



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Performing Plus
2004-05	Underperforming
2003-04	N/A

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

School Overview

Principal/Administrator : Mr. Don A. Johnson
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 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.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	N/A

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

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, 2005 School Year Student Enrollment : 259
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü Accelerated Reader
- Ü After-school tutoring
- Ü Gifted and talented instruction
- Ü CLIP reading interventions
- Ü Before and after school enrichment
- Ü Full-day Kindergarten
- Ü On-site Special Education
- Ü Standards-based Curriculum

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
Ü Yuma County K-3 Teacher of the Year	2006

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	52	500	80010	100	98	99	441	420	447	4	23	10	25	26	18	65	47	53	6	3	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	245	38935	100	99	99	448	424	447	NA	18	9	21	27	19	71	50	55	7	5	17
Male	24	255	40974	100	98	98	434	415	448	8	28	11	29	26	18	58	44	52	4	2	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	52	500	34545	100	98	99	441	420	432	4	23	14	25	26	24	65	47	53	6	3	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	--	--	35142	--	--	99	--	--	465	--	--	5	--	--	11	--	--	56	--	--	28
Students with Disabilities	NC	50	10161	NC	89	93	NC	393	419	NC	52	28	NC	28	28	NC	20	36	NC	NA	8
Students without Disabilities	46	450	69849	100	100	100	444	422	451	2	20	7	24	26	17	67	50	56	7	4	19
Limited English Proficient Students	24	348	14013	100	97	97	424	408	413	8	30	24	42	33	34	50	37	39	NA	1	3
Migrant Students	NC	73	603	NC	96	96	NC	413	417	NC	29	22	NC	30	32	NC	40	42	NC	1	4
Economically Disadvantaged	52	497	39029	100	98	98	441	420	432	4	23	14	25	26	25	65	47	52	6	3	9
Non-Economically Disadvantaged	--	NC	40981	--	NC	100	--	NC	462	--	NC	6	--	NC	13	--	NC	54	--	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	497	79438	100	98	98	434	414	451	8	26	9	44	37	24	40	35	56	8	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	245	38775	100	99	99	449	421	457	NA	19	7	39	38	22	46	40	58	14	3	13
Male	24	252	40560	100	97	97	417	407	446	17	33	12	50	35	25	33	30	54	NA	2	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	52	497	34297	100	98	98	434	414	434	8	26	14	44	37	31	40	35	50	8	2	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	--	--	34887	--	--	98	--	--	471	--	--	4	--	--	15	--	--	63	--	--	18
Students with Disabilities	NC	46	9588	NC	82	88	NC	381	416	NC	48	30	NC	41	32	NC	11	34	NC	NA	5
Students without Disabilities	46	451	69850	100	100	100	438	417	456	9	24	7	39	36	23	43	37	59	9	3	12
Limited English Proficient Students	24	345	13856	100	96	96	415	398	407	17	35	27	58	41	43	21	23	29	4	1	1
Migrant Students	NC	72	600	NC	95	96	NC	403	418	NC	32	22	NC	43	38	NC	24	39	NC	1	2
Economically Disadvantaged	52	494	38685	100	97	97	434	414	435	8	26	14	44	37	32	40	34	50	8	2	5
Non-Economically Disadvantaged	--	NC	40753	--	NC	99	--	NC	467	--	NC	5	--	NC	16	--	NC	62	--	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	491	79971	98	97	99	423	391	423	NA	16	8	57	48	41	43	36	49	NA	0	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	246	38974	100	99	99	443	407	437	NA	12	5	36	41	33	64	47	57	NA	0	4
Male	23	245	40895	96	94	98	399	374	410	NA	20	10	83	55	47	17	25	41	NA	NA	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	51	491	34481	98	97	99	423	391	410	NA	16	10	57	48	46	43	36	43	NA	0	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	--	--	35150	--	--	99	--	--	437	--	--	5	--	--	35	--	--	56	--	--	5
Students with Disabilities	NC	48	10258	NC	86	94	NC	327	377	NC	40	23	NC	46	51	NC	15	25	NC	NA	1
Students without Disabilities	46	443	69713	100	98	100	427	396	429	NA	13	5	52	48	39	48	39	52	NA	0	3
Limited English Proficient Students	23	342	13985	96	96	97	395	372	382	NA	21	18	83	53	54	17	26	27	NA	NA	0
