

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1245 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)

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

(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 SI Year 2
2003-04 Year 2
2002-03 Year 1

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

School Overview

Principal/Administrator : Mr. Rafael Sanchez
Schedule : 07:00 AM to 04:30 PM
Grades : K-6
2005 Enrollment : 690
Web Address : gesd32.org
Phone Number : (928) 627-6940
Fax Number : (928) 627-4692
E-mail : rsanchez@gesd32.org

Mission

Arizona Desert's School Mission is to motivate and educate all students, to instill academic excellence, and to value education as a whole in a safe and secure environment.

To accomplish our mission we will:

- Set high expectations
- Address the unique qualities of each individual student
- Prepare students for future success
- Increase parental, community and teacher involvement
- Provide programs to make learning challenging
- Develop individuals with character values

School / Academic Goals

- ü Students will master the state standards and achieve a passing score of over 50 percentile in Reading, Writing, and Math on the AIMS assessment.
- ü To develop lessons in all subject areas that incorporate reading, writing, speaking, and thinking skills while developing English Fluency skills.
- ü Target areas of phonetic skills, decoding skills, and comprehension strategies to increase reading fluency.
- ü Target the areas of mechanics (conventions), all components of composition (sentence structure, paragraph formats, and organization) to improve writing achievement.

Enrollment

October 1, 2004 School Year Student Enrollment : 694
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 715

Instructional Programs

- ü Full Day Kindergarten
- ü McMillian McGraw-Hill Reading
- ü Bridges Learning Lab
- ü Math Learning Center programs
- ü 'Rattle with Pride' character programs
- ü SDAIE/SIOP ELL program
- ü Gifted Programs K-6
- ü Writing Up a Storm writing program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Provide a child-centered environment. Implement developmentally appropriate instruction. Establish high academic goals. Believe that each student can learn. Show respect for each child and family. Help each child grow to his/her fullest potential. Enforce school and classroom rules fairly and consistently. Maintain open lines of communication with the student and parents. Seek ways to involve parents in the school programs. Demonstrate professional behavior and a positive attitude.

Parents

Ensure children follow school uniform dress code. Ensure that child attends school regularly and on time. Provide a home environment that encourages the child to learn. Insist that all homework assignments are completed. Encourage the child to read at home and to monitor his/her TV viewing. Communicate regularly with the child's teacher. Support the school in developing positive behaviors. Volunteer time at my child's school. Show respect and support for my child, the teacher, and the school.

Transportation Policy

Transportation is provided for all students in K-3rd. Students in grades 4th-6th are provided transportation if they live farther than a one mile radius from school. Transportation is provided for students as indicated in their IEP or 504 Accommodation Plan. Transportation is provided to students for tutoring or after-school activities. Students with discipline problems will be suspended from riding the bus.

