ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Ed & Verma Pastor Elementary School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2101 West Alta Vista, Phoenix, AZ 85041

Roosevelt Elementary District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Underperforming
2002-03	Small School

(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	Not Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

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.

School Overview

Principal/Administrator :	Mr. Pablo Curiel
Schedule :	07:30 AM to 04:30 PM
Grades :	K-8
2005 Enrollment :	631
Web Address :	www.rsd.k12.az.us/~pastor
Phone Number :	(602) 304-3160
Fax Number :	(602) 304-3169
E-mail :	pablo.curiel@rsd.k12.az.us

Mission

DESARROLLO- Mission of E. & V. Pastor Elementary School is to Develop & Educate Students for Academic success; Respect for self & community; Responsible citizenship; Opportunity for future success; Lifelong learning; Leadership roles; Optimal living.

School / Academic Goals

- To increase student literacy by incorporating the Voyager Comprehensive Reading Program in grades K to 3 and integrate reading and writing accross the curriculum in all grade levels
- To increase student math skills by providing hands on math activities for all students with constant monitoring and assessing their progress to provide interventions as needed according to test results.
- Provide a safe and nurturing environment where students, parents and staff members feel safe, and instruction is not jepordize or interrupted by negative forces or influences.
- Provide on going staff development in line to our School Improvement Plan and as recommended by district office and ADE Solutions Team.

Enrollment

October 1, 2004 School Year Student Enrollment : 838

Accepting New Students in 2005-06 Under Open Enrollment Law : [2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 15

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- ESL
- Fine Arts Instruction
- Extended-day Kindergarten
- K-3 Voyager Reading Program
- Special Needs Resource
- Wilson Reading Program 7th/8th Sp. Needs
- After School Tutoring
- After School Parks & Recreation

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

We are committed to provide a safe, supportive and nurturing learning environment where academic excellence is achieved. The learning environment is risk-free, inviting to all students and parents. The staff commits to communicate on a regular basis. Parents are invited to complete concern and suggestion forms as needed for school-wide improvements

Parents

Learning is a partnership with parents, students, and staff. Parents support their child's learning by assisting with homework, reading together, communicating with the child's teacher, and reviewing the school agenda notebooks on a daily basis. Parents are invited and expected to participate on school teams and special events.

Transportation Policy

To meet the safety of most students, Pastor students are provided bus transportation to and from school. Transportation is provided to students that live across any major/congested major thoroughway, canals, or live more than one mile from school. Parterships have been formed with Boys and Girls Club and other child care centers where our buses may drop off students of working parents to pick up after school hours.