Migrant Students	NC	74	608	NC	97	97	NC	362	389	NC	26	16	NC	53	50	NC	22	33	NC	NA	0
Economically Disadvantaged	51	488	38994	98	96	98	423	390	409	NA	16	10	57	48	47	43	36	41	NA	0	1
Non-Economically Disadvantaged	--	NC	40977	--	NC	100	--	NC	437	--	NC	5	--	NC	34	--	NC	56	--	NC	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	506	80147	100	100	99	492	448	482	3	23	11	10	28	17	52	43	49	34	6	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	256	39281	100	100	99	493	451	483	NA	21	9	7	27	17	67	46	50	27	5	24
Male	14	250	40780	100	100	98	492	446	482	7	25	12	14	29	17	36	39	48	43	7	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	29	504	33494	100	100	99	492	448	466	3	23	15	10	28	23	52	43	49	34	6	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	--	NC	36122	--	NC	99	--	NC	501	--	NC	5	--	NC	10	--	NC	50	--	NC	35
Students with Disabilities	NC	50	10295	NC	98	92	NC	406	443	NC	66	33	NC	18	26	NC	14	33	NC	2	8
Students without Disabilities	27	456	69852	100	100	100	494	453	488	NA	18	7	11	29	16	56	46	51	33	7	26
Limited English Proficient Students	13	378	12722	100	99	97	463	436	441	8	30	27	15	31	33	69	37	37	8	2	3
Migrant Students	NC	90	622	NC	99	97	NC	449	454	NC	26	19	NC	23	30	NC	43	43	NC	8	8
Economically Disadvantaged	29	503	38371	100	99	97	492	449	465	3	23	15	10	28	23	52	43	49	34	6	13
Non-Economically Disadvantaged	--	NC	41776	--	NC	100	--	NC	498	--	NC	6	--	NC	11	--	NC	49	--	NC	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	501	79686	100	99	98	454	430	470	17	30	11	24	37	24	55	32	57	3	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	255	39163	100	100	99	461	436	475	20	25	9	13	36	22	60	37	60	7	1	10
Male	14	246	40438	100	98	97	446	424	465	14	35	13	36	38	25	50	26	54	NA	1	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	29	499	33299	100	99	98	454	430	452	17	30	17	24	37	32	55	31	47	3	1	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	--	NC	35914	--	NC	98	--	NC	489	--	NC	5	--	NC	15	--	NC	67	--	NC	14
Students with Disabilities	NC	45	9808	NC	88	87	NC	392	432	NC	73	35	NC	13	32	NC	13	30	NC	NA	3
Students without Disabilities	27	456	69878	100	100	100	456	433	475	15	26	8	26	39	23	56	33	61	4	1	9
Limited English Proficient Students	13	373	12594	100	98	96	429	417	422	31	38	34	38	43	45	31	20	21	NA	NA	0
Migrant Students	NC	88	611	NC	97	95	NC	435	439	NC	26	22	NC	33	39	NC	40	37	NC	1	2
Economically Disadvantaged	29	498	38095	100	98	97	454	430	452	17	30	17	24	37	32	55	32	48	3	1	3
Non-Economically Disadvantaged	--	NC	41591	--	NC	99	--	NC	486	--	NC	6	--	NC	16	--	NC	65	--	NC	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	501	80372	100	99	99	487	439	475	NA	12	4	34	43	30	66	45	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	256	39452	100	100	99	502	456	488	NA	7	3	20	37	22	80	56	72	NA	NA	3
Male	14	245	40836	100	98	98	471	421	464	NA	17	6	50	49	37	50	34	56	NA	NA	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	29	499	33608	100	99	99	487	439	462	NA	12	6	34	43	36	66	45	57	NA	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	--	NC	36213	--	NC	99	--	NC	489	--	NC	2	--	NC	22	--	NC	72	--	NC	3
Students with Disabilities	NC	45	10526	NC	88	94	NC	357	427	NC	44	15	NC	40	53	NC	16	31	NC	NA	1
Students without Disabilities	27	456	69846	100	100	100	489	446	482	NA	9	3	33	43	26	67	48	69	NA	NA	2
Limited English Proficient Students	13	373	12747	100	98	97	468	425	432	NA	15	12	54	51	52	46	35	36	NA	NA	0
Migrant Students	NC	88	621	NC	97	97	NC	439	452	NC	11	9	NC	42	40	NC	47	51	NC	NA	0
Economically Disadvantaged	29	498	38521	100	98	98	487	439	461	NA	12	6	34	43	38	66	45	55	NA	NA	1
Non-Economically Disadvantaged	--	NC	41851	--	NC	100	--	NC	489	--	NC	3	--	NC	22	--	NC	72	--	NC	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	544	79306	100	98	99	494	472	504	16	27	13	30	31	20	40	38	49	14	4	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	266	38845	100	99	99	484	471	505	25	29	11	25	29	20	38	38	50	13	5	18
Male	33	278	40383	100	97	98	502	473	504	9	25	14	33	33	19	42	38	47	15	4	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	57	543	32673	100	98	99	494	472	487	16	27	18	30	31	25	40	38	46	14	4	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	--	NC	36234	--	NC	99	--	NC	523	--	NC	6	--	NC	13	--	NC	52	--	NC	28
