

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

985 Sixth Avenue, San Luis, AZ 85349

Gadsden Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Underperforming
2003-04	N/A
2002-03	Not Evaluated

(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	N/A
2002-03	Not Evaluated

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 : Mr. Don A. Johnson
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 252
 Web Address : gesd32.org/ASPNet/Default.aspx?tabid=79
 Phone Number : (928) 627-6980
 Fax Number : (928) 722-0086
 E-mail : djohnson@gesd32.org

Mission

The mission at Ed Pastor Elementary School is to provide the tools and instill the confidence necessary for our students to have a high quality education. Our educational community (students, parents and staff) offers a foundation for personal success.

The Patriot Team commits to compassionately and enthusiastically provide high levels of guidance and instruction. This will be evident as we exceed the expectation of high achievement.

School / Academic Goals

- ü 60% of our students will meet or exceed the Arizona Reading standards as measured on the AIMS test in April.
- ü 60% of our students will meet or exceed the Arizona Mathematics standards as measured on the AIMS test in April.
- ü 65% of our students will meet or exceed the Arizona Writing standards as measured on the AIMS test in April.
- ü The total score on the second grade Terra Nova test will surpass 52%.

Enrollment

October 1, 2004 School Year Student Enrollment : 245
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Accelerated Reader
- ü After-school tutoring
- ü Gifted and talented instruction
- ü Saturday school
- ü CLIP reading interventions

Calendar Information

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

Shared Responsibilities

School

Ed Pastor Elementary will keep parents informed about school policies, students' progress, and current activities through monthly newsletters, parent meetings, school agendas, report cards, contacts by home liaison, and parent/teacher conferences. We will provide opportunities for parents to participate in their child's education by volunteering and attending enrichment family activities.

Parents

Ed Pastor families are asked to provide school uniforms for children, send their children to school each day, provide homework support, review the student handbook, review their child's agenda daily, and attend parent meetings and conferences.

Transportation Policy

Since we are a neighborhood school, all students in grades 4 through 6 walk to and from school. District school bus transportation is available for all students in grades Kindergarten through 3.

