

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9225 S. Avenida del Yaqui, Guadalupe, AZ 85283

Maricopa County Regional 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Ms. Janice Holland  
 Schedule : 07:30 AM to 03:30 PM  
 Grades : 6-8  
 Web Address :  
 Phone Number : (480) 820-3767  
 Fax Number : (480) 820-5902  
 E-mail : Jholland@mcrsd.org

### Mission

Guadalupe Regional Middle School provides students with critical reasoning and communication skills. We foster an environment that stresses integrity, imagination and scholastic achievement. Contribution to our community is also stressed.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	N/A
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 Guadalupe's goal is to prepare students to meet state standards as evidenced by assessment instruments.
- ü Guadalupe's goal is to provide a safe, secure and accepting learning environment so that students can perform to their full accademic potential.

### Enrollment

October 1, 2005 School Year Student Enrollment : 4  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 17

Instructional Programs

- ü East Valley Boys/Girls Club Partnership
- ü Creative, Hands-on projects

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

It is our responsibility to provide a clean, tranquil, safe and positive learning atmosphere. Each educator must provide a meaningful and significant lesson each period. Every student will be treated respectfully.

Parents

Parents are to sign and agree with the school's behavioral contract. Parents are to emphasize the importance of daily attendance and punctuality.

Transportation Policy

Students needing transportation are picked up and transported home by school van. Bus tokens are also provided to those using the transit system.

School Honors

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

Award/Honor	Year
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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	NC	125	79327	NC	100	98	NC	462	518	NC	60	19	NC	20	20	NC	19	46	NC	1	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	60	38961	--	98	98	--	462	520	--	58	16	--	25	20	--	15	48	--	2	16
Male	NC	65	40295	NC	100	97	NC	462	516	NC	62	21	NC	15	19	NC	23	44	NC	NA	16
African American	--	14	4247	--	88	98	--	468	499	--	50	27	--	29	24	--	21	41	--	NA	8
Hispanic	NC	73	32327	NC	100	98	NC	454	499	NC	67	27	NC	18	25	NC	15	41	NC	NA	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	--	14	4391	--	93	96	--	462	489	--	50	32	--	29	27	--	21	36	--	NA	4
White	--	22	36373	--	92	98	--	481	538	--	55	10	--	14	14	--	27	52	--	5	25
Students with Disabilities	--	23	9321	--	88	87	--	426	467	--	96	54	--	4	22	--	NA	21	--	NA	3
Students without Disabilities	NC	102	70006	NC	100	100	NC	470	524	NC	52	14	NC	24	19	NC	24	49	NC	1	18
Limited English Proficient Students	--	20	9431	--	95	95	--	448	466	--	75	53	--	15	27	--	10	18	--	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	70	37097	NC	97	97	NC	465	498	NC	57	27	NC	23	25	NC	19	41	NC	1	7
Non-Economically Disadvantaged	--	55	42230	--	100	99	--	458	535	--	64	11	--	16	15	--	20	50	--	NA	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	NC	120	79501	NC	96	98	NC	451	497	NC	39	10	NC	32	25	NC	29	60	NC	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	59	39062	--	97	99	--	454	502	--	34	8	--	37	23	--	29	64	--	NA	5
Male	NC	61	40368	NC	95	98	NC	449	491	NC	44	13	NC	26	27	NC	30	57	NC	NA	3
African American	--	14	4279	--	88	99	--	457	485	--	29	14	--	43	30	--	29	54	--	NA	2
Hispanic	NC	71	32389	NC	100	98	NC	444	478	NC	48	16	NC	25	34	NC	27	48	NC	NA	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	--	14	4401	--	93	96	--	450	473	--	29	17	--	50	40	--	21	43	--	NA	1
White	--	20	36446	--	83	99	--	475	516	--	25	4	--	30	15	--	45	73	--	NA	7
Students with Disabilities	--	19	9411	--	73	88	--	416	453	--	79	36	--	16	36	--	5	26	--	NA	1
Students without Disabilities	NC	101	70090	NC	100	100	NC	458	502	NC	32	7	NC	35	24	NC	34	65	NC	NA	5
Limited English Proficient Students	--	20	9401	--	95	94	--	433	443	--	55	40	--	25	46	--	20	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	67	37183	NC	93	97	NC	457	479	NC	33	16	NC	33	34	NC	34	49	NC	NA	1
Non-Economically Disadvantaged	--	53	42318	--	100	99	--	444	513	--	47	5	--	30	17	--	23	70	--	NA	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	NC	127	80000	NC	100	99	NC	504	564	NC	7	3	NC	38	11	NC	53	75	NC	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	59	39288	--	97	99	--	526	579	--	5	2	--	24	6	--	66	77	--	5	16
Male	NC	68	40644	NC	100	98	NC	485	549	NC	9	4	NC	50	15	NC	41	74	NC	NA	7
African American	--	15	4307	--	94	99	--	506	551	--	7	4	--	33	13	--	60	75	--	NA	7
Hispanic	NC	74	32672	NC	100	99	NC	501	548	NC	4	4	NC	45	14	NC	50	76	NC	1	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	--	14	4424	--	93	97	--	529	549	--	7	3	--	14	14	--	79	77	--	NA	5
White	--	23	36602	--	96	99	--	496	579	--	17	2	--	30	7	--	43	75	--	9	16
Students with Disabilities	--	25	9919	--	96	93	--	429	505	--	24	9	--	60	35	--	16	54	--	NA	2
Students without Disabilities	NC	102	70081	NC	100	100	NC	522	571	NC	3	2	NC	32	7	NC	62	79	NC	3	12
Limited English Proficient Students	--	21	9571	--	100	96	--	469	502	--	14	10	--	38	29	--	48	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	73	37534	NC	100	98	NC	502	547	NC	10	4	NC	36	15	NC	51	76	NC	4	5
Non-Economically Disadvantaged	--	54	42466	--	100	100	--	506	578	--	4	2	--	41	7	--	56	75	--	NA	16

