

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9401 W. Garfield, Tolleson, AZ 85353

Tolleson 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 Plus
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	Out of Improvement
2002-03	Year 1

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

School Overview

Principal/Administrator : Mr. James N. Paxinos
 Schedule : 07:45 AM to 04:00 PM
 Grades : Pre-K-8
 2005 Enrollment : 838
 Web Address : www.tesd.k12.az.us
 Phone Number : (623) 907-5181
 Fax Number : (623) 936-0649
 E-mail : jpaxinos@tesd.k12.az.us

Mission

The mission of P.H. Gonzales Elementary School is to provide a high quality education and promote the personal potential of all students in a safe, secure, and positive school environment.

School / Academic Goals

- ü Increase the number of students meeting or exceeding the Arizona State Standards in reading, mathematics, and writing in grades 2-8.
- ü Provide quality, research based reading instruction and intervention in grades K-3 to assure that students become fluent readers by the end of third grade.
- ü Implement and refine standards-based curriculum maps and quarterly assessments in grades K-8. Utilize assessment results to refine and adjust instructional intervention strategies for all students
- ü Maintain a school culture of mutual respect between students, staff, parents and the community.

Enrollment

October 1, 2004 School Year Student Enrollment : 870
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 91

Instructional Programs

- Ü 'Reading First' School
- Ü Standards-Based Curriculum & Instruction
- Ü Curriculum Maps & Quarterly Assessments
- Ü Full Day Kindergarten
- Ü Olweus Bullying Prevention Program
- Ü Special Education & Gifted Programs
- Ü Uninterrupted Instructional Time Blocks
- Ü Extra-Curricular Academic Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

P.H. Gonzales is responsible for providing a safe, secure and orderly environment, high quality curriculum directly aligned with the Arizona State Standards, effective classroom instruction, academic intervention and services in addition to the regular school day.

Parents

Parents of P.H. Gonzales are responsible for ensuring that their child attends school regularly and on time, assisting their child with homework, assignments and tests, supporting the school's academic goals and code of conduct, and promoting their child's academic and behavioral success.

Transportation Policy

The school district provides transportation for all pre-K through 3rd grade students and all students (K-8) who live south of Van Buren but within school boundaries.

School Honors

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

Award/Honor	Year
Ü Featured in New York Times	2002
Ü Johns Hopkins Academy Scholarship Recipients	2003
Ü Odyssey of the Mind Regional Winners & Host Campus	2004
Ü Westside Impact Science Fair Winners	2004

