

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Performing Plus
2004-05	Performing
2003-04	Failing

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Not Met

School Improvement Status (b)

2005-06	N/A
2004-05	SI Year 2
2003-04	Year 2

(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
 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, 2005 School Year Student Enrollment : 693
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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	102	500	80010	98	98	99	434	420	447	14	23	10	22	26	18	60	47	53	5	3	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	245	38935	100	99	99	433	424	447	17	18	9	19	27	19	58	50	55	6	5	17
Male	49	255	40974	96	98	98	436	415	448	10	28	11	24	26	18	61	44	52	4	2	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	102	500	34545	98	98	99	434	420	432	14	23	14	22	26	24	60	47	53	5	3	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	--	--	35142	--	--	99	--	--	465	--	--	5	--	--	11	--	--	56	--	--	28
Students with Disabilities	13	50	10161	93	89	93	416	393	419	15	52	28	54	28	28	31	20	36	NA	NA	8
Students without Disabilities	89	450	69849	99	100	100	437	422	451	13	20	7	17	26	17	64	50	56	6	4	19
Limited English Proficient Students	67	348	14013	97	97	97	420	408	413	19	30	24	28	33	34	51	37	39	1	1	3
Migrant Students	12	73	603	100	96	96	419	413	417	25	29	22	25	30	32	50	40	42	NA	1	4
Economically Disadvantaged	102	497	39029	98	98	98	434	420	432	14	23	14	22	26	25	60	47	52	5	3	9
Non-Economically Disadvantaged	--	NC	40981	--	NC	100	--	NC	462	--	NC	6	--	NC	13	--	NC	54	--	NC	27

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	102	497	79438	98	98	98	430	414	451	15	26	9	34	37	24	47	35	56	4	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	245	38775	100	99	99	435	421	457	15	19	7	28	38	22	51	40	58	6	3	13
Male	49	252	40560	96	97	97	423	407	446	14	33	12	41	35	25	43	30	54	2	2	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	102	497	34297	98	98	98	430	414	434	15	26	14	34	37	31	47	35	50	4	2	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	--	--	34887	--	--	98	--	--	471	--	--	4	--	--	15	--	--	63	--	--	18
Students with Disabilities	13	46	9588	93	82	88	397	381	416	23	48	30	62	41	32	15	11	34	NA	NA	5
Students without Disabilities	89	451	69850	99	100	100	434	417	456	13	24	7	30	36	23	52	37	59	4	3	12
Limited English Proficient Students	67	345	13856	97	96	96	411	398	407	21	35	27	46	41	43	33	23	29	NA	1	1
Migrant Students	12	72	600	100	95	96	407	403	418	33	32	22	33	43	38	33	24	39	NA	1	2
Economically Disadvantaged	102	494	38685	98	97	97	430	414	435	15	26	14	34	37	32	47	34	50	4	2	5
Non-Economically Disadvantaged	--	NC	40753	--	NC	99	--	NC	467	--	NC	5	--	NC	16	--	NC	62	--	NC	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	102	491	79971	98	97	99	415	391	423	7	16	8	43	48	41	49	36	49	1	0	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	246	38974	100	99	99	422	407	437	9	12	5	28	41	33	60	47	57	2	0	4
Male	49	245	40895	96	94	98	407	374	410	4	20	10	59	55	47	37	25	41	NA	NA	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	102	491	34481	98	97	99	415	391	410	7	16	10	43	48	46	49	36	43	1	0	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	--	--	35150	--	--	99	--	--	437	--	--	5	--	--	35	--	--	56	--	--	5
Students with Disabilities	13	48	10258	93	86	94	374	327	377	23	40	23	31	46	51	46	15	25	NA	NA	1
Students without Disabilities	89	443	69713	99	98	100	420	396	429	4	13	5	45	48	39	49	39	52	1	0	3
Limited English Proficient Students	67	342	13985	97	96	97	399	372	382	9	21	18	55	53	54	36	26	27	NA	NA	0
Migrant Students	12	74	608	100	97	97	382	362	389	17	26	16	42	53	50	42	22	33	NA	NA	0
Economically Disadvantaged	102	488	38994	98	96	98	415	390	409	7	16	10	43	48	47	49	36	41	1	0	1
Non-Economically Disadvantaged	--	NC	40977	--	NC	100	--	NC	437	--	NC	5	--	NC	34	--	NC	56	--	NC	5

