



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1135 N. Main St., San Luis, AZ 85349

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)

2003-04	Performing
2002-03	Underperforming
2001-02	Underperforming

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

School Overview

Principal/Administrator : Mr. Stephen V. Smith
 Schedule : 7:00 AM to 4:30 PM
 Grades : 7-8
 2004 Enrollment : 625
 Web Address : www.gesd32.org
 Phone Number : (928) 627-6920
 Fax Number : (928) 627-9339
 E-mail : ocoskid@hotmail.com

Mission

Our mission is to provide high quality and interesting educational programs dedicated to ensure a brighter future for our students through student-centered learning. Our educational personnel and community will support our student-centered opportunities.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not Met
2001-02	N/A

School Improvement Status (b)

2003-04	Year 2
2002-03	Year 2
2001-02	N/A

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

School / Academic Goals

- ü Students will perform at grade level or above in reading, language, and mathematics using district and state-approved evaluation instruments (AIMS, district benchmark tests).
- ü To Prepare our ELL students with English language skills for successful academic achievement through the implementation of SDAIE/SEI strategies.
- ü To increase our student's oral language fluency by teaching vocabulary and oral communication skills in small using cooperative learning strategies.

Enrollment

October 1, 2003 School Year Student Enrollment : 1071
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- ü ESL
- ü Middle School Philosophy
- ü On-site Special Education
- ü Gifted
- ü After-school tutoring
- ü Community Works
- ü Law Related Education
- ü Peer Mediation

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/10/2004
Last Day of School :	4/27/2005

Shared Responsibilities

School

One month before the year begins, an information letter is sent to all parents. An orientation meeting is held for 6th grade students and parents the week before school ends. Another orientation meeting is held for all students and parents the week after school begins. We distribute a monthly newsletter. Grades are reported eight times per year.

Parents

Parents are to have students dress appropriately each school day. Parents are to send their children to school every day. Parents are encouraged to participate as school volunteers and to become involved in their child's education. Parents are invited to participate in site council, PTO, and other school activities.

Transportation Policy

Transportation is provided for students who live more than one mile from school and for students with disabilities as indicated in their Individual Education Plan or 504 Plan. All other students walk or are transported by parents.

School Honors

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

Award/Honor	Year
ü 1st Place Student - Statewide Spanish Spelling Bee	2003
ü Athletic Championships: 7th & 8th Grade Boys Soccer	2004
ü 8th Girls Basketball and Boys Softball, Boys Track	2003
ü Yuma County Chess Champions - 10th Year in a Row	2003

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	540	540	75001	97	97	99	475	475	468	29	29	37	38	38	36	21	21	16	12	12	10
All Students (Prior Year)	427	429	71167	81	82	99	438	438	463	59	59	38	30	30	41	8	8	14	3	3	7
Female	280	280	36846	98	98	99	480	480	468	23	23	36	45	45	38	22	22	16	9	9	10
Male	260	260	37974	95	95	99	469	469	467	38	38	39	29	29	34	19	19	16	15	15	11
African American	--	--	3720	--	--	98	--	--	446	--	--	53	--	--	33	--	--	9	--	--	4
Hispanic	536	536	26675	96	96	98	475	475	448	30	30	52	38	38	34	21	21	10	11	11	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	--	--	4731	--	--	98	--	--	438	--	--	61	--	--	30	--	--	7	--	--	2
White	NC	NC	37785	NC	NC	99	NC	NC	482	NC	NC	25	NC	NC	39	NC	NC	21	NC	NC	15
Students with Disabilities	17	17	8802	59	59	100	379	379	418	100	100	79	0	0	16	0	0	3	0	0	1
Students without Disabilities	523	523	66199	99	99	99	477	477	472	28	28	34	39	39	38	21	21	17	12	12	11
Limited English Proficient Students	447	447	11710	90	90	100	435	435	429	68	68	70	21	21	25	11	11	4	0	0	1
Migrant Students	110	110	709				458	458	442	46	46	57	35	35	34	19	19	7	0	0	2
Economically Disadvantaged	NC	NC	29814				NC	NC	448	NC	NC	53	NC	NC	33	NC	NC	10	NC	NC	4
Non-Economically Disadvantaged	537	537	45170				476	476	479	29	29	28	39	39	38	21	21	20	12	12	14

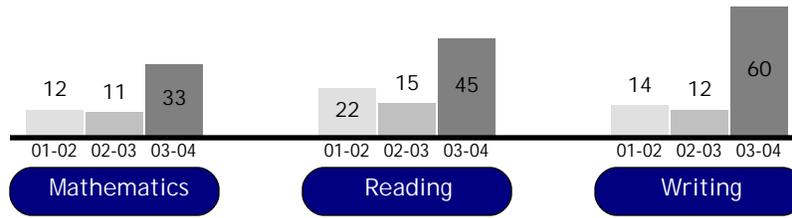
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	539	539	74918	96	96	99	489	489	497	35	35	32	20	20	19	36	36	35	9	9	15
All Students (Prior Year)	429	431	71100	82	82	99	451	451	502	70	70	25	15	15	21	13	13	40	2	2	15
Female	280	280	36805	98	98	99	489	489	501	34	34	28	23	23	19	33	33	37	9	9	16
Male	259	259	37936	95	95	99	489	489	493	36	36	35	16	16	18	40	40	33	9	9	14
African American	--	--	3719	--	--	98	--	--	481	--	--	43	--	--	21	--	--	29	--	--	7
Hispanic	535	535	26645	96	96	98	489	489	478	36	36	46	20	20	20	36	36	27	9	9	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	--	--	4729	--	--	98	--	--	468	--	--	57	--	--	19	--	--	19	--	--	4
White	NC	NC	37773	NC	NC	99	NC	NC	511	NC	NC	20	NC	NC	18	NC	NC	41	NC	NC	21
Students with Disabilities	15	15	8801	52	52	100	NA	NA	448	NA	NA	75	NA	NA	13	NA	NA	10	NA	NA	2
Students without Disabilities	524	524	66117	99	99	99	489	489	501	35	35	28	20	20	19	36	36	37	9	9	16
Limited English Proficient Students	448	448	11706	91	91	100	447	447	454	74	74	71	11	11	16	16	16	12	0	0	1
Migrant Students	107	107	706				478	478	467	40	40	55	24	24	22	28	28	20	8	8	4
Economically Disadvantaged	NC	NC	29785				NC	NC	477	NC	NC	47	NC	NC	20	NC	NC	26	NC	NC	6
Non-Economically Disadvantaged	536	536	45115				489	489	508	35	35	23	20	20	18	35	35	39	9	9	20