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	100	287	79306	100	100	99	419	425	445	19	16	10	25	27	18	54	49	51	2	7	20
All Students (Prior Year)	79	234	7509	99	100	100	496	497	521	19	18	13	33	34	23	27	32	33	21	16	31
Female	47	139	38691	100	100	99	411	427	446	19	12	10	23	28	18	53	50	52	5	10	20
Male	53	148	40583	98	100	99	428	422	445	18	21	11	26	27	18	55	48	50	0	4	21
African American	NC	31	4041	NC	100	99	NC	435	426	NC	21	17	NC	21	23	NC	37	50	NC	21	10
Hispanic	91	226	32869	99	100	99	418	421	429	18	16	15	26	31	25	53	49	51	3	4	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	NC	24	36197	NC	100	99	NC	437	463	NC	15	5	NC	10	11	NC	65	53	NC	10	31
Students with Disabilities	14	30	10321	100	97	100	335	361	389	73	71	30	18	17	27	9	13	34	0	0	9
Students without Disabilities	86	257	69060	100	100	98	432	432	454	10	10	7	26	29	17	61	53	54	3	8	22
Limited English Proficient Students	22	85	15509	100	97	100	398	413	406	21	16	20	33	38	30	46	43	45	0	3	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	67	163	39415	85	85	96	420	421	431	22	19	15	23	30	25	53	44	50	2	6	10
Non-Economically Disadvantaged	33	124	39966	100	100	100	413	433	459	6	9	6	29	21	12	59	61	52	6	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	101	288	79395	100	0	99	419	423	446	18	18	9	34	34	25	48	46	55	0	2	11
All Students (Prior Year)	78	233	75492	98	100	100	506	501	519	24	25	12	20	26	16	41	38	47	16	11	24
Female	47	139	38743	100	0	100	414	431	451	14	9	7	40	34	24	47	54	57	0	3	12
Male	54	149	40618	100	0	99	423	415	440	23	27	11	28	34	27	49	38	53	0	1	9
African American	NC	31	4052	NC	0	100	NC	432	434	NC	21	11	NC	32	29	NC	47	54	NC	0	6
Hispanic	92	227	32915	100	0	99	419	420	426	18	18	15	34	36	35	48	45	47	0	1	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	NC	24	36221	NC	0	99	NC	435	465	NC	15	4	NC	20	15	NC	60	63	NC	5	17
Students with Disabilities	15	31	10331	100	0	100	344	362	388	58	60	25	33	32	37	8	8	34	0	0	4
Students without Disabilities	86	257	69139	100	0	99	431	431	454	11	13	7	34	34	24	54	51	58	0	2	11
Limited English Proficient Students	22	85	15545	100	0	100	397	407	399	29	23	21	38	43	42	33	34	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	68	164	39484	86	0	96	420	419	429	22	21	14	31	34	35	48	44	47	0	1	4
Non-Economically Disadvantaged	33	124	39986	100	0	100	412	433	461	6	10	4	47	34	16	47	51	63	0	4	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	288	78869	100	100	99	428	421	442	10	11	6	23	30	21	60	55	63	7	5	10
All Students (Prior Year)	76	229	75053	95	100	99	524	521	597	20	22	7	14	18	12	62	56	72	4	4	9
Female	47	139	38536	100	100	99	428	438	458	12	8	4	14	21	15	65	64	67	9	7	14
Male	55	149	40302	100	100	99	427	402	428	8	14	8	33	39	26	55	45	60	5	3	7
African American	NC	30	4015	NC	100	99	NC	428	430	NC	6	8	NC	33	24	NC	56	61	NC	6	7
Hispanic	93	228	32606	100	100	98	428	419	426	9	11	8	23	29	27	60	56	60	8	4	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	NC	24	36078	NC	100	99	NC	410	459	NC	15	4	NC	40	16	NC	45	66	NC	0	14
Students with Disabilities	15	31	10246	100	100	100	298	313	367	33	36	18	67	64	39	0	0	40	0	0	4
Students without Disabilities	87	257	68697	100	100	98	449	434	454	6	7	4	15	25	18	70	62	67	8	5	11
Limited English Proficient Students	21	84	15339	100	95	100	401	406	399	13	10	11	22	36	31	57	51	54	9	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	68	162	39106	86	84	95	430	418	427	11	12	8	23	31	28	58	53	59	8	4	5
Non-Economically Disadvantaged	34	126	39837	100	100	100	419	427	457	6	7	4	22	26	14	67	60	67	6	6	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	104	274	78906	100	100	99	482	476	498	19	22	13	28	31	19	44	41	48	9	6	20
All Students (Prior Year)	79	221	76019	99	100	100	467	484	499	21	14	14	60	52	39	12	17	14	7	17	33
Female	48	127	38644	100	100	99	483	476	500	6	16	12	39	41	19	50	40	49	6	3	19
Male	56	146	40236	100	99	99	481	476	497	28	27	15	20	24	19	40	41	46	12	8	20
African American	NC	23	4087	NC	100	99	NC	469	481	NC	23	20	NC	46	24	NC	31	45	NC	0	11
Hispanic	95	219	31938	99	100	99	484	476	481	16	22	19	29	31	25	45	40	46	10	6	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	NC	28	36483	NC	100	99	NC	483	517	NC	24	7	NC	24	13	NC	43	51	NC	10	30
Students with Disabilities	NC	27	10664	NC	100	100	NC	427	430	NC	75	42	NC	20	27	NC	5	26	NC	0	5
Students without Disabilities	96	247	68310	98	100	98	488	481	509	13	17	9	29	32	18	48	44	51	10	7	22
Limited English Proficient Students	40	59	12573	98	98	100	470	468	454	28	31	27	28	28	30	36	34	38	8	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	74	167	38679	81	85	96	483	474	483	22	24	20	23	30	25	45	40	45	10	6	10
Non-Economically Disadvantaged	30	107	40295	100	100	100	480	482	513	6	16	7	47	34	13	41	44	50	6	6	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	103	273	78908	99	0	99	470	464	484	12	15	10	36	39	23	51	45	58	1	1	9
All Students (Prior Year)	78	220	76020	98	100	100	497	498	503	25	27	25	29	31	23	40	36	40	5	7	12
Female	48	127	38648	100	0	99	474	467	489	8	12	8	33	37	22	58	51	61	0	1	10
Male	55	145	40233	98	0	99	468	461	479	14	17	12	39	41	25	45	41	55	2	1	8
African American	NC	23	4092	NC	0	99	NC	460	473	NC	31	12	NC	15	28	NC	54	54	NC	0	5
Hispanic	94	218	31940	98	0	99	471	463	465	11	15	16	35	41	32	52	43	49	1	1	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	NC	28	36502	NC	0	99	NC	473	502	NC	5	4	NC	43	14	NC	52	67	NC	0	15
Students with Disabilities	NC	27	10665	NC	0	100	NC	433	423	NC	40	30	NC	45	36	NC	15	31	NC	0	2
Students without Disabilities	95	246	68312	97	0	98	474	467	493	9	12	7	36	39	21	54	48	62	1	1	10
Limited English Proficient Students	39	58	12556	95	0	100	464	456	436	13	17	24	47	52	40	37	29	35	3	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	73	166	38662	80	0	96	470	461	468	12	15	16	40	41	32	47	42	49	1	1	3
Non-Economically Disadvantaged	30	107	40315	100	0	100	472	469	498	12	13	5	24	34	15	65	53	66	0	0	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	103	272	78750	99	100	99	496	482	500	5	7	6	34	42	29	61	51	63	0	0	2
All Students (Prior Year)	78	220	75673	98	100	100	522	501	530	13	16	12	24	30	25	62	52	58	2	1	4
Female	48	126	38586	100	100	99	514	499	515	0	3	4	33	42	22	67	55	71	0	0	3
Male	55	145	40135	98	99	99	482	470	486	8	11	8	35	42	35	57	48	56	0	0	1
African American	NC	24	4081	NC	100	99	NC	487	488	NC	8	8	NC	31	32	NC	62	59	NC	0	2
Hispanic	95	216	31841	99	100	99	494	480	483	5	7	8	35	44	36	60	48	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	NC	28	36440	NC	100	99	NC	493	516	NC	10	3	NC	25	22	NC	65	71	NC	0	4
Students with Disabilities	NC	27	10622	NC	100	100	NC	412	415	NC	30	21	NC	50	50	NC	20	28	NC	0	1
Students without Disabilities	95	245	68196	97	100	98	501	489	513	4	5	3	32	41	25	64	54	69	0	0	3
Limited English Proficient Students	40	59	12504	98	98	100	479	466	451	8	15	12	36	37	44	56	48	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	73	164	38558	80	84	96	491	479	485	6	8	8	32	40	37	62	52	54	0	0	1
Non-Economically Disadvantaged	30	108	40260	100	100	100	516	489	514	0	7	3	41	46	21	59	48	72	0	0	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	257	78250	98	100	99	539	535	548	25	30	21	27	24	18	38	38	48	10	8	13
All Students (Prior Year)	71	182	75001	97	100	99	457	450	468	45	50	37	36	36	36	18	13	16	2	1	10
Female	54	134	38071	100	100	99	541	541	549	23	25	20	30	25	19	36	40	49	11	9	12
Male	41	122	40126	95	99	99	537	530	547	29	35	23	23	23	17	40	36	46	9	7	14
African American	NC	21	4058	NC	100	99	NC	551	523	NC	31	32	NC	15	22	NC	38	41	NC	15	5
Hispanic	88	193	29129	98	99	99	537	529	527	26	32	32	27	28	23	39	34	40	8	6	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	NC	31	38320	NC	100	99	NC	563	568	NC	22	12	NC	4	14	NC	61	55	NC	13	19
Students with Disabilities	11	19	9329	100	100	100	465	466	454	100	100	64	0	0	18	0	0	16	0	0	2
Students without Disabilities	86	240	68996	100	100	99	549	540	561	16	25	16	30	26	18	43	40	52	11	9	14
Limited English Proficient Students	31	54	10133	100	100	100	546	527	488	23	33	45	29	31	25	34	28	28	14	8	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	74	158	33388	88	88	94	536	526	530	28	34	32	24	26	22	38	34	40	10	5	5
Non-Economically Disadvantaged	23	101	44937	100	100	100	551	555	561	20	23	13	40	19	15	30	44	54	10	14	18