Students with Disabilities	NC	59	10286	NC	88	91	NC	434	462	NC	66	41	NC	24	27	NC	10	27	NC	NA	5
Students without Disabilities	50	485	69020	100	99	100	500	476	510	10	22	9	30	32	18	44	42	52	16	5	21
Limited English Proficient Students	31	345	10291	100	97	96	468	456	458	23	37	38	48	37	34	26	26	26	3	1	2
Migrant Students	NC	89	630	NC	96	95	NC	471	478	NC	30	24	NC	25	27	NC	40	43	NC	4	6
Economically Disadvantaged	57	541	37437	100	97	97	494	472	486	16	26	19	30	31	26	40	38	46	14	4	9
Non-Economically Disadvantaged	--	NC	41869	--	NC	100	--	NC	521	--	NC	7	--	NC	14	--	NC	51	--	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	545	79000	100	98	98	458	452	489	23	27	10	39	41	24	35	31	58	4	1	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	266	38774	100	99	99	451	454	494	33	23	7	38	42	22	25	34	61	4	1	10
Male	33	279	40150	100	97	98	462	450	485	15	30	12	39	41	25	42	28	55	3	2	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	57	544	32508	100	98	98	458	452	472	23	27	15	39	41	33	35	31	49	4	1	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	--	NC	36135	--	NC	98	--	NC	508	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	NC	60	9991	NC	90	88	NC	417	449	NC	63	33	NC	27	36	NC	10	29	NC	NA	2
Students without Disabilities	50	485	69009	100	99	100	462	456	495	18	22	6	42	43	22	36	33	62	4	1	10
Limited English Proficient Students	31	346	10199	100	97	95	436	436	439	35	38	35	48	47	47	16	14	18	NA	1	0
Migrant Students	NC	90	629	NC	97	95	NC	451	457	NC	23	22	NC	46	41	NC	31	37	NC	NA	1
Economically Disadvantaged	57	542	37234	100	97	97	458	452	472	23	27	15	39	41	33	35	31	50	4	1	3
Non-Economically Disadvantaged	--	NC	41766	--	NC	99	--	NC	505	--	NC	5	--	NC	16	--	NC	65	--	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	548	79611	100	99	99	485	454	496	4	18	7	53	52	37	44	30	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	266	39016	100	99	99	504	475	511	NA	10	4	46	53	29	54	37	66	NA	NA	1
Male	33	282	40519	100	98	98	471	434	482	6	26	10	58	51	44	36	23	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	57	547	32855	100	99	99	485	454	481	4	18	10	53	52	43	44	30	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	--	NC	36380	--	NC	99	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1
Students with Disabilities	NC	64	10664	NC	96	94	NC	403	440	NC	36	23	NC	55	54	NC	9	22	NC	NA	1
Students without Disabilities	50	484	68947	100	99	100	487	460	504	4	15	4	48	52	34	48	33	61	NA	NA	1
Limited English Proficient Students	31	348	10362	100	98	97	457	432	438	6	24	22	77	61	57	16	15	21	NA	NA	NA
Migrant Students	NC	91	636	NC	98	96	NC	451	467	NC	19	14	NC	55	47	NC	26	38	NC	NA	0
Economically Disadvantaged	57	545	37626	100	98	98	485	454	479	4	18	10	53	52	45	44	30	45	NA	NA	0
Non-Economically Disadvantaged	--	NC	41985	--	NC	100	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	566	79327	100	99	98	508	493	518	16	30	19	21	25	20	60	40	46	3	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	291	38961	100	99	98	509	495	520	14	26	16	28	26	20	59	43	48	NA	5	16
Male	33	275	40295	100	99	97	508	491	516	18	33	21	15	24	19	61	38	44	6	5	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	61	564	32327	100	99	98	508	493	499	16	30	27	21	25	25	59	40	41	3	5	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	NC	NC	36373	NC	NC	98	NC	NC	538	NC	NC	10	NC	NC	14	NC	NC	52	NC	NC	25
Students with Disabilities	11	39	9321	100	93	87	480	462	467	55	67	54	NA	13	22	45	21	21	NA	NA	3
Students without Disabilities	51	527	70006	100	100	100	515	496	524	8	27	14	25	26	19	63	42	49	4	5	18
Limited English Proficient Students	26	336	9431	100	98	95	486	476	466	31	43	53	31	29	27	38	26	18	NA	1	1
Migrant Students	NC	102	635	NC	98	94	NC	488	488	NC	30	31	NC	29	29	NC	39	36	NC	1	4
Economically Disadvantaged	62	563	37097	100	99	97	508	493	498	16	29	27	21	25	25	60	40	41	3	5	7
Non-Economically Disadvantaged	--	NC	42230	--	NC	99	--	NC	535	--	NC	11	--	NC	15	--	NC	50	--	NC	24