School Honors

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

Award/Honor	Year
ü Yuma County Teacher of the Year	2005
ü Walmart Teacher of the Year	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	459	79306	100	100	99	422	415	445	7	19	10	54	36	18	36	43	51	4	2	20
All Students (Prior Year)	--	493	75509	--	99	100	--	482	521	--	30	13	--	40	23	--	30	33	--	0	31
Female	13	227	38691	100	100	99	417	416	446	8	17	10	69	39	18	23	41	52	0	2	20
Male	15	233	40583	100	99	99	426	415	445	7	21	11	40	32	18	47	45	50	7	2	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	28	458	32869	100	100	99	422	415	429	7	19	15	54	36	25	36	43	51	4	2	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	--	NC	36197	--	NC	99	--	NC	463	--	NC	5	--	NC	11	--	NC	53	--	NC	31
Students with Disabilities	NC	44	10321	NC	100	100	NC	366	389	NC	50	30	NC	40	27	NC	10	34	NC	0	9
Students without Disabilities	26	418	69060	96	100	98	421	421	454	8	16	7	54	35	17	35	46	54	4	3	22
Limited English Proficient Students	28	406	15509	100	100	100	422	415	406	7	19	20	54	36	30	36	43	45	4	3	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	25	435	39415	100	99	96	420	416	431	8	19	15	52	35	25	40	43	50	0	2	10
Non-Economically Disadvantaged	NC	27	39966	NC	100	100	NC	402	459	NC	14	6	NC	48	12	NC	33	52	NC	5	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	461	79395	100	0	99	417	399	446	14	29	9	54	50	25	32	22	55	0	0	11
All Students (Prior Year)	--	490	75492	--	99	100	--	484	519	--	45	12	--	18	16	--	27	47	--	9	24
Female	13	228	38743	100	0	100	423	403	451	8	24	7	62	52	24	31	24	57	0	0	12
Male	15	234	40618	100	0	99	413	396	440	20	33	11	47	47	27	33	20	53	0	0	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	28	460	32915	100	0	99	417	399	426	14	29	15	54	49	35	32	22	47	0	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	--	NC	36221	--	NC	99	--	NC	465	--	NC	4	--	NC	15	--	NC	63	--	NC	17
Students with Disabilities	NC	44	10331	NC	0	100	NC	363	388	NC	48	25	NC	50	37	NC	2	34	NC	0	4
Students without Disabilities	26	420	69139	96	0	99	418	404	454	15	26	7	50	50	24	35	24	58	0	0	11
Limited English Proficient Students	28	408	15545	100	0	100	417	399	399	14	28	21	54	50	42	32	22	35	0	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	25	437	39484	100	0	96	415	400	429	12	29	14	60	50	35	28	22	47	0	0	4
Non-Economically Disadvantaged	NC	27	39986	NC	0	100	NC	393	461	NC	24	4	NC	48	16	NC	29	63	NC	0	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	449	78869	100	97	99	456	400	442	4	14	6	11	37	21	86	47	63	0	2	10
All Students (Prior Year)	--	488	75053	--	98	99	--	506	597	--	18	7	--	36	12	--	45	72	--	0	9
Female	13	222	38536	100	99	99	470	419	458	0	8	4	15	31	15	85	59	67	0	1	14
Male	15	228	40302	100	97	99	445	382	428	7	19	8	7	42	26	87	36	60	0	2	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	28	448	32606	100	97	98	456	400	426	4	14	8	11	37	27	86	47	60	0	2	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	--	NC	36078	--	NC	99	--	NC	459	--	NC	4	--	NC	16	--	NC	66	--	NC	14
Students with Disabilities	NC	42	10246	NC	100	100	NC	311	367	NC	43	18	NC	48	39	NC	10	40	NC	0	4
Students without Disabilities	26	410	68697	96	98	98	456	411	454	4	11	4	12	36	18	85	52	67	0	2	11
Limited English Proficient Students	28	397	15339	100	98	100	456	400	399	4	14	11	11	37	31	86	48	54	0	2	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	25	426	39106	100	97	95	455	400	427	4	14	8	8	37	28	88	48	59	0	2	5
Non-Economically Disadvantaged	NC	26	39837	NC	100	100	NC	407	457	NC	10	4	NC	35	14	NC	50	67	NC	5	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	543	78906	100	100	99	486	470	498	27	28	13	12	27	19	51	40	48	10	5	20
All Students (Prior Year)	--	514	76019	--	99	100	--	467	499	--	29	14	--	51	39	--	9	14	--	12	33
Female	23	279	38644	100	100	99	495	473	500	14	27	12	19	27	19	52	42	49	14	4	19
Male	32	264	40236	97	100	99	480	466	497	36	28	15	7	28	19	50	39	46	7	6	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	55	540	31938	100	100	99	486	470	481	27	28	19	12	27	25	51	40	46	10	5	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	--	NC	36483	--	NC	99	--	NC	517	--	NC	7	--	NC	13	--	NC	51	--	NC	30
Students with Disabilities	NC	45	10664	NC	100	100	NC	410	430	NC	58	42	NC	23	27	NC	14	26	NC	5	5
Students without Disabilities	46	498	68310	100	100	98	495	476	509	18	25	9	13	27	18	60	43	51	10	5	22
Limited English Proficient Students	49	442	12573	100	100	100	480	467	454	29	29	27	13	28	30	53	39	38	4	4	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	47	508	38679	96	99	96	486	469	483	30	28	20	7	27	25	53	40	45	9	5	10
Non-Economically Disadvantaged	NC	35	40295	NC	100	100	NC	486	513	NC	14	7	NC	27	13	NC	50	50	NC	9	30

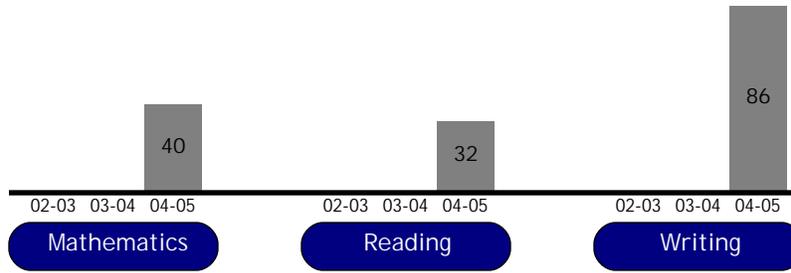
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	542	78908	100	0	99	460	445	484	24	32	10	27	37	23	49	29	58	0	1	9
All Students (Prior Year)	--	512	76020	--	99	100	--	479	503	--	68	25	--	19	23	--	12	40	--	1	12
Female	23	279	38648	100	0	99	473	451	489	14	29	8	19	38	22	67	31	61	0	2	10
Male	32	263	40233	97	0	99	449	438	479	32	35	12	32	37	25	36	27	55	0	1	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	55	539	31940	100	0	99	460	444	465	24	32	16	27	37	32	49	29	49	0	1	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	--	NC	36502	--	NC	99	--	NC	502	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	NC	45	10665	NC	0	100	NC	390	423	NC	65	30	NC	23	36	NC	12	31	NC	0	2
Students without Disabilities	46	497	68312	100	0	98	466	450	493	20	29	7	25	39	21	55	31	62	0	2	10
Limited English Proficient Students	49	441	12556	100	0	100	454	441	436	27	33	24	29	39	40	44	27	35	0	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	47	508	38662	96	0	96	458	443	468	28	33	16	26	38	32	47	28	49	0	1	3
Non-Economically Disadvantaged	NC	34	40315	NC	0	100	NC	474	498	NC	9	5	NC	32	15	NC	55	66	NC	5	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	542	78750	100	100	99	474	452	500	12	14	6	37	52	29	51	34	63	0	0	2
All Students (Prior Year)	--	504	75673	--	97	100	--	447	530	--	37	12	--	40	25	--	22	58	--	0	4
Female	23	279	38586	100	100	99	501	467	515	0	11	4	29	48	22	71	41	71	0	0	3
Male	32	263	40135	97	100	99	454	437	486	21	18	8	43	56	35	36	26	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	55	539	31841	100	100	99	474	452	483	12	14	8	37	52	36	51	34	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	--	NC	36440	--	NC	99	--	NC	516	--	NC	3	--	NC	22	--	NC	71	--	NC	4
Students with Disabilities	NC	45	10622	NC	100	100	NC	366	415	NC	40	21	NC	44	50	NC	16	28	NC	0	1
Students without Disabilities	46	497	68196	100	100	98	485	461	513	5	12	3	38	53	25	58	35	69	0	0	3
Limited English Proficient Students	49	441	12504	100	100	100	468	449	451	13	15	12	40	52	44	47	32	43	0	0	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	47	507	38558	96	99	96	469	451	485	14	15	8	37	52	37	49	33	54	0	0	1
Non-Economically Disadvantaged	NC	35	40260	NC	100	100	NC	488	514	NC	5	3	NC	45	21	NC	50	72	NC	0	4