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	530	530	74503	95	95	99	495	495	491	7	7	9	33	33	32	50	50	51	10	10	8
All Students (Prior Year)	360	362	69001	68	69	96	442	442	490	62	62	17	26	26	37	12	12	45	0	0	1
Female	280	280	36686	98	98	99	487	487	506	8	8	5	37	37	29	44	44	57	11	11	9
Male	250	250	37644	92	92	98	506	506	476	7	7	13	27	27	36	57	57	45	9	9	6
African American	--	--	3677	--	--	97	--	--	475	--	--	12	--	--	36	--	--	46	--	--	5
Hispanic	526	526	26500	95	95	97	493	493	467	8	8	13	33	33	39	50	50	44	10	10	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	--	--	4695	--	--	97	--	--	464	--	--	14	--	--	39	--	--	44	--	--	3
White	NC	NC	37606	NC	NC	99	NC	NC	508	NC	NC	6	NC	NC	28	NC	NC	56	NC	NC	10
Students with Disabilities	20	20	8662	69	69	100	NA	NA	409	NA	NA	37	NA	NA	42	NA	NA	20	NA	NA	1
Students without Disabilities	510	510	65841	96	96	98	495	495	499	7	7	7	33	33	32	50	50	53	10	10	8
Limited English Proficient Students	440	440	11608	89	89	100	443	443	430	11	11	23	58	58	47	26	26	28	5	5	1
Migrant Students	108	108	701				460	460	449	12	12	17	38	38	43	50	50	38	0	0	1
Economically Disadvantaged	NC	NC	29587				NC	NC	465	NC	NC	14	NC	NC	40	NC	NC	43	NC	NC	4
Non-Economically Disadvantaged	527	527	44898				495	495	507	8	8	7	32	32	28	50	50	55	10	10	10

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	99	12	12	48	98	17	17	51	97	17	NA	54
	Language	99	16	16	51	98	19	19	54	98	25	25	58
	Mathematics	100	37	37	54	99	52	52	58	98	45	45	62
8	Reading	100	19	19	49	97	19	19	53	94	45	NA	55
	Language	100	17	17	46	98	13	13	49	96	43	43	52
	Mathematics	100	44	44	54	97	44	44	58	96	68	68	61

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 Safety Issues
- ü Student Incentive Programs
- ü Parent/Educator Relations
- ü Staff Recognition
- ü Increased Parent Involvement
- ü School Needs Assessment Review

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	28.00
Other Professional Staff	4.50	Teacher Aide	5.50

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 23
 Core academic classes taught by Highly Qualified (NCLB) teachers. 113
 Teachers with Emergency Certificaton. 1

Resources Available at School Site

Special Facilities

- ü Library
- ü Activity Center/Gymnasium
- ü Computer Lab
- ü Community College/Evenings

Extracurricular Activities

- ü Interscholastic Athletics
- ü Chess Club
- ü Student Council
- ü Garden Club
- ü Future Business Leaders of America
- ü Running Club
- ü New York/Washington, DC Trip
- ü Basketball Club

Social Services

- ü Health Services - School Based Clinic
- ü School Resource Officer
- ü Counseling Services and Peer Mediation
- ü Local Police Enforcement Assistance
- ü Crisis Intervention
- ü Parent Liaison
- ü Safe Schools Officer

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- Our school achieved adequate yearly progress. Our eighth grade students increased AIMS math scores by 22%, reading scores by 30%, and writing scores by 48% above the 2003 percentages.
- Our students continue to demonstrate improvement on the district Personal Narrative assessment.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	50	58
Grades 7-8	83	66

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

SRO arrested two students for violating state law. Students wear school uniforms. School rules and discipline matrix are reviewed with students and parents. SRO teaches law-related education and also reviews school rules with every class. Students are supervised at all times during the day. In-school suspension is available to discourage repeated discipline infractions. An alternative school serves as an intervention for at-risk students.

Total number of incidents that occurred on the school grounds 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.

Contacts

	Name	Phone Number
School Site Council	Stephen V. Smith	(928) 627-6920
Transportation Policy	Connie Rutherford	(928) 627-6559
Community Resources	Yolanda Conroy	(928) 627-6923
School Nutrition Programs	Delia Gradias	(928) 627-6928
Parent Organization	Dulce Angulo	(928) 627-6936
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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.