100	504	507	517	8	9	7	33	30	24	54	56	62	5	5	8
Limited English Proficient Students	52	602	9355	100	98	95	452	450	456	35	44	37	56	44	48	10	11	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	185	2126	34922	99	98	96	496	489	493	15	17	15	36	36	34	45	44	48	4	3	3
Non-Economically Disadvantaged	154	2341	44123	100	99	99	502	511	527	9	10	6	32	26	18	55	57	66	4	7	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	340	4459	79657	100	98	99	567	569	566	2	2	3	7	8	8	91	89	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	169	2207	39120	99	98	99	578	582	580	1	1	2	4	4	4	94	93	92	1	1	2
Male	171	2245	40423	100	98	98	555	557	553	3	4	5	9	12	12	88	84	83	NA	0	1
African American	NC	296	4290	NC	99	99	NC	566	560	NC	4	4	NC	7	9	NC	87	86	NC	1	1
Hispanic	279	2371	31642	100	98	99	566	561	552	2	3	5	7	10	11	91	87	84	0	0	0
Asian/Pacific Islander	NC	115	1948	NC	100	99	NC	588	589	NC	1	1	NC	4	3	NC	90	91	NC	4	4
American Indian/Alaskan Native	16	200	4760	100	100	97	551	560	547	NA	3	5	13	7	14	88	91	81	NA	NA	0
White	32	1468	36929	100	98	99	573	582	579	3	1	2	3	5	5	91	92	91	3	2	2
Students with Disabilities	31	583	9069	100	92	92	507	517	508	13	10	11	16	28	30	71	61	58	NA	1	1
Students without Disabilities	309	3876	70588	100	99	100	573	576	573	1	1	2	6	5	5	93	93	91	1	1	1
Limited English Proficient Students	51	594	9521	98	96	96	513	518	507	6	9	13	25	23	24	69	67	63	NA	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	186	2116	35341	99	97	97	565	560	551	2	3	5	9	12	12	89	86	83	NA	0	0
Non-Economically Disadvantaged	154	2343	44316	100	99	100	569	577	578	2	2	2	4	5	5	93	92	90	1	1	2

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	341	4533	78400	99	96	97	534	545	554	34	26	21	26	21	19	32	44	47	8	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	143	2289	38686	98	97	98	532	544	554	31	24	20	31	22	20	31	45	49	7	8	12
Male	197	2240	39636	99	95	96	535	545	554	37	28	23	21	19	18	34	42	46	9	11	13
African American	14	339	4193	100	96	97	523	527	533	43	35	32	21	24	23	29	37	40	7	5	5
Hispanic	269	2362	30732	99	95	97	532	531	534	35	33	31	28	24	24	32	39	40	6	5	5
Asian/Pacific Islander	NC	117	1827	NC	98	99	NC	584	594	NC	9	8	NC	17	12	NC	46	49	NC	27	31
American Indian/Alaskan Native	18	178	4536	100	98	95	532	519	528	39	41	35	17	25	25	39	30	37	6	4	4
White	38	1534	37038	100	96	97	552	570	575	26	14	11	18	15	14	34	54	56	21	17	19
Students with Disabilities	43	520	7840	96	76	81	469	494	498	93	63	60	7	18	18	NA	17	20	NA	1	2
Students without Disabilities	298	4013	70560	99	99	99	543	551	560	26	21	17	28	21	19	37	47	50	9	10	14
Limited English Proficient Students	35	533	8956	97	93	95	489	498	502	77	62	56	17	20	25	3	17	18	3	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	175	2056	33014	99	94	95	526	531	534	39	33	31	26	24	24	29	39	40	6	4	5
Non-Economically Disadvantaged	166	2477	45386	99	97	99	542	556	569	30	21	15	25	18	15	36	47	52	10	14	18