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

4th 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	111	506	80147	100	100	99	453	448	482	16	23	11	33	28	17	47	43	49	4	6	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	256	39281	100	100	99	450	451	483	18	21	9	35	27	17	41	46	50	6	5	24
Male	60	250	40780	100	100	98	455	446	482	15	25	12	32	29	17	52	39	48	2	7	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	111	504	33494	100	100	99	453	448	466	16	23	15	33	28	23	47	43	49	4	6	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	--	NC	36122	--	NC	99	--	NC	501	--	NC	5	--	NC	10	--	NC	50	--	NC	35
Students with Disabilities	12	50	10295	100	98	92	408	406	443	58	66	33	33	18	26	8	14	33	NA	2	8
Students without Disabilities	99	456	69852	100	100	100	458	453	488	11	18	7	33	29	16	52	46	51	4	7	26
Limited English Proficient Students	74	378	12722	99	99	97	438	436	441	22	30	27	42	31	33	36	37	37	NA	2	3
Migrant Students	19	90	622	100	99	97	456	449	454	16	26	19	21	23	30	63	43	43	NA	8	8
Economically Disadvantaged	110	503	38371	100	99	97	453	449	465	15	23	15	34	28	23	47	43	49	4	6	13
Non-Economically Disadvantaged	NC	NC	41776	NC	NC	100	NC	NC	498	NC	NC	6	NC	NC	11	NC	NC	49	NC	NC	33

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	111	501	79686	100	99	98	437	430	470	24	30	11	40	37	24	35	32	57	1	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	255	39163	100	100	99	442	436	475	18	25	9	45	36	22	35	37	60	2	1	10
Male	60	246	40438	100	98	97	432	424	465	30	35	13	35	38	25	35	26	54	NA	1	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	111	499	33299	100	99	98	437	430	452	24	30	17	40	37	32	35	31	47	1	1	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	--	NC	35914	--	NC	98	--	NC	489	--	NC	5	--	NC	15	--	NC	67	--	NC	14
Students with Disabilities	12	45	9808	100	88	87	394	392	432	75	73	35	8	13	32	17	13	30	NA	NA	3
Students without Disabilities	99	456	69878	100	100	100	441	433	475	18	26	8	43	39	23	37	33	61	1	1	9
Limited English Proficient Students	74	373	12594	99	98	96	421	417	422	32	38	34	47	43	45	20	20	21	NA	NA	0
Migrant Students	19	88	611	100	97	95	443	435	439	21	26	22	26	33	39	53	40	37	NA	1	2
Economically Disadvantaged	110	498	38095	100	98	97	437	430	452	24	30	17	40	37	32	35	32	48	1	1	3
Non-Economically Disadvantaged	NC	NC	41591	NC	NC	99	NC	NC	486	NC	NC	6	NC	NC	16	NC	NC	65	NC	NC	13

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	111	501	80372	100	99	99	447	439	475	10	12	4	41	43	30	50	45	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	256	39452	100	100	99	462	456	488	6	7	3	35	37	22	59	56	72	NA	NA	3
Male	60	245	40836	100	98	98	435	421	464	13	17	6	45	49	37	42	34	56	NA	NA	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	111	499	33608	100	99	99	447	439	462	10	12	6	41	43	36	50	45	57	NA	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	--	NC	36213	--	NC	99	--	NC	489	--	NC	2	--	NC	22	--	NC	72	--	NC	3
Students with Disabilities	12	45	10526	100	88	94	354	357	427	50	44	15	33	40	53	17	16	31	NA	NA	1
Students without Disabilities	99	456	69846	100	100	100	458	446	482	5	9	3	41	43	26	54	48	69	NA	NA	2
Limited English Proficient Students	74	373	12747	99	98	97	430	425	432	14	15	12	51	51	52	35	35	36	NA	NA	0
Migrant Students	19	88	621	100	97	97	425	439	452	16	11	9	42	42	40	42	47	51	NA	NA	0
Economically Disadvantaged	110	498	38521	100	98	98	448	439	461	9	12	6	41	43	38	50	45	55	NA	NA	1
Non-Economically Disadvantaged	NC	NC	41851	NC	NC	100	NC	NC	489	NC	NC	3	NC	NC	22	NC	NC	72	NC	NC	4

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	114	544	79306	99	98	99	472	472	504	25	27	13	38	31	20	32	38	49	5	4	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	266	38845	98	99	99	462	471	505	33	29	11	40	29	20	25	38	50	2	5	18
Male	59	278	40383	100	97	98	482	473	504	17	25	14	36	33	19	39	38	47	8	4	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	113	543	32673	99	98	99	472	472	487	25	27	18	38	31	25	32	38	46	5	4	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	NC	NC	36234	NC	NC	99	NC	NC	523	NC	NC	6	NC	NC	13	NC	NC	52	NC	NC	28
Students with Disabilities	15	59	10286	100	88	91	440	434	462	53	66	41	27	24	27	20	10	27	NA	NA	5
Students without Disabilities	99	485	69020	99	99	100	476	476	510	20	22	9	39	32	18	34	42	52	6	5	21
Limited English Proficient Students	70	345	10291	100	97	96	457	456	458	34	37	38	41	37	34	24	26	26	NA	1	2
Migrant Students	24	89	630	100	96	95	463	471	478	33	30	24	33	25	27	33	40	43	NA	4	6
Economically Disadvantaged	113	541	37437	98	97	97	473	472	486	24	26	19	38	31	26	33	38	46	5	4	9
Non-Economically Disadvantaged	NC	NC	41869	NC	NC	100	NC	NC	521	NC	NC	7	NC	NC	14	NC	NC	51	NC	NC	27