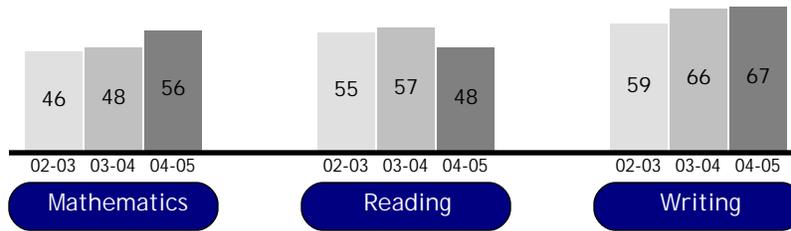
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	256	78302	97	0	99	498	502	512	17	14	11	29	31	25	53	54	57	1	2	7
All Students (Prior Year)	72	182	74918	99	100	99	491	487	497	31	33	32	22	27	19	44	34	35	3	6	15
Female	54	134	38082	100	0	99	500	508	518	16	10	8	27	29	24	55	58	61	2	2	7
Male	40	121	40166	93	0	99	495	496	507	18	17	14	32	32	26	50	49	54	0	2	6
African American	NC	21	4064	NC	0	100	NC	528	498	NC	8	14	NC	15	29	NC	62	54	NC	15	3
Hispanic	87	192	29152	97	0	99	495	494	492	17	17	17	30	35	34	53	47	46	0	1	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	NC	31	38347	NC	0	99	NC	536	531	NC	0	5	NC	17	17	NC	83	68	NC	0	10
Students with Disabilities	11	19	9353	100	0	100	452	447	429	55	60	40	36	33	38	9	7	22	0	0	1
Students without Disabilities	85	239	69024	99	0	99	505	506	524	10	10	7	29	31	23	59	57	62	1	2	7
Limited English Proficient Students	31	54	10140	100	0	100	496	489	451	18	22	28	29	34	43	53	44	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	73	157	33398	87	0	94	497	494	495	19	18	18	30	33	35	50	48	46	1	1	2
Non-Economically Disadvantaged	23	101	44979	100	0	100	506	520	525	0	5	6	30	27	18	70	66	66	0	3	10