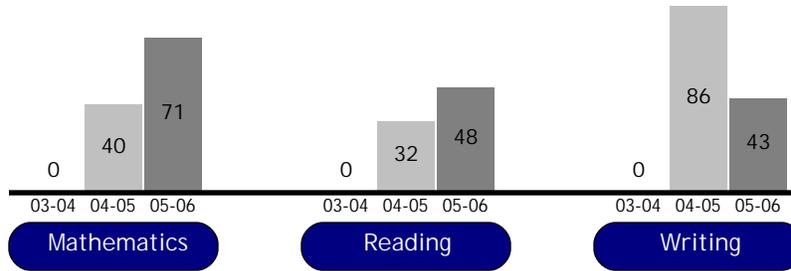
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	567	79501	100	99	98	483	467	497	8	23	10	42	40	25	50	37	60	NA	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	292	39062	100	100	99	493	471	502	3	20	8	34	38	23	62	42	64	NA	0	5
Male	33	275	40368	100	99	98	474	462	491	12	27	13	48	42	27	39	31	57	NA	1	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	61	565	32389	100	99	98	482	466	478	8	23	16	43	40	34	49	36	48	NA	1	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	NC	NC	36446	NC	NC	99	NC	NC	516	NC	NC	4	NC	NC	15	NC	NC	73	NC	NC	7
Students with Disabilities	11	39	9411	100	93	88	449	431	453	36	56	36	45	33	36	18	10	26	NA	NA	1
Students without Disabilities	51	528	70090	100	100	100	490	469	502	2	21	7	41	40	24	57	38	65	NA	1	5
Limited English Proficient Students	26	337	9401	100	99	94	453	445	443	19	37	40	62	49	46	19	14	14	NA	NA	0
Migrant Students	NC	102	642	NC	98	95	NC	462	465	NC	22	24	NC	48	41	NC	29	35	NC	1	0
Economically Disadvantaged	62	564	37183	100	99	97	483	467	479	8	23	16	42	40	34	50	36	49	NA	1	1
Non-Economically Disadvantaged	--	NC	42318	--	NC	99	--	NC	513	--	NC	5	--	NC	17	--	NC	70	--	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	569	80000	100	100	99	588	542	564	NA	6	3	5	15	11	76	73	75	19	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	294	39288	100	100	99	601	556	579	NA	5	2	3	8	6	66	79	77	31	9	16
Male	33	275	40644	100	99	98	576	526	549	NA	7	4	6	22	15	85	68	74	9	4	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	61	567	32672	100	100	99	586	541	548	NA	6	4	5	15	14	77	73	76	18	6	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	NC	NC	36602	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16
Students with Disabilities	11	42	9919	100	100	93	548	485	505	NA	14	9	18	36	35	73	48	54	9	2	2
Students without Disabilities	51	527	70081	100	100	100	596	546	571	NA	5	2	2	13	7	76	75	79	22	7	12
Limited English Proficient Students	26	339	9571	100	99	96	555	513	502	NA	9	10	12	23	29	81	67	60	8	1	1
Migrant Students	NC	102	654	NC	98	97	NC	537	534	NC	7	7	NC	15	16	NC	75	74	NC	4	3
Economically Disadvantaged	62	566	37534	100	99	98	588	542	547	NA	6	4	5	15	15	76	73	76	19	7	5
Non-Economically Disadvantaged	--	NC	42466	--	NC	100	--	NC	578	--	NC	2	--	NC	7	--	NC	75	--	NC	16