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	114	545	79000	99	98	98	461	452	489	18	27	10	39	41	24	40	31	58	3	1	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	266	38774	98	99	99	455	454	494	18	23	7	45	42	22	36	34	61	NA	1	10
Male	59	279	40150	100	97	98	467	450	485	19	30	12	32	41	25	44	28	55	5	2	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	113	544	32508	99	98	98	461	452	472	19	27	15	39	41	33	40	31	49	3	1	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	NC	NC	36135	NC	NC	98	NC	NC	508	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	15	60	9991	100	90	88	424	417	449	53	63	33	27	27	36	20	10	29	NA	NA	2
Students without Disabilities	99	485	69009	99	99	100	466	456	495	13	22	6	40	43	22	43	33	62	3	1	10
Limited English Proficient Students	70	346	10199	100	97	95	447	436	439	26	38	35	44	47	47	30	14	18	NA	1	0
Migrant Students	24	90	629	100	97	95	458	451	457	13	23	22	50	46	41	38	31	37	NA	NA	1
Economically Disadvantaged	113	542	37234	98	97	97	462	452	472	18	27	15	39	41	33	41	31	50	3	1	3
Non-Economically Disadvantaged	NC	NC	41766	NC	NC	99	NC	NC	505	NC	NC	5	NC	NC	16	NC	NC	65	NC	NC	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	115	548	79611	100	99	99	474	454	496	8	18	7	58	52	37	34	30	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	266	39016	100	99	99	474	475	511	7	10	4	59	53	29	34	37	66	NA	NA	1
Male	59	282	40519	100	98	98	474	434	482	8	26	10	58	51	44	34	23	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	114	547	32855	100	99	99	474	454	481	8	18	10	58	52	43	34	30	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	NC	NC	36380	NC	NC	99	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1
Students with Disabilities	15	64	10664	100	96	94	435	403	440	20	36	23	60	55	54	20	9	22	NA	NA	1
Students without Disabilities	100	484	68947	100	99	100	479	460	504	6	15	4	58	52	34	36	33	61	NA	NA	1
Limited English Proficient Students	70	348	10362	100	98	97	453	432	438	11	24	22	71	61	57	17	15	21	NA	NA	NA
Migrant Students	24	91	636	100	98	96	477	451	467	4	19	14	71	55	47	25	26	38	NA	NA	0
Economically Disadvantaged	114	545	37626	99	98	98	474	454	479	8	18	10	58	52	45	34	30	45	NA	NA	0
Non-Economically Disadvantaged	NC	NC	41985	NC	NC	100	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1

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

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	100	566	79327	100	99	98	500	493	518	27	30	19	22	25	20	43	40	46	8	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	291	38961	100	99	98	506	495	520	23	26	16	23	26	20	40	43	48	13	5	16
Male	48	275	40295	98	99	97	494	491	516	31	33	21	21	24	19	46	38	44	2	5	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	99	564	32327	100	99	98	500	493	499	27	30	27	22	25	25	42	40	41	8	5	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	NC	NC	36373	NC	NC	98	NC	NC	538	NC	NC	10	NC	NC	14	NC	NC	52	NC	NC	25
Students with Disabilities	NC	39	9321	NC	93	87	NC	462	467	NC	67	54	NC	13	22	NC	21	21	NC	NA	3
Students without Disabilities	92	527	70006	100	100	100	505	496	524	23	27	14	23	26	19	46	42	49	9	5	18
Limited English Proficient Students	40	336	9431	100	98	95	463	476	466	55	43	53	30	29	27	15	26	18	NA	1	1
Migrant Students	15	102	635	100	98	94	491	488	488	33	30	31	20	29	29	47	39	36	NA	1	4
Economically Disadvantaged	99	563	37097	99	99	97	501	493	498	27	29	27	21	25	25	43	40	41	8	5	7
Non-Economically Disadvantaged	NC	NC	42230	NC	NC	99	NC	NC	535	NC	NC	11	NC	NC	15	NC	NC	50	NC	NC	24