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	95	256	78094	98	100	99	532	537	545	6	5	3	18	22	18	75	71	77	1	1	2
All Students (Prior Year)	72	182	74503	99	100	99	482	480	491	7	10	9	35	38	32	55	45	51	4	8	8
Female	54	133	38025	100	100	99	550	554	558	2	2	2	16	17	13	80	78	82	2	3	2
Male	41	122	40013	95	99	99	510	520	534	11	9	5	20	27	23	69	64	71	0	0	1
African American	NC	21	4037	NC	100	99	NC	564	532	NC	0	4	NC	15	22	NC	85	73	NC	0	1
Hispanic	88	192	29068	98	99	99	530	527	523	6	7	5	18	24	27	75	69	67	0	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	NC	31	38265	NC	100	99	NC	582	564	NC	0	2	NC	9	11	NC	83	84	NC	9	3
Students with Disabilities	11	18	9275	100	100	100	468	455	444	18	20	14	27	40	46	55	40	39	0	0	1
Students without Disabilities	86	240	68892	100	100	98	538	542	559	6	5	2	17	21	14	76	73	82	1	2	2
Limited English Proficient Students	31	54	10084	100	100	100	526	515	474	9	10	10	20	27	39	71	63	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	75	159	33296	89	89	94	531	527	527	7	6	5	18	25	27	74	68	67	1	1	0
Non-Economically Disadvantaged	22	99	44871	100	100	100	509	556	559	11	5	2	22	16	12	67	76	84	0	3	3

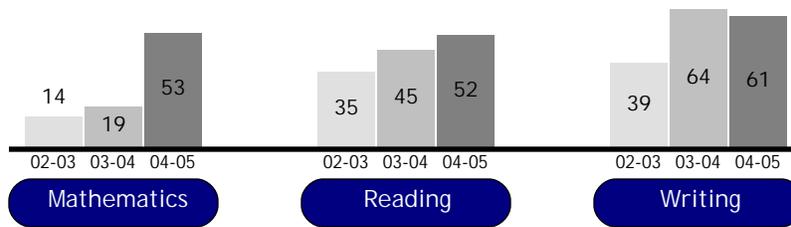
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

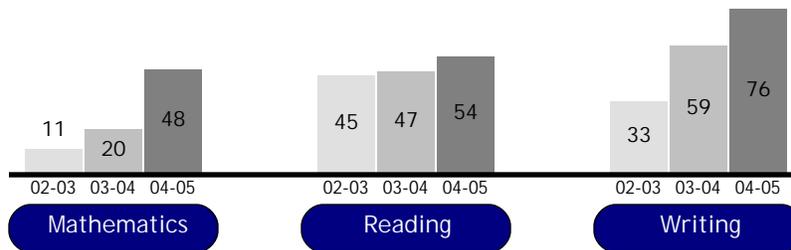
3rd Grade Proficiency



5th Grade Proficiency



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.