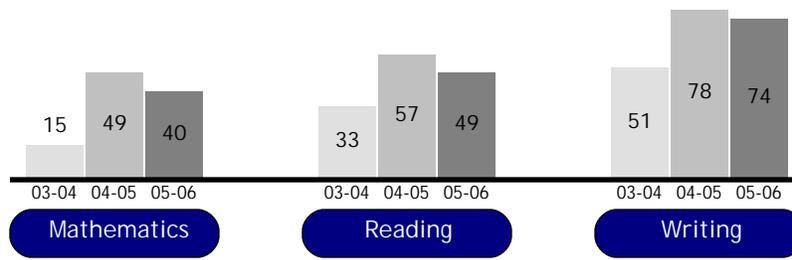
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	343	4640	79179	99	98	98	502	509	519	16	14	11	35	31	27	47	52	58	2	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	144	2327	38974	99	98	99	510	514	524	10	11	8	38	29	25	49	57	61	4	4	5
Male	198	2309	40124	99	98	97	496	504	513	20	16	13	33	33	28	46	48	54	1	3	4
African American	14	348	4243	100	98	98	493	499	506	29	20	14	21	31	32	50	45	51	NA	3	3
Hispanic	271	2414	30987	99	97	98	501	497	498	15	17	17	38	37	36	45	45	45	2	1	1
Asian/Pacific Islander	NC	118	1832	NC	99	99	NC	530	543	NC	4	4	NC	25	17	NC	62	69	NC	8	10
American Indian/Alaskan Native	18	182	4573	100	100	96	504	494	494	17	19	16	28	38	41	56	43	42	NA	NA	1
White	38	1574	37467	100	99	98	514	530	539	16	7	5	26	21	17	53	66	70	5	6	8
Students with Disabilities	45	626	8567	100	91	88	442	462	467	64	41	39	33	42	38	2	17	22	NA	0	1
Students without Disabilities	298	4014	70612	99	99	99	511	516	524	8	9	7	35	29	25	54	58	62	3	4	5
Limited English Proficient Students	36	546	9013	100	95	95	454	457	461	50	43	40	44	47	48	6	10	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	175	2108	33345	99	97	96	493	496	499	18	18	17	38	37	36	43	43	46	1	2	1
Non-Economically Disadvantaged	168	2532	45834	100	99	99	511	520	533	13	10	7	32	25	19	51	60	67	4	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	344	4654	79734	100	98	99	545	555	554	3	3	3	24	18	19	74	79	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	146	2341	39243	100	99	99	559	568	568	1	2	2	14	11	12	85	87	85	NA	0	1
Male	197	2309	40413	99	98	98	535	542	541	4	3	4	31	25	26	65	72	70	NA	0	0
African American	14	350	4285	100	99	99	525	544	548	7	6	3	43	19	22	50	75	74	NA	0	0
Hispanic	273	2433	31254	100	98	99	548	547	539	3	3	5	22	22	25	75	75	70	NA	0	0
Asian/Pacific Islander	NC	118	1837	NC	99	99	NC	580	579	NC	NA	1	NC	8	9	NC	91	87	NC	1	2
American Indian/Alaskan Native	18	181	4613	100	100	97	533	538	535	6	5	4	22	24	29	72	70	67	NA	1	0
White	37	1568	37668	97	98	99	543	571	569	NA	1	1	27	11	13	73	88	85	NA	0	1
Students with Disabilities	43	627	8943	96	91	92	462	499	495	16	10	11	74	49	51	9	40	38	NA	1	1
Students without Disabilities	301	4027	70791	100	100	100	557	563	561	1	1	2	16	13	15	83	85	83	NA	0	0
Limited English Proficient Students	36	551	9138	100	96	97	490	492	492	8	13	13	53	45	46	39	42	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	176	2117	33718	99	97	97	542	545	538	2	4	5	27	23	26	71	73	69	NA	0	0
Non-Economically Disadvantaged	168	2537	46016	100	100	100	549	564	567	3	2	2	20	14	14	77	84	84	NA	0	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)

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.

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	99	38	NA	56	100	45	44	51	99	46	46	56
	Language	99	32	38	48	100	42	41	47	99	37	41	50
	Mathematics	99	47	52	66	100	41	44	52	98	41	44	58
7	Reading	96	40	NA	54	99	45	44	50	100	43	44	54
	Language	97	46	48	58	99	47	48	52	100	50	50	58
	Mathematics	97	41	49	62	99	42	44	50	99	39	44	54
8	Reading	100	41	NA	55	98	46	46	51	100	46	50	58
	Language	100	37	41	52	98	47	47	50	100	44	50	56
	Mathematics	100	45	50	61	98	44	48	53	100	43	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](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)
- 4 Parent(s)
- 0 Community Member(s)
- 3 Student(s)

Council Duties

- Ü Student Achievement
- Ü Diversity Appreciation
- Ü Parent Involvement
- Ü Professional Development
- Ü Respect and Recognition
- Ü Attendance and Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	64.00
Other Professional Staff	7.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	4	1	0
4 to 6 years	8	4	0	0
7 to 9 years	6	3	0	0
10 or more years	9	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	190
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Networked Computer Lab
- Ü Fine Arts Wing-Vocal/Instrumental/Dance
- Ü Expansive Library Space
- Ü Two Performance Stages

Extracurricular Activities

- Ü After School Tutoring
- Ü Interscholastic Sports
- Ü Student Council
- Ü Band/Orchestra/Choir
- Ü Folklorico/Dance
- Ü MESA
- Ü Chess Club
- Ü GEAR UP

Social Services

- Ü Southwest Family Resource/Wellness
- Ü District-Provided Services/Social Work
- Ü Speech/Hearing
- Ü School-Based Guidance Counseling
- Ü Native American Advocate
- Ü African American Advocate

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Fourteen students won awards for their projects in the Southern Arizona Regional Science and Engineering Fair.  
Students travel to Washington D.C. through the Pistor Panthers and to the Catalina Islands through the GATE program.
- ü The Pistor yearbook was awarded the Gold Crown Award by the Columbia Scholastic Press Association and the Pacemaker Award by the National Scholastic Press Association. Pistor Students are recruited to attend Exeter Academy.
- ü Received district award for significant gains in AIMS writing and reading. Our writing score rose from 52.0 to 77.9, while reading rose from 32.7 to 58.3. Our math score also rose from 14.9 to 46.9.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	90	95	94	95
Promotion Rate <sup>5</sup>	93	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

Staff, including our school resource officer and probation officer, maintain high visibility on campus. We utilize a progressive disciplinary system with more stringent consequences applied for multiple occurrences. School rules and consequences are included in the front section of the assignment notebooks given to all Pistor students upon enrollment. Entire staff involved in revising and updating emergency evacuation and lockdown plans.

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) :

8

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	Kathryn Crockett	(520) 908-5400
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Pam Fine	(520) 225-6400
School Nutrition Programs	Mary Pennington	(520) 908-5423
Parent Organization	Mary Reyes	(520) 908-5400
Student Health/Nurse	Kim Soto	(520) 908-5417

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.

Footnotes

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).

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

Total cost of printing: 16 Pages X .0243 Per page X 1120 Copies = \$435.00

\*\* 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.