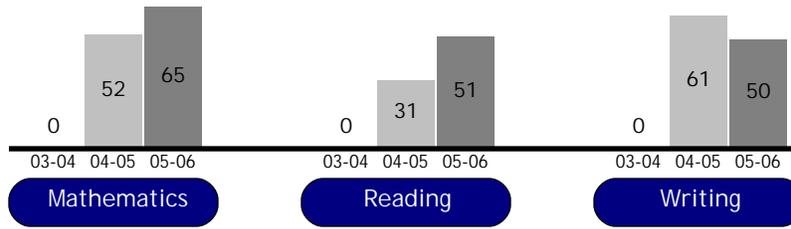
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	567	79501	100	99	98	476	467	497	16	23	10	38	40	25	45	37	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	292	39062	100	100	99	483	471	502	13	20	8	35	38	23	50	42	64	2	0	5
Male	48	275	40368	98	99	98	469	462	491	19	27	13	42	42	27	40	31	57	NA	1	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	99	565	32389	100	99	98	476	466	478	16	23	16	38	40	34	44	36	48	1	1	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	NC	NC	36446	NC	NC	99	NC	NC	516	NC	NC	4	NC	NC	15	NC	NC	73	NC	NC	7
Students with Disabilities	NC	39	9411	NC	93	88	NC	431	453	NC	56	36	NC	33	36	NC	10	26	NC	NA	1
Students without Disabilities	92	528	70090	100	100	100	481	469	502	11	21	7	39	40	24	49	38	65	1	1	5
Limited English Proficient Students	40	337	9401	100	99	94	444	445	443	35	37	40	58	49	46	8	14	14	NA	NA	0
Migrant Students	15	102	642	100	98	95	461	462	465	20	22	24	53	48	41	27	29	35	NA	1	0
Economically Disadvantaged	99	564	37183	99	99	97	476	467	479	16	23	16	37	40	34	45	36	49	1	1	1
Non-Economically Disadvantaged	NC	NC	42318	NC	NC	99	NC	NC	513	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	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	99	569	80000	99	100	99	538	542	564	5	6	3	17	15	11	71	73	75	7	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	294	39288	100	100	99	563	556	579	4	5	2	6	8	6	79	79	77	12	9	16
Male	47	275	40644	96	99	98	512	526	549	6	7	4	30	22	15	62	68	74	2	4	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	98	567	32672	99	100	99	538	541	548	5	6	4	17	15	14	70	73	76	7	6	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	NC	NC	36602	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16
Students with Disabilities	NC	42	9919	NC	100	93	NC	485	505	NC	14	9	NC	36	35	NC	48	54	NC	2	2
Students without Disabilities	91	527	70081	99	100	100	545	546	571	3	5	2	15	13	7	74	75	79	8	7	12
Limited English Proficient Students	39	339	9571	98	99	96	481	513	502	13	9	10	31	23	29	56	67	60	NA	1	1
Migrant Students	15	102	654	100	98	97	534	537	534	NA	7	7	33	15	16	67	75	74	NA	4	3
Economically Disadvantaged	98	566	37534	98	99	98	538	542	547	5	6	4	17	15	15	70	73	76	7	7	5
Non-Economically Disadvantaged	NC	NC	42466	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16

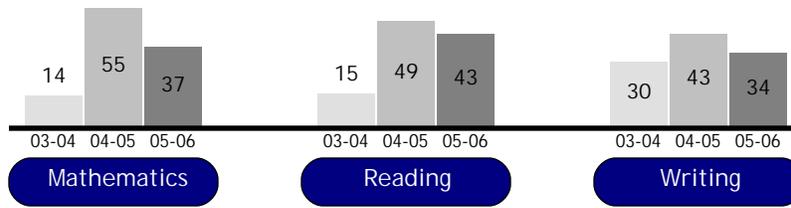
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	NA	NA	58	97	28	22	47	100	21	21	46
	Language	98	NA	9	50	97	38	28	47	100	28	27	48
	Mathematics	99	NA	29	64	97	43	36	50	100	32	30	52
3	Reading	100	17	NA	55	100	23	19	44	97	25	18	46
	Language	100	34	31	61	100	27	22	44	97	34	21	46
	Mathematics	100	50	44	61	100	33	31	51	97	39	28	52
4	Reading	100	22	NA	56	96	25	24	48	100	28	24	52
	Language	100	27	23	52	96	28	28	49	100	32	27	52
	Mathematics	100	57	43	61	96	32	35	53	100	41	35	58
5	Reading	100	17	NA	55	100	37	27	50	97	28	24	56
	Language	100	23	25	49	100	40	33	50	97	32	28	54
	Mathematics	100	42	45	63	100	37	34	49	97	34	32	52
6	Reading	96	34	NA	56	98	33	31	51	100	46	34	56
	Language	100	29	27	48	98	33	33	47	100	39	34	50
	Mathematics	100	65	62	66	98	41	42	52	100	44	44	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/

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 Certification.	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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	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

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 2005-06 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.

Footnotes

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 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.

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

Total cost of printing: 16 Pages X .0243 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.