

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

18745 S. Gadsden Street, Gadsden, AZ 85336

Gadsden 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not 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 Overview

Principal/Administrator : Mrs. Carmelann Barry
 Schedule : 07:00 AM to 04:30 PM
 Grades : K-6
 2005 Enrollment : 487
 Web Address : gesd32.org
 Phone Number : (928) 627-6970
 Fax Number : (928) 627-9771
 E-mail : cbarry@gesd32.org

Mission

Our mission at Gadsden Elementary School is to educate future leaders by providing a safe learning environment where students, teachers, staff and the community work collaboratively to promote student achievement. We are an English Learning Community.

School / Academic Goals

- ü Improve student performance in reading, mathematics, and language as measured by District Benchmark Tests and AIMS.
- ü Improve student performance in writing as measured by the Arizona AIMS and District Personal Narrative Assessments.
- ü To increase Oral English fluency as measured by the district's English Proficiency Test.
- ü To increase student's English vocabulary, and reading comprehension.

Enrollment

October 1, 2004 School Year Student Enrollment : 500
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 6

Instructional Programs

- Ü Math Learning Center
- Ü Macmillan/McGrawhill Reading
- Ü "Write Uo A Storm" by Wilda Storm
- Ü Gifted Program
- Ü Accelerated Reader
- Ü Tutoring
- Ü Technolgy
- Ü Physical Education/Music

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Gadsden Elem. is responsible to keep parents informed about school policies, students' progress and current activities through monthly newsletters, parent meetings, school agendas, report cards, contact by parent liaison, parent/teacher conferences.

Parents

Parents are asked to provide school uniforms for their children, send their children to school every day, provide homework support, read and sign policies and procedures listed in student handbook, review student agenda daily, and attend parent meetings and conferences.

Transportation Policy

The school board will provide transportation to and from school for students with disabilities as indicated in their IEP or 504 Plans. Transportation will also be provided to students who otherwise would have to cross the highway to get to school.

School Honors

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

Award/Honor	Year
Ü Yuma County Teacher of the Year	2001
Ü State Spelling Bee (Spanish) - 1st Place	2000
Ü Yuma County Teacher of the Year (Music Teacher)	2002

