

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2797 N. Introspect Drive, Tucson, AZ 85745

El Centro for the Study of Primary and Secondary Education, Inc.

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	New 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	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.

School Overview

Principal/Administrator : Mrs. Carmen Campuzano
 Schedule : 07:30 AM to 05:00 PM
 Grades : 6-8
 2005 Enrollment : 142
 Web Address : www.guerreroschool.org
 Phone Number : (520) 807-2836
 Fax Number : (520) 623-9679
 E-mail : ccampuzano@guerreroschool.org

Mission

To prepare students to excel academically in high school and at institutes of higher learning. We are committed to achievement of personal, intellectual and social growth of all students through a comprehensive multicultural education program.

School / Academic Goals

Ü Parents and teachers will work together to support and increase student achievement.

Ü Students will demonstrate competency in reading, writing, and speaking English. They will apply knowledge and skills to improve responses to academic tasks and to real situations.

Ü **READING AND WRITING ACROSS THE CURRICULUM**

Our goal is to improve reading and writing in all aspects of instruction by providing writing and reading across the entire curriculum.

Ü **MATH FOCUS**

Our curriculum, instruction, and tutoring services impart a strong focus on Mathematics

Enrollment

October 1, 2004 School Year Student Enrollment : 149
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 142

Instructional Programs

- Ü Science
- Ü Pre-Algebra
- Ü Spanish
- Ü Social Studies
- Ü Language Arts
- Ü Reading
- Ü Music
- Ü Band

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We have a Letter of Understanding signed by parents and students. The primary emphasis is the promotion of a positive atmosphere that is intended to be safe, friendly, and devoted to academics. We will keep parents informed of academic progress.

Parents

Parents are asked to provide a positive environment at home in which the student can study and do homework. Parents are to contribute 40 hours to school activities/projects throughout the school year. Parent participation is encouraged and requested.

Transportation Policy

Parents are responsible for the transportation of their student. However, routes have been established and school buses are provided to students whose parents find it extremely difficult to transport their children from outlying areas.

School Honors

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

Award/Honor	Year
Ü Top Student Award	2004
Ü President's Education Award	2004
Ü Top Ten for Each Grade Level	2004
Ü Perfect Attendance	

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	46	46	78250	100	100	99	533	533	548	33	33	21	24	24	18	39	39	48	4	4	13
All Students (Prior Year)	43	43	75001	100	100	99	458	458	468	42	42	37	37	37	36	16	16	16	5	5	10
Female	23	23	38071	100	100	99	537	537	549	26	26	20	26	26	19	39	39	49	9	9	12
Male	23	23	40126	100	100	99	528	528	547	39	39	23	22	22	17	39	39	46	0	0	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	36	36	29129	97	97	99	530	530	527	33	33	32	25	25	23	39	39	40	3	3	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	43	43	68996	100	100	99	537	537	561	28	28	16	26	26	18	42	42	52	5	5	14
Limited English Proficient Students	10	10	10133	71	71	100	517	517	488	50	50	45	21	21	25	29	29	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	28	28	33388	100	100	94	528	528	530	36	36	32	21	21	22	39	39	40	4	4	5
Non-Economically Disadvantaged	18	18	44937	100	100	100	540	540	561	28	28	13	28	28	15	39	39	54	6	6	18