School Honors

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

Award/Honor	Year
District Science Fair Winners, Boys' Soccer Champions	2004
Girls' Basketball Champions	2005
Pom & Dance and Performance Champs for Spirit Line	2004
Girls' Basketball Champions	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	1357	79306	95	98	99	415	410	445	18	25	10	42	29	18	34	43	51	6	3	20
All Students (Prior Year)	72	1305	75509	100	98	100	455	469	521	51	39	13	28	33	23	14	22	33	7	6	31
Female	64	656	38691	98	99	99	421	416	446	17	22	10	33	29	18	43	46	52	7	4	20
Male	38	701	40583	90	97	99	404	404	445	22	28	11	57	29	18	17	41	50	4	3	21
African American	32	223	4041	100	96	99	410	393	426	26	32	17	35	24	23	30	40	50	9	4	10
Hispanic	61	1067	32869	95	99	99	416	413	429	16	23	15	45	30	25	37	44	51	3	3	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	NC	55	36197	NC	96	99	NC	426	463	NC	19	5	NC	26	11	NC	44	53	NC	12	31
Students with Disabilities	NC	154	10321	NC	100	100	NC	331	389	NC	62	30	NC	26	27	NC	11	34	NC	2	9
Students without Disabilities	95	1204	69060	95	98	98	419	420	454	15	20	7	42	29	17	37	48	54	7	4	22
Limited English Proficient Students	29	594	15509	100	99	100	414	403	406	11	24	20	52	31	30	37	43	45	0	2	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	77	1052	39415	87	90	96	409	407	431	21	25	15	46	30	25	30	42	50	2	3	10
Non-Economically Disadvantaged	25	306	39966	100	100	100	457	422	459	0	22	6	11	24	12	56	48	52	33	7	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	1363	79395	96	0	99	411	406	446	15	24	9	52	43	25	33	32	55	0	1	11
All Students (Prior Year)	73	1295	75492	100	98	100	472	489	519	52	34	12	25	25	16	20	34	47	2	6	24
Female	64	660	38743	98	0	100	417	418	451	12	18	7	48	42	24	40	39	57	0	1	12
Male	39	703	40618	93	0	99	400	396	440	21	30	11	58	44	27	21	25	53	0	1	9
African American	32	224	4052	100	0	100	411	401	434	4	19	11	61	41	29	35	38	54	0	2	6
Hispanic	62	1072	32915	97	0	99	408	407	426	21	25	15	49	44	35	31	30	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	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	NC	55	36221	NC	0	99	NC	429	465	NC	21	4	NC	28	15	NC	44	63	NC	7	17
Students with Disabilities	NC	156	10331	NC	0	100	NC	332	388	NC	53	25	NC	38	37	NC	8	34	NC	1	4
Students without Disabilities	96	1208	69139	96	0	99	412	416	454	16	20	7	49	44	24	34	35	58	0	1	11
Limited English Proficient Students	29	597	15545	100	0	100	407	394	399	19	28	21	48	46	42	33	26	35	0	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	78	1058	39484	88	0	96	407	402	429	16	25	14	54	44	35	30	30	47	0	0	4
Non-Economically Disadvantaged	25	306	39986	100	0	100	437	425	461	11	18	4	33	39	16	56	39	63	0	5	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	1350	78869	95	98	99	406	406	442	11	13	6	42	32	21	42	53	63	6	2	10
All Students (Prior Year)	73	1277	75053	100	96	99	498	533	597	32	20	7	16	18	12	50	58	72	2	4	9
Female	63	655	38536	97	99	99	422	427	458	5	7	4	46	29	15	39	61	67	10	3	14
Male	39	695	40302	93	97	99	380	386	428	21	18	8	33	34	26	46	46	60	0	1	7
African American	31	221	4015	100	95	99	401	395	430	14	14	8	41	30	24	41	52	61	5	4	7
Hispanic	62	1063	32606	97	98	98	403	407	426	10	12	8	44	32	27	41	54	60	5	1	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	NC	54	36078	NC	95	99	NC	422	459	NC	12	4	NC	33	16	NC	45	66	NC	10	14
Students with Disabilities	NC	155	10246	NC	100	100	NC	287	367	NC	44	18	NC	38	39	NC	19	40	NC	0	4
Students without Disabilities	95	1196	68697	95	97	98	412	422	454	8	8	4	42	31	18	43	58	67	7	2	11
Limited English Proficient Students	29	591	15339	100	99	100	387	392	399	15	14	11	44	36	31	41	48	54	0	1	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	77	1047	39106	87	90	95	400	403	427	13	13	8	39	33	28	45	53	59	4	2	5
Non-Economically Disadvantaged	25	304	39837	100	100	100	446	416	457	0	12	4	56	30	14	22	53	67	22	4	15