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	64	459	79306	98	100	99	417	415	445	19	19	10	32	36	18	49	43	51	0	2	20
All Students (Prior Year)	76	493	75509	99	99	100	470	482	521	33	30	13	33	40	23	33	30	33	0	0	31
Female	31	227	38691	100	100	99	421	416	446	20	17	10	27	39	18	53	41	52	0	2	20
Male	33	233	40583	97	99	99	412	415	445	19	21	11	37	32	18	44	45	50	0	2	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	63	458	32869	98	100	99	416	415	429	20	19	15	32	36	25	48	43	51	0	2	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	10	44	10321	100	100	100	380	366	389	38	50	30	63	40	27	0	10	34	0	0	9
Students without Disabilities	54	418	69060	96	100	98	422	421	454	16	16	7	27	35	17	57	46	54	0	3	22
Limited English Proficient Students	61	406	15509	98	100	100	417	415	406	18	19	20	32	36	30	50	43	45	0	3	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	61	435	39415	95	99	96	416	416	431	20	19	15	32	35	25	48	43	50	0	2	10
Non-Economically Disadvantaged	NC	27	39966	NC	100	100	NC	402	459	NC	14	6	NC	48	12	NC	33	52	NC	5	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	64	461	79395	98	0	99	402	399	446	25	29	9	53	50	25	23	22	55	0	0	11
All Students (Prior Year)	76	490	75492	99	99	100	467	484	519	60	45	12	20	18	16	20	27	47	0	9	24
Female	31	228	38743	100	0	100	409	403	451	17	24	7	57	52	24	27	24	57	0	0	12
Male	33	234	40618	97	0	99	395	396	440	33	33	11	48	47	27	19	20	53	0	0	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	63	460	32915	98	0	99	402	399	426	25	29	15	52	49	35	23	22	47	0	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	10	44	10331	100	0	100	383	363	388	25	48	25	75	50	37	0	2	34	0	0	4
Students without Disabilities	54	420	69139	96	0	99	406	404	454	24	26	7	49	50	24	27	24	58	0	0	11
Limited English Proficient Students	61	408	15545	98	0	100	403	399	399	23	28	21	54	50	42	23	22	35	0	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	61	437	39484	95	0	96	402	400	429	25	29	14	54	50	35	21	22	47	0	0	4
Non-Economically Disadvantaged	NC	27	39986	NC	0	100	NC	393	461	NC	24	4	NC	48	16	NC	29	63	NC	0	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	63	449	78869	97	97	99	383	400	442	21	14	6	41	37	21	38	47	63	0	2	10
All Students (Prior Year)	76	488	75053	99	98	99	437	506	597	40	18	7	60	36	12	0	45	72	0	0	9
Female	30	222	38536	97	99	99	409	419	458	10	8	4	34	31	15	55	59	67	0	1	14
Male	33	228	40302	97	97	99	354	382	428	33	19	8	48	42	26	19	36	60	0	2	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	62	448	32606	97	97	98	380	400	426	22	14	8	42	37	27	36	47	60	0	2	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	10	42	10246	100	100	100	297	311	367	63	43	18	38	48	39	0	10	40	0	0	4
Students without Disabilities	53	410	68697	95	98	98	397	411	454	15	11	4	42	36	18	44	52	67	0	2	11
Limited English Proficient Students	60	397	15339	97	98	100	386	400	399	20	14	11	42	37	31	38	48	54	0	2	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	60	426	39106	94	97	95	381	400	427	22	14	8	42	37	28	36	48	59	0	2	5
Non-Economically Disadvantaged	NC	26	39837	NC	100	100	NC	407	457	NC	10	4	NC	35	14	NC	50	67	NC	5	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	78	543	78906	99	100	99	466	470	498	32	28	13	30	27	19	37	40	48	1	5	20
All Students (Prior Year)	74	514	76019	99	99	100	463	467	499	35	29	14	47	51	39	12	9	14	6	12	33
Female	38	279	38644	100	100	99	469	473	500	33	27	12	24	27	19	42	42	49	0	4	19
Male	40	264	40236	98	100	99	464	466	497	32	28	15	34	28	19	32	39	46	3	6	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	77	540	31938	97	100	99	467	470	481	31	28	19	30	27	25	37	40	46	1	5	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	NC	45	10664	NC	100	100	NC	410	430	NC	58	42	NC	23	27	NC	14	26	NC	5	5
Students without Disabilities	69	498	68310	99	100	98	471	476	509	25	25	9	32	27	18	41	43	51	2	5	22
Limited English Proficient Students	69	442	12573	99	100	100	463	467	454	33	29	27	33	28	30	33	39	38	2	4	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	74	508	38679	97	99	96	467	469	483	32	28	20	29	27	25	38	40	45	1	5	10
Non-Economically Disadvantaged	NC	35	40295	NC	100	100	NC	486	513	NC	14	7	NC	27	13	NC	50	50	NC	9	30

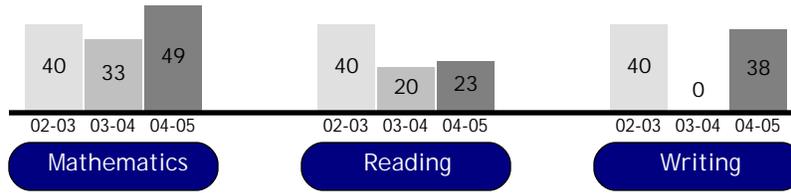
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	542	78908	99	0	99	440	445	484	38	32	10	44	37	23	15	29	58	3	1	9
All Students (Prior Year)	74	512	76020	99	99	100	478	479	503	71	68	25	24	19	23	4	12	40	0	1	12
Female	38	279	38648	100	0	99	446	451	489	27	29	8	58	38	22	12	31	61	3	2	10
Male	40	263	40233	98	0	99	434	438	479	47	35	12	32	37	25	18	27	55	3	1	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	77	539	31940	97	0	99	439	444	465	39	32	16	43	37	32	16	29	49	3	1	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	45	10665	NC	0	100	NC	390	423	NC	65	30	NC	23	36	NC	12	31	NC	0	2
Students without Disabilities	69	497	68312	99	0	98	443	450	493	32	29	7	48	39	21	17	31	62	3	2	10
Limited English Proficient Students	69	441	12556	99	0	100	433	441	436	41	33	24	47	39	40	13	27	35	0	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	74	508	38662	97	0	96	440	443	468	39	33	16	42	38	32	16	28	49	3	1	3
Non-Economically Disadvantaged	NC	34	40315	NC	0	100	NC	474	498	NC	9	5	NC	32	15	NC	55	66	NC	5	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	78	542	78750	99	100	99	432	452	500	27	14	6	41	52	29	32	34	63	0	0	2
All Students (Prior Year)	73	504	75673	97	97	100	432	447	530	48	37	12	35	40	25	17	22	58	0	0	4
Female	38	279	38586	100	100	99	463	467	515	12	11	4	45	48	22	42	41	71	0	0	3
Male	40	263	40135	98	100	99	405	437	486	39	18	8	37	56	35	24	26	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	77	539	31841	97	100	99	432	452	483	27	14	8	40	52	36	33	34	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	NC	45	10622	NC	100	100	NC	366	415	NC	40	21	NC	44	50	NC	16	28	NC	0	1
Students without Disabilities	69	497	68196	99	100	98	442	461	513	24	12	3	40	53	25	37	35	69	0	0	3
Limited English Proficient Students	69	441	12504	99	100	100	423	449	451	30	15	12	41	52	44	30	32	43	0	0	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	74	507	38558	97	99	96	431	451	485	28	15	8	39	52	37	33	33	54	0	0	1
Non-Economically Disadvantaged	NC	35	40260	NC	100	100	NC	488	514	NC	5	3	NC	45	21	NC	50	72	NC	0	4