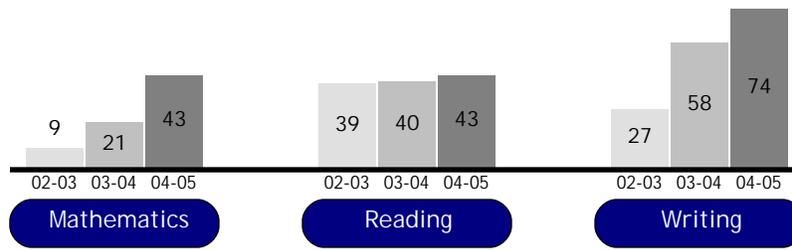
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	46	78302	100	0	99	497	497	512	22	22	11	35	35	25	43	43	57	0	0	7
All Students (Prior Year)	43	43	74918	100	100	99	487	487	497	42	42	32	19	19	19	35	35	35	5	5	15
Female	23	23	38082	100	0	99	504	504	518	9	9	8	48	48	24	43	43	61	0	0	7
Male	23	23	40166	100	0	99	490	490	507	35	35	14	22	22	26	43	43	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	36	36	29152	97	0	99	489	489	492	25	25	17	39	39	34	36	36	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	43	43	69024	100	0	99	501	501	524	19	19	7	35	35	23	47	47	62	0	0	7
Limited English Proficient Students	10	10	10140	71	0	100	471	471	451	43	43	28	43	43	43	14	14	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	28	28	33398	100	0	94	491	491	495	25	25	18	36	36	35	39	39	46	0	0	2
Non-Economically Disadvantaged	18	18	44979	100	0	100	507	507	525	17	17	6	33	33	18	50	50	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	46	46	78094	100	100	99	535	535	545	2	2	3	24	24	18	74	74	77	0	0	2
All Students (Prior Year)	43	43	74503	100	100	99	499	499	491	2	2	9	40	40	32	51	51	51	7	7	8
Female	23	23	38025	100	100	99	544	544	558	0	0	2	13	13	13	87	87	82	0	0	2
Male	23	23	40013	100	100	99	527	527	534	4	4	5	35	35	23	61	61	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	36	36	29068	97	97	99	532	532	523	3	3	5	28	28	27	69	69	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	43	43	68892	100	100	98	544	544	559	0	0	2	21	21	14	79	79	82	0	0	2
Limited English Proficient Students	10	10	10084	71	71	100	510	510	474	7	7	10	36	36	39	57	57	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	28	28	33296	100	100	94	531	531	527	4	4	5	29	29	27	68	68	67	0	0	0
Non-Economically Disadvantaged	18	18	44871	100	100	100	542	542	559	0	0	2	17	17	12	83	83	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)

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
6	Reading	97	38	38	53	100	39	NA	56	97	39	39	51
	Language	100	30	30	45	100	32	32	48	97	35	35	47
	Mathematics	100	41	41	62	100	42	42	66	100	35	35	52
7	Reading	96	45	45	51	100	37	NA	54	100	40	40	50
	Language	100	53	53	54	100	50	50	58	100	42	42	52
	Mathematics	96	48	48	58	100	45	45	62	100	39	39	50
8	Reading	97	41	41	53	100	46	NA	55	100	43	43	51
	Language	100	43	43	49	100	48	48	52	100	45	45	50
	Mathematics	97	40	40	58	100	47	47	61	100	48	48	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 Discipline and Positive Environment
1 Non-certified Employee(s)	Ü Promotion/Retention Issues
2 Teacher(s)	Ü Parent/Educator Relations
2 Parent(s)	Ü Curriculum Development
2 Community Member(s)	Ü Early College Program
2 Student(s)	Ü Working with Middle School Students

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	8.00
Other Professional Staff	2.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Indoor Gym	Ü Computer Lab
Ü Cafeteria	Ü Library

Extracurricular Activities

Ü Tutoring Math, Writing, Language Arts	Ü Folklorico
Ü Mariachi Group	Ü Cultural Club
Ü Drama	Ü Sports
Ü Computers	Ü Chess Club

Social Services

Ü School Nurse
Ü Information and Referral
Ü Afterschool Program
Ü School Counselor

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Members of the National Junior Honor Society of Secondary Schools.

ü Awarded the President's Education Awards to 20 eighth grade students for Excellence in Academics.

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	9	12	12	17
Transfers In Rate ⁶	3	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	98	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

Adalberto M. Guerrero School is working through the Site Council to develop a positive learning environment. This will include the incorporation of parent monitors at the school and school activities.

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) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Armando Valenzuela	(520) 882-6216
Transportation Policy	Gloria Valenzuela	(520) 882-6216
Community Resources	Armando Valenzuela	(520) 882-6216
School Nutrition Programs	Gloria J. Valenzuela	(520) 882-6216
Parent Organization	Office	(520) 807-2836
Student Health/Nurse	Dolores Arroyo	(520) 807-5892

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.

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.