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	94	30	35	50	100	54	NA	58	96	30	36	47
	Language	98	24	28	43	100	45	36	50	96	34	36	47
	Mathematics	98	36	41	57	100	58	53	64	96	28	35	50
3	Reading	98	27	27	47	100	40	NA	55	100	31	33	44
	Language	98	37	35	54	100	44	41	61	100	33	35	44
	Mathematics	99	41	38	54	100	49	49	61	99	40	41	51
4	Reading	95	28	40	52	99	36	NA	56	100	33	38	48
	Language	99	28	37	48	99	35	33	52	100	37	40	49
	Mathematics	100	33	51	57	99	48	54	61	100	38	44	53
5	Reading	93	33	33	50	100	35	NA	55	99	40	38	50
	Language	100	33	33	46	100	42	39	49	99	44	40	50
	Mathematics	99	38	42	57	100	40	57	63	100	37	36	49
6	Reading	94	23	31	53	100	35	NA	56	99	41	45	51
	Language	98	16	24	45	100	36	36	48	99	39	43	47
	Mathematics	96	35	45	62	100	52	56	66	99	35	43	52
7	Reading	98	35	36	51	100	27	NA	54	94	53	48	50
	Language	99	42	44	54	100	36	42	58	94	53	51	52
	Mathematics	96	58	52	58	100	54	51	62	95	54	52	50
8	Reading	96	44	44	53	91	47	NA	55	99	41	43	51
	Language	100	44	42	49	92	42	39	52	99	51	48	50
	Mathematics	99	49	49	58	92	55	51	61	100	45	45	53

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

Council Duties

2 School Administrator(s)	Ü Curriculum and Instruction
2 Non-certified Employee(s)	Ü Extracurricular Activities
2 Teacher(s)	Ü School Safety & Discipline
2 Parent(s)	Ü School Programs
2 Community Member(s)	Ü School Improvement
0 Student(s)	Ü Business Partnerships

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	45.00
Other Professional Staff	7.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	5	1	0	0
7 to 9 years	3	4	0	1
10 or more years	10	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	40
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Gymnasium	Ü Closed Circuit Media System
Ü Computer Lab	Ü Full-sized library, cafeteria, and stage

Extracurricular Activities

Ü Comprehensive Sports Program	Ü Odyssey of the Mind Competition
Ü K-3 Reading Intervention	Ü Yearbook Club, Science Club
Ü MESA Engineering Club	Ü Student Council, Library Club
Ü National Junior Honor Society	Ü Principal's Math Club

Social Services

Ü On-Site Counseling Services	Ü Character Education Program
Ü On-Site Health & Dental Services	Ü Community Liaison
Ü On-Site School Resource Officer	Ü On-Site Recreational & Sports Facilities
Ü Family Counseling (Nuestra Familia)	Ü School Uniform Assistance

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 5th consecutive year that students have demonstrated significant increases in the number of students meeting/exceeding state standards in reading, math and writing on the AIMS.
- ü Significant increase in the number of K-3 students reading at or above grade level.
- ü Created and successfully implemented standards-based curriculum maps and quarterly assessments. Maps and assessments subsequently adopted district-wide.
- ü Attained NCLB's Adequate Yearly Progress (AYP) designation.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	44	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	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

Full time, on-site school resource officer. School-wide discipline program. Security fencing. Strictly enforced visitor policies and procedures. Firm and consistent enforcement of rules and policies by staff and administration. School uniforms. School emergency response plan. High expectations for student behavior combined with clear, consistent consequences for non-compliance with the school's code of conduct.

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) :

0

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	Jim Paxinos	(623) 907-5181
Transportation Policy	Dennis Povee	(623) 936-9740
Community Resources	Officer Mike Flores	(623) 907-5181
School Nutrition Programs	Julie Stratton - Sodexo	(623) 936-9740
Parent Organization	Ruth Ramirez - PTA President	(623) 907-5181
Student Health/Nurse	Shelly Bertram, R.N.	(623) 907-5181

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.

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

Total cost of printing: 16 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.