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

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	95	1365	78906	97	98	99	461	463	498	33	27	13	30	30	19	33	38	48	5	4	20
All Students (Prior Year)	70	1296	76019	100	100	100	422	452	499	68	37	14	26	50	39	3	7	14	3	6	33
Female	49	676	38644	98	100	99	460	466	500	29	24	12	42	34	19	26	39	49	3	3	19
Male	46	690	40236	96	97	99	463	459	497	36	31	15	18	27	19	39	38	46	6	5	20
African American	34	247	4087	100	98	99	459	448	481	27	32	20	35	33	24	38	33	45	0	2	11
Hispanic	52	1045	31938	95	98	99	459	465	481	38	27	19	26	30	25	32	39	46	3	4	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	14	4593	NC	100	100	NC	469	467	NC	20	26	NC	50	29	NC	30	39	NC	0	6
White	NC	56	36483	NC	92	99	NC	484	517	NC	15	7	NC	26	13	NC	53	51	NC	6	30
Students with Disabilities	NC	184	10664	NC	98	100	NC	383	430	NC	73	42	NC	18	27	NC	9	26	NC	0	5
Students without Disabilities	88	1184	68310	98	98	98	467	475	509	28	20	9	32	32	18	35	43	51	5	5	22
Limited English Proficient Students	29	547	12573	100	100	100	456	450	454	43	32	27	22	29	30	30	36	38	4	2	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	76	1062	38679	89	93	96	457	460	483	37	28	20	28	30	25	31	38	45	4	4	10
Non-Economically Disadvantaged	19	306	40295	100	100	100	484	472	513	10	25	7	40	30	13	40	40	50	10	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	96	1375	78908	98	0	99	452	447	484	28	29	10	39	34	23	33	36	58	0	1	9
All Students (Prior Year)	69	1297	76020	100	100	100	475	486	503	73	52	25	22	25	23	3	21	40	3	3	12
Female	50	680	38648	100	0	99	451	453	489	23	26	8	52	32	22	26	40	61	0	2	10
Male	46	696	40233	96	0	99	453	441	479	33	31	12	27	35	25	39	33	55	0	1	8
African American	35	252	4092	100	0	99	454	443	473	23	27	12	38	36	28	38	36	54	0	1	5
Hispanic	52	1050	31940	95	0	99	444	447	465	35	30	16	41	34	32	24	35	49	0	1	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	14	4569	NC	0	100	NC	454	457	NC	10	18	NC	50	39	NC	40	41	NC	0	2
White	NC	56	36502	NC	0	99	NC	474	502	NC	18	4	NC	21	14	NC	59	67	NC	3	15
Students with Disabilities	NC	186	10665	NC	0	100	NC	374	423	NC	69	30	NC	21	36	NC	10	31	NC	0	2
Students without Disabilities	89	1192	68312	99	0	98	455	459	493	25	23	7	42	36	21	33	40	62	0	2	10
Limited English Proficient Students	29	548	12556	100	0	100	443	430	436	43	37	24	35	35	40	22	27	35	0	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	77	1070	38662	91	0	96	448	443	468	31	30	16	41	34	32	28	35	49	0	1	3
Non-Economically Disadvantaged	19	308	40315	100	0	100	472	462	498	10	22	5	30	33	15	60	43	66	0	2	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	96	1367	78750	98	98	99	453	459	500	16	14	6	48	41	29	34	45	63	2	0	2
All Students (Prior Year)	68	1287	75673	100	99	100	466	481	530	36	27	12	39	30	25	22	42	58	3	2	4
Female	50	678	38586	100	100	99	463	476	515	13	11	4	45	34	22	42	55	71	0	0	3
Male	46	690	40135	96	97	99	443	442	486	18	17	8	52	48	35	27	34	56	3	1	1
African American	35	251	4081	100	100	99	464	453	488	12	14	8	38	38	32	46	46	59	4	1	2
Hispanic	52	1043	31841	95	98	99	444	459	483	18	14	8	56	42	36	26	44	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	14	4586	NC	100	100	NC	488	481	NC	10	8	NC	40	37	NC	50	54	NC	0	1
White	NC	56	36440	NC	92	99	NC	487	516	NC	6	3	NC	32	22	NC	62	71	NC	0	4
Students with Disabilities	NC	184	10622	NC	98	100	NC	349	415	NC	43	21	NC	45	50	NC	11	28	NC	1	1
Students without Disabilities	89	1186	68196	99	98	98	468	476	513	7	9	3	54	41	25	37	50	69	2	0	3
Limited English Proficient Students	29	548	12504	100	100	100	436	438	451	17	17	12	65	48	44	17	35	43	0	1	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	77	1064	38558	91	93	96	447	455	485	19	14	8	48	42	37	31	43	54	2	1	1
Non-Economically Disadvantaged	19	306	40260	100	100	100	484	474	514	0	11	3	50	39	21	50	51	72	0	0	4