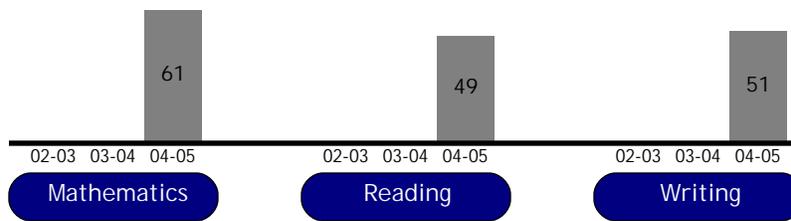
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	16	50	--	--	NA	58	100	31	22	47
	Language	--	--	13	43	--	--	9	50	100	48	28	47
	Mathematics	--	--	43	57	--	--	29	64	100	53	36	50
3	Reading	--	--	12	47	--	--	NA	55	100	27	19	44
	Language	--	--	26	54	--	--	31	61	100	33	22	44
	Mathematics	--	--	43	54	--	--	44	61	100	37	31	51
4	Reading	--	--	14	52	--	--	NA	56	100	28	24	48
	Language	--	--	20	48	--	--	23	52	100	36	28	49
	Mathematics	--	--	39	57	--	--	43	61	100	46	35	53
5	Reading	--	--	13	50	--	--	NA	55	100	35	27	50
	Language	--	--	17	46	--	--	25	49	100	42	33	50
	Mathematics	--	--	38	57	--	--	45	63	100	42	34	49
6	Reading	--	--	18	53	--	--	NA	56	100	44	31	51
	Language	--	--	18	45	--	--	27	48	100	46	33	47
	Mathematics	--	--	51	62	--	--	62	66	100	50	42	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Curriculum
- Ü Parental Involvement
- Ü School Public Relations
- Ü School-wide Plan
- Ü After-school Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	15.00
Other Professional Staff	.60	Teacher Aide	1.50

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	11
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Hightly Qualified Teachers	18%

Resources Available at School Site

Special Facilities

- Ü Computer lab
- Ü Library with 8 station computer lab
- Ü Indoor gymnasium
- Ü 120 seat cafeteria

Extracurricular Activities

- Ü Musical strings instruction
- Ü District Mariachi Band
- Ü Folkloric Dance club
- Ü Magic Club
- Ü Flag line
- Ü Cheerleaders
- Ü Baton Majorettes

Social Services

- Ü Migrant Program
- Ü School bell, Clothes for Students
- Ü Counseling Services
- Ü Behavioral Health Services
- Ü Child Protection Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The Gadsden Mariachi Band entertains at various community events and is recognized throughout the state for their accomplishments.
- ü Ed Pastor students and staff were recognized with Annual Yearly Progress our first year of classes.
- ü In recognition of our goal to participate in and support our community, our Founders' Day float received the third place award in the open division.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	16	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	99	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

Ed Pastor Elementary has the services of local police officers to build healthy respect for our law enforcement agencies. Our counselor makes presentations to each class concerning healthy choices and character development. School security staff guard our facilities 6 am to 10 pm.

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	Don Johnson	(928) 627-6983
Transportation Policy	Connie Ray	(928) 627-6559
Community Resources	Camille Cisneroz	(928) 629-6988
School Nutrition Programs	Patricia Mendoza	(888) 627-6989
Parent Organization	Karina Garcia	(928) 627-6980
Student Health/Nurse	Cruz Ruiz	(928) 627-6987

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

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

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

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

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

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

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

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

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

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** 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.