School Honors

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

Award/Honor	Year
ü Newspaper in Education from Yuma Daily Sun	2004
ü Best Elementary Marching Band Founder's Day Parade	2005
ü Intramural district champs for Soccer, Football	2005
ü Intramural district champs for Volleyball and Basketbal	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	98	459	79306	100	100	99	417	415	445	13	19	10	35	36	18	51	43	51	1	2	20
All Students (Prior Year)	106	493	75509	100	99	100	NA	482	521	NA	30	13	NA	40	23	NA	30	33	NA	0	31
Female	44	227	38691	100	100	99	419	416	446	11	17	10	47	39	18	42	41	52	0	2	20
Male	54	233	40583	98	99	99	416	415	445	15	21	11	26	32	18	57	45	50	2	2	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	98	458	32869	100	100	99	417	415	429	13	19	15	35	36	25	51	43	51	1	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	36197	--	NC	99	--	NC	463	--	NC	5	--	NC	11	--	NC	53	--	NC	31
Students with Disabilities	12	44	10321	100	100	100	356	366	389	42	50	30	42	40	27	17	10	34	0	0	9
Students without Disabilities	88	418	69060	100	100	98	426	421	454	10	16	7	34	35	17	55	46	54	1	3	22
Limited English Proficient Students	91	406	15509	100	100	100	416	415	406	14	19	20	35	36	30	50	43	45	1	3	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	91	435	39415	100	99	96	417	416	431	14	19	15	33	35	25	52	43	50	1	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	98	461	79395	100	0	99	408	399	446	16	29	9	53	50	25	31	22	55	0	0	11
All Students (Prior Year)	105	490	75492	100	99	100	NA	484	519	NA	45	12	NA	18	16	NA	27	47	NA	9	24
Female	44	228	38743	100	0	100	419	403	451	8	24	7	56	52	24	36	24	57	0	0	12
Male	54	234	40618	98	0	99	400	396	440	21	33	11	51	47	27	28	20	53	0	0	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	98	460	32915	100	0	99	408	399	426	16	29	15	53	49	35	31	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	36221	--	NC	99	--	NC	465	--	NC	4	--	NC	15	--	NC	63	--	NC	17
Students with Disabilities	12	44	10331	100	0	100	348	363	388	58	48	25	33	50	37	8	2	34	0	0	4
Students without Disabilities	88	420	69139	100	0	99	418	404	454	8	26	7	58	50	24	34	24	58	0	0	11
Limited English Proficient Students	91	408	15545	100	0	100	407	399	399	15	28	21	54	50	42	31	22	35	0	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	91	437	39484	100	0	96	408	400	429	16	29	14	52	50	35	32	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	98	449	78869	100	97	99	402	400	442	12	14	6	27	37	21	60	47	63	1	2	10
All Students (Prior Year)	103	488	75053	98	98	99	NA	506	597	NA	18	7	NA	36	12	NA	45	72	NA	0	9
Female	44	222	38536	100	99	99	436	419	458	0	8	4	31	31	15	67	59	67	3	1	14
Male	54	228	40302	98	97	99	377	382	428	21	19	8	23	42	26	55	36	60	0	2	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	98	448	32606	100	97	98	402	400	426	12	14	8	27	37	27	60	47	60	1	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	36078	--	NC	99	--	NC	459	--	NC	4	--	NC	16	--	NC	66	--	NC	14
Students with Disabilities	12	42	10246	100	100	100	271	311	367	58	43	18	33	48	39	8	10	40	0	0	4
Students without Disabilities	88	410	68697	100	98	98	424	411	454	4	11	4	26	36	18	68	52	67	1	2	11
Limited English Proficient Students	91	397	15339	100	98	100	401	400	399	13	14	11	26	37	31	60	48	54	1	2	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	91	426	39106	100	97	95	401	400	427	13	14	8	27	37	28	59	48	59	1	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	106	543	78906	100	100	99	479	470	498	15	28	13	29	27	19	49	40	48	6	5	20
All Students (Prior Year)	124	514	76019	100	99	100	460	467	499	31	29	14	54	51	39	4	9	14	10	12	33
Female	56	279	38644	100	100	99	482	473	500	20	27	12	27	27	19	45	42	49	8	4	19
Male	50	264	40236	100	100	99	476	466	497	10	28	15	31	28	19	55	39	46	5	6	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	105	540	31938	100	100	99	479	470	481	15	28	19	29	27	25	49	40	46	6	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	36483	--	NC	99	--	NC	517	--	NC	7	--	NC	13	--	NC	51	--	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	99	498	68310	100	100	98	489	476	509	12	25	9	29	27	18	52	43	51	7	5	22
Limited English Proficient Students	99	442	12573	100	100	100	479	467	454	15	29	27	29	28	30	49	39	38	7	4	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	90	508	38679	97	99	96	477	469	483	17	28	20	30	27	25	47	40	45	6	5	10
Non-Economically Disadvantaged	16	35	40295	100	100	100	499	486	513	0	14	7	20	27	13	70	50	50	10	9	30

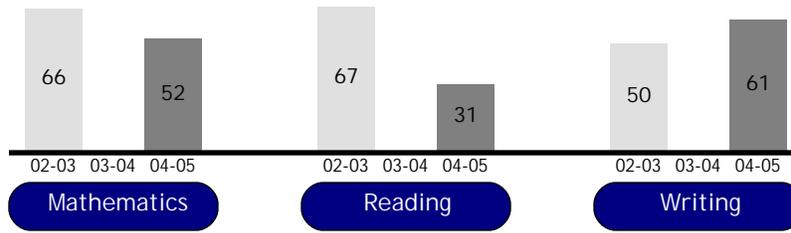
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	542	78908	100	0	99	462	445	484	16	32	10	34	37	23	45	29	58	4	1	9
All Students (Prior Year)	123	512	76020	100	99	100	478	479	503	70	68	25	16	19	23	15	12	40	0	1	12
Female	56	279	38648	100	0	99	468	451	489	22	29	8	31	38	22	41	31	61	6	2	10
Male	49	263	40233	100	0	99	455	438	479	10	35	12	38	37	25	50	27	55	2	1	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	104	539	31940	100	0	99	462	444	465	16	32	16	34	37	32	45	29	49	4	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	36502	--	NC	99	--	NC	502	--	NC	4	--	NC	14	--	NC	67	--	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	98	497	68312	100	0	98	471	450	493	13	29	7	35	39	21	48	31	62	5	2	10
Limited English Proficient Students	98	441	12556	100	0	100	461	441	436	17	33	24	36	39	40	43	27	35	4	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	90	508	38662	97	0	96	458	443	468	18	33	16	36	38	32	42	28	49	4	1	3
Non-Economically Disadvantaged	15	34	40315	100	0	100	498	474	498	0	9	5	20	32	15	70	55	66	10	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	106	542	78750	100	100	99	466	452	500	10	14	6	47	52	29	42	34	63	1	0	2
All Students (Prior Year)	123	504	75673	100	97	100	460	447	530	25	37	12	45	40	25	30	22	58	0	0	4
Female	56	279	38586	100	100	99	479	467	515	10	11	4	39	48	22	49	41	71	2	0	3
Male	50	263	40135	100	100	99	451	437	486	10	18	8	57	56	35	33	26	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	105	539	31841	100	100	99	466	452	483	10	14	8	47	52	36	42	34	55	1	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	36440	--	NC	99	--	NC	516	--	NC	3	--	NC	22	--	NC	71	--	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	99	497	68196	100	100	98	477	461	513	7	12	3	49	53	25	43	35	69	1	0	3
Limited English Proficient Students	99	441	12504	100	100	100	465	449	451	10	15	12	47	52	44	43	32	43	0	0	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	90	507	38558	97	99	96	463	451	485	11	15	8	48	52	37	40	33	54	1	0	1
Non-Economically Disadvantaged	16	35	40260	100	100	100	495	488	514	0	5	3	40	45	21	60	50	72	0	0	4