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

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	90	1244	78250	100	97	99	533	512	548	28	44	21	27	24	18	38	29	48	8	3	13
All Students (Prior Year)	80	1289	75001	98	98	99	429	429	468	69	68	37	20	28	36	8	3	16	3	1	10
Female	48	616	38071	100	98	99	534	515	549	27	40	20	33	27	19	33	30	49	7	2	12
Male	42	627	40126	100	96	99	533	509	547	29	48	23	21	21	17	41	28	46	9	3	14
African American	26	245	4058	93	96	99	514	510	523	37	43	32	26	26	22	37	30	41	0	1	5
Hispanic	59	925	29129	100	97	99	542	511	527	23	45	32	28	24	23	37	28	40	12	3	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	NC	24	4996	NC	100	100	NC	515	518	NC	45	36	NC	27	25	NC	23	36	NC	5	4
White	--	47	38320	--	98	99	--	540	568	--	30	12	--	18	14	--	45	55	--	6	19
Students with Disabilities	16	185	9329	100	100	100	479	451	454	77	86	64	15	10	18	8	4	16	0	0	2
Students without Disabilities	74	1059	68996	99	97	99	547	523	561	16	37	16	29	27	18	45	33	52	10	3	14
Limited English Proficient Students	16	384	10133	100	99	100	526	495	488	47	53	45	6	24	25	29	22	28	18	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	76	944	33388	99	92	94	537	512	530	25	43	32	28	25	22	38	30	40	9	3	5
Non-Economically Disadvantaged	14	300	44937	100	100	100	515	513	561	45	47	13	18	23	15	36	27	54	0	3	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	88	1248	78302	99	0	99	482	475	512	27	27	11	30	42	25	43	31	57	0	0	7
All Students (Prior Year)	80	1284	74918	98	98	99	457	465	497	63	57	32	30	21	19	5	19	35	3	2	15
Female	47	618	38082	98	0	99	491	481	518	20	23	8	33	42	24	47	35	61	0	0	7
Male	41	629	40166	100	0	99	474	470	507	33	30	14	27	42	26	39	27	54	0	1	6
African American	25	247	4064	89	0	100	477	483	498	33	22	14	11	36	29	56	41	54	0	1	3
Hispanic	59	927	29152	100	0	99	485	472	492	23	28	17	37	43	34	40	28	46	0	0	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	24	4993	NC	0	100	NC	479	484	NC	32	19	NC	41	38	NC	23	42	NC	5	1
White	--	47	38347	--	0	99	--	509	531	--	6	5	--	42	17	--	48	68	--	3	10
Students with Disabilities	15	185	9353	100	0	100	435	423	429	83	69	40	0	25	38	17	6	22	0	0	1
Students without Disabilities	73	1063	69024	97	0	99	493	485	524	14	19	7	37	45	23	49	35	62	0	1	7
Limited English Proficient Students	16	385	10140	100	0	100	467	454	451	41	37	28	35	46	43	24	17	29	0	0	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	74	946	33398	96	0	94	481	473	495	25	27	18	35	43	35	40	30	46	0	1	2
Non-Economically Disadvantaged	14	302	44979	100	0	100	486	483	525	36	26	6	9	39	18	55	35	66	0	0	10

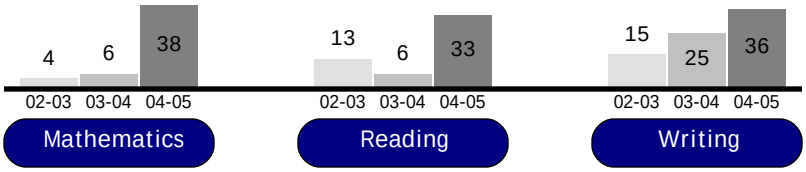
Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	1248	78094	100	98	99	507	506	545	6	9	3	36	34	18	58	57	77	0	0	2
All Students (Prior Year)	80	1278	74503	98	97	99	446	442	491	23	18	9	36	45	32	38	35	51	3	2	8
Female	48	621	38025	100	99	99	519	517	558	3	7	2	33	30	13	63	63	82	0	0	2
Male	42	626	40013	100	96	99	497	494	534	9	10	5	38	38	23	53	52	71	0	0	1
African American	26	246	4037	93	97	99	504	508	532	5	9	4	42	29	22	53	61	73	0	1	1
Hispanic	59	928	29068	100	97	99	509	503	523	7	9	5	33	35	27	60	56	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	24	4981	NC	100	100	NC	516	526	NC	0	4	NC	55	25	NC	45	70	NC	0	0
White	--	47	38265	--	98	99	--	546	564	--	0	2	--	21	11	--	79	84	--	0	3
Students with Disabilities	16	186	9275	100	100	100	440	431	444	31	22	14	46	58	46	23	20	39	0	0	1
Students without Disabilities	74	1062	68892	99	97	98	525	519	559	0	6	2	33	29	14	67	64	82	0	0	2
Limited English Proficient Students	16	387	10084	100	100	100	475	474	474	18	15	10	47	44	39	35	41	50	0	0	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	76	947	33296	99	93	94	507	501	527	6	9	5	34	36	27	60	54	67	0	0	0
Non-Economically Disadvantaged	14	301	44871	100	100	100	507	521	559	9	6	2	45	26	12	45	67	84	0	0	3

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

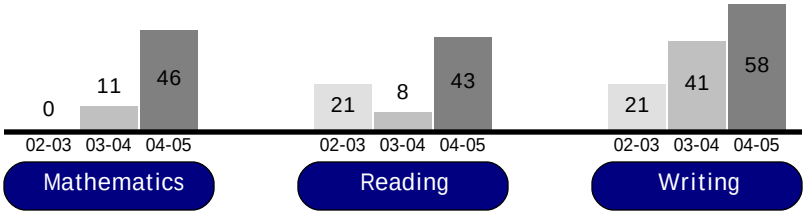
Recent Trends in Student Proficiency on the State Standards (AIMS Test)

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.