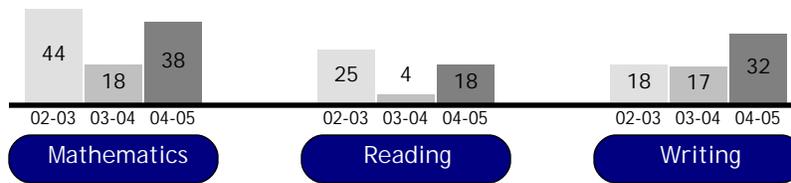
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 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	93	15	16	50	96	NA	NA	58	100	20	22	47
	Language	99	10	13	43	99	NA	9	50	100	20	28	47
	Mathematics	99	39	43	57	97	NA	29	64	100	34	36	50
3	Reading	95	10	12	47	68	10	NA	55	98	18	19	44
	Language	98	21	26	54	68	22	31	61	98	21	22	44
	Mathematics	100	21	43	54	68	27	44	61	98	31	31	51
4	Reading	96	13	14	52	94	13	NA	56	100	23	24	48
	Language	99	21	20	48	98	20	23	52	100	24	28	49
	Mathematics	100	27	39	57	98	27	43	61	100	30	35	53
5	Reading	100	21	13	50	97	28	NA	55	99	22	27	50
	Language	100	23	17	46	96	28	25	49	99	30	33	50
	Mathematics	100	44	38	57	97	40	45	63	99	30	34	49
6	Reading	99	16	18	53	93	27	NA	56	100	29	31	51
	Language	100	16	18	45	94	26	27	48	100	27	33	47
	Mathematics	100	50	51	62	94	63	62	66	100	34	42	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/

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 School Curriculum
- Ü Parent Involvement
- Ü Community Representation
- Ü Title I School-Wide Plan
- Ü School Improvement Plan
- Ü School Public Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	2.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	7	2	0	0
7 to 9 years	1	3	0	0
10 or more years	5	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Gymnasium
- Ü Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Chess Club
- Ü Girl Scouts
- Ü Sewing Club
- Ü Band/Recorder Group
- Ü Cheerleading/Soccer/Basketball

Social Services

- Ü Health Services: School-based Clinic
- Ü Migrant Program
- Ü Counseling Services
- Ü School Bell: Clothes Needy Students

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Implemented after school tutoring program to help students improve in academic areas. Ninety percent (90%) of the students who were referred to the program attend on a regular basis.

- ü District Mariachi group has members from 6th, 7th and 8th grade. They are invited to play around Yuma County and attend the annual Mariachi Festival in Tucson, Arizona.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	28	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	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

Parent Project program for parents, presentations by local law enforcement agencies, gate guard that monitors school visitors, visitor passes, staff wears ID badges, closed campus, character ed. classes, peer mediation.

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) :

2

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	Carmelann Barry	(928) 627-6970
Transportation Policy	Connie Rutherford	(928) 627-6563
Community Resources	Carmelann Barry	(928) 627-6970
School Nutrition Programs	Dee Gradias	(928) 627-6928
Parent Organization		(928) 627-6970
Student Health/Nurse	Rosie Figueroa	(928) 627-6974

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 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.

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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.