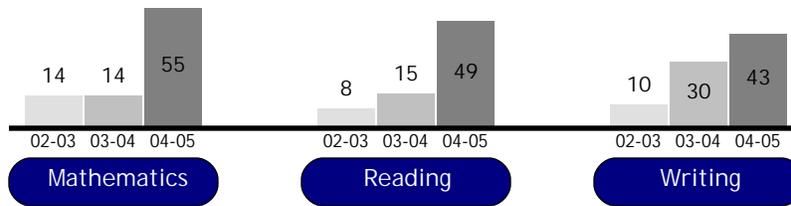
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	19	16	50	97	NA	NA	58	97	28	22	47
	Language	99	15	13	43	98	NA	9	50	97	38	28	47
	Mathematics	100	43	43	57	99	NA	29	64	97	43	36	50
3	Reading	98	13	12	47	100	17	NA	55	100	23	19	44
	Language	99	27	26	54	100	34	31	61	100	27	22	44
	Mathematics	99	48	43	54	100	50	44	61	100	33	31	51
4	Reading	98	16	14	52	100	22	NA	56	96	25	24	48
	Language	100	21	20	48	100	27	23	52	96	28	28	49
	Mathematics	100	45	39	57	100	57	43	61	96	32	35	53
5	Reading	96	13	13	50	100	17	NA	55	100	37	27	50
	Language	99	16	17	46	100	23	25	49	100	40	33	50
	Mathematics	96	41	38	57	100	42	45	63	100	37	34	49
6	Reading	97	17	18	53	96	34	NA	56	98	33	31	51
	Language	99	17	18	45	100	29	27	48	98	33	33	47
	Mathematics	100	49	51	62	100	65	62	66	98	41	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)
- 1 Student(s)

Council Duties

- Ü Review School Improvement Plan and Data
- Ü Parent Involvement
- Ü Assist in Meeting School Board Goals
- Ü Curriculum Development
- Ü Review Crisis Management and Discipline
- Ü Community Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	4.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	0	0	0
4 to 6 years	3	5	0	0
7 to 9 years	1	2	0	0
10 or more years	2	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certificaton.	7
Percent of teachers in the school with Emergency/Provisional Certification	20%
Percent of core classes not taught by Highly Qualified Teachers	15%

Resources Available at School Site

Special Facilities

- Ü School-based Health Clinic
- Ü Library Media Center
- Ü Computer Lab
- Ü Indoor Gym

Extracurricular Activities

- Ü Band and Strings music groups
- Ü Chess Club
- Ü Girl's Club for K-2nd
- Ü Student Council for 4th - 6th grade
- Ü Intramural girls and boys sports teams

Social Services

- Ü Adult ESL Classes
- Ü School Bell Clothing Program
- Ü Family Medical Services
- Ü Migrant Parent Services
- Ü Parent Project classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü School made AYP after 3 years of underperforming status. 5th grade students increase their Reading scores by 40% on the Spring 2005 AIMS test.
- ü Introduced our Bridges Learning Lab and had a high success rate with increasing student's academic achievement.
- ü Our students received incentive certificates and prizes while teachers encouraged reading at home. Students read over 37 million words as tracked by our Accelerated Reader program.
- ü Productive Citizen Program included our counselor leading classroom lessons, set 15 minutes a day to discuss citizenship skills, used Project Wisdom for positive announcements and developed a school wide discipline plan that reduced referrals by 80%.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	31	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	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

Reviewed our Productive Citizens program. School wide incentive program includes; Student of the Month, Honor Roll and Perfect Attendance Certificates, Pizza with the Principal, Rotary Student of the Month luncheons, and classroom attendance prizes will continue. Security guards are stationed at school boundary gates. Continue teaching citizenship skills and building self-esteem. Crisis Management Plan in place for emergencies. Visitors are required to sign-in wear ID badges.

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) :

1

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	Rafael Sanchez	(928) 627-6940
Transportation Policy	Coni Rutherford	(928) 627-6563
Community Resources	Camille Cisneros	(928) 627-6988
School Nutrition Programs	Delia Gradias	(928) 627-6928
Parent Organization	Olivia Arvizu	(928) 627-6940
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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** Due to booklet size printing, print copies are produced in multiples of 4.