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	19	25	50	100	31	NA	58	97	40	31	47
	Language	98	10	17	43	100	12	22	50	97	37	32	47
	Mathematics	98	24	32	57	100	17	34	64	97	36	33	50
3	Reading	100	12	23	47	97	18	NA	55	96	23	24	44
	Language	100	21	34	54	99	27	38	61	96	28	28	44
	Mathematics	100	18	29	54	99	19	33	61	95	30	33	51
4	Reading	97	14	26	52	100	14	NA	56	100	34	29	48
	Language	100	13	28	48	100	19	35	52	100	32	29	49
	Mathematics	100	12	30	57	100	18	38	61	100	34	33	53
5	Reading	100	16	22	50	98	21	NA	55	98	27	30	50
	Language	98	15	24	46	100	18	32	49	98	29	31	50
	Mathematics	100	20	28	57	100	18	38	63	97	29	30	49
6	Reading	94	30	27	53	100	29	NA	56	100	32	33	51
	Language	98	25	21	45	100	22	29	48	100	29	30	47
	Mathematics	98	34	34	62	100	34	40	66	100	30	33	52
7	Reading	100	23	26	51	100	32	NA	54	98	26	30	50
	Language	100	28	29	54	100	43	35	58	98	30	34	52
	Mathematics	100	33	29	58	100	42	32	62	96	26	31	50
8	Reading	100	38	31	53	100	31	NA	55	99	34	33	51
	Language	100	25	27	49	100	29	31	52	99	35	35	50
	Mathematics	100	33	33	58	100	37	37	61	100	39	34	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 Budget Development
1 Non-certified Employee(s)	ü School Goals
3 Teacher(s)	ü Instructional practices
3 Parent(s)	ü Curriculum review
1 Community Member(s)	ü School Safety
0 Student(s)	

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	41.00
Other Professional Staff	3.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- ü On-line Library
- ü Computer Lab
- ü Science Lab
- ü Multi-Purpose Room (Cafe & Gym)

Extracurricular Activities

- ü Boys/Girls Afterschool Sports
- ü Art Club
- ü Wake-Up Club
- ü Science Club & Garden Club
- ü Future Teacher Program
- ü Peer Mediation
- ü Tutorial Programs
- ü Leaders of Tomorrow & Student Council

Social Services

- ü City of Phoenix Parks & Recreation
- ü School Psychologist
- ü Social Worker & Prevention Specialist
- ü St. Mary's Food Bank Distribution Site
- ü Registered Nurse
- ü Love in Action Clothing Distribution
- ü School Resource & Probation Officer
- ü Immunization Clinic

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Our students scores as measured in the AIM/TERRA NOVA improved significantly last year over the previous year. This assisted our school in making AYP for the school year 2004-2005.
- Pastor School was the recipient of a significant grant from "Operation QT, INC." This grant allowed many of our students to participate in various after school activities and field trips they would not have otherwise.
- Pastor met it's goal of increasing student's math skills and abilities. 42% of students passed the AIMS test.
- Pastor Elementary did meet their goal of increasing student literacy in reading and writing with a huge improvement in the 5th and 8th grades in reading and writing improved across all grade levels.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	95	95	94	95
Transfers Out Rate [5]	22	12	12	17
Transfers In Rate [6]	62	28	28	37
Stability Rate [7]	77	87	87	82
Promotion Rate [8]	96	96	95	81
Retention Rate [9]	2	1	1	3
Dropout Rate [10]	1	0	1	6
Status Unknown [11]	1	0	1	4
Graduation Rate [12]	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Pastor School has implemented a schoolwide curriculum based conflict resolution program (K-8) and peer mediation program for grades 4-8. Through a school safety grant, we are able to provide two full-time officials, a school resource officer and a probation officer to teach law related education and offer after-school activities such as 'Wake-Up Club' and 'Teen Court,' and develop positive relationships with students and community. Prevention specialist provides whole group counseling services.

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) : 315

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	Pablo P. Curiel	(602) 304-3160
Transportation Policy	Manuel Quihuis	(602) 243-4852
Community Resources	Diane Madrid	(602) 304-3160
School Nutrition Programs	Margie Vasquez	(866) 304-3164
Parent Organization	Guadalupe Baca	(602) 304-3160
Student Health/Nurse	Ronnie Sims	(602) 304-3163

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."

ACHIEVEMENT PROFILES

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = $0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.