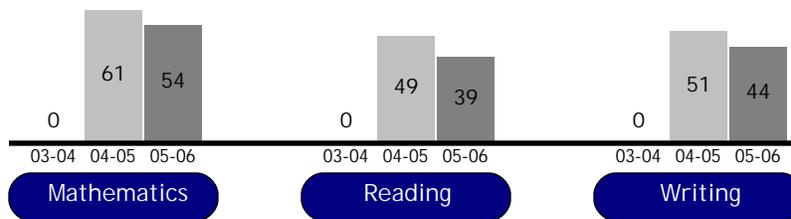
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	100	31	22	47	100	32	21	46
	Language	--	--	9	50	100	48	28	47	100	56	27	48
	Mathematics	--	--	29	64	100	53	36	50	100	35	30	52
3	Reading	--	--	NA	55	100	27	19	44	98	27	18	46
	Language	--	--	31	61	100	33	22	44	98	25	21	46
	Mathematics	--	--	44	61	100	37	31	51	98	52	28	52
4	Reading	--	--	NA	56	100	28	24	48	100	41	24	52
	Language	--	--	23	52	100	36	28	49	100	58	27	52
	Mathematics	--	--	43	61	100	46	35	53	100	68	35	58
5	Reading	--	--	NA	55	100	35	27	50	100	30	24	56
	Language	--	--	25	49	100	42	33	50	100	37	28	54
	Mathematics	--	--	45	63	100	42	34	49	100	41	32	52
6	Reading	--	--	NA	56	100	44	31	51	100	44	34	56
	Language	--	--	27	48	100	46	33	47	100	41	34	50
	Mathematics	--	--	62	66	100	50	42	52	100	54	44	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School Curriculum
- Ü Parental Involvement
- Ü School Public Relations
- Ü Title One School-wide Plan
- Ü After-school Activities
- Ü Arizona Site Improvement Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	14.50
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 Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Highly 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 Cheerleaders
- Ü Intramural Sports
- Ü Drama Club
- Ü Chess Club

Social Services

- Ü Migrant Program
- Ü School bell, Clothes for Students
- Ü Counseling Services
- Ü Behavioral Health Services
- Ü Child Protection Services
- Ü Parenting Classes
- Ü Citizenship Classes
- Ü English for Parents Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 two years of classes.
- ü The 21st Century Learning Center Grant, awarded to Ed Pastor, served 180 students for more than 30 days each.
- ü Ed Pastor students in grades 3-6 scored well enough to receive an Arizona Learns label of Performing Plus.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	98	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

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 7 am to 10 pm.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

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

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

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

Total cost of printing: 16 Pages X .0243 Per page X 252 Copies = \$98.00

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

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