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

7th 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	NC	84	78546	NC	88	97	NC	490	543	NC	45	15	NC	31	18	NC	23	52	NC	1	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	36	38645	NC	80	98	NC	501	545	NC	36	13	NC	33	18	NC	28	54	NC	3	15
Male	--	47	39792	--	92	97	--	483	542	--	51	17	--	30	17	--	19	50	--	NA	15
African American	--	13	4205	--	100	97	--	493	524	--	46	22	--	23	22	--	31	49	--	NA	7
Hispanic	--	45	31177	--	90	97	--	491	524	--	40	22	--	36	23	--	22	48	--	2	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	--	19	36450	--	66	97	--	481	563	--	58	7	--	26	12	--	16	57	--	NA	23
Students with Disabilities	--	15	8093	--	79	82	--	472	489	--	73	50	--	13	24	--	13	23	--	NA	2
Students without Disabilities	NC	69	70453	NC	90	100	NC	494	549	NC	39	11	NC	35	17	NC	25	56	NC	1	16
Limited English Proficient Students	--	12	9323	--	80	94	--	492	491	--	42	47	--	33	28	--	25	24	--	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	NC	44	34694	NC	76	96	NC	496	524	NC	39	23	NC	32	23	NC	27	48	NC	2	7
Non-Economically Disadvantaged	--	40	43852	--	100	99	--	483	559	--	53	10	--	30	13	--	18	56	--	NA	22

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	NC	84	79045	NC	88	98	NC	464	512	NC	37	10	NC	37	25	NC	26	58	NC	NA	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	37	38860	NC	82	98	NC	477	519	NC	19	7	NC	38	22	NC	43	62	NC	NA	8
Male	--	46	40075	--	90	97	--	453	505	--	50	12	--	37	28	--	13	54	--	NA	6
African American	--	13	4250	--	100	98	--	468	500	--	31	12	--	46	31	--	23	54	--	NA	3
Hispanic	--	46	31314	--	92	98	--	462	493	--	37	16	--	39	34	--	24	48	--	NA	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	--	19	36730	--	66	98	--	463	532	--	42	4	--	26	16	--	32	68	--	NA	12
Students with Disabilities	--	16	8552	--	84	87	--	454	463	--	50	35	--	25	40	--	25	23	--	NA	1
Students without Disabilities	NC	68	70493	NC	88	100	NC	466	517	NC	34	7	NC	40	24	NC	26	62	NC	NA	8
Limited English Proficient Students	--	12	9355	--	80	95	--	459	456	--	42	37	--	42	48	--	17	15	--	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	NC	44	34922	NC	76	96	NC	476	493	NC	30	15	NC	36	34	NC	34	48	NC	NA	3
Non-Economically Disadvantaged	--	40	44123	--	100	99	--	450	527	--	45	6	--	38	18	--	18	66	--	NA	11

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	NC	93	79657	NC	97	99	NC	493	566	NC	17	3	NC	29	8	NC	54	87	NC	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	41	39120	NC	91	99	NC	517	580	NC	10	2	NC	17	4	NC	73	92	NC	NA	2
Male	--	51	40423	--	100	98	--	475	553	--	24	5	--	37	12	--	39	83	--	NA	1
African American	--	13	4290	--	100	99	--	521	560	--	15	4	--	8	9	--	77	86	--	NA	1
Hispanic	--	50	31642	--	100	99	--	499	552	--	10	5	--	36	11	--	54	84	--	NA	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	--	23	36929	--	79	99	--	469	579	--	35	2	--	26	5	--	39	91	--	NA	2
Students with Disabilities	--	20	9069	--	100	92	--	465	508	--	25	11	--	40	30	--	35	58	--	NA	1
Students without Disabilities	NC	73	70588	NC	95	100	NC	501	573	NC	15	2	NC	26	5	NC	59	91	NC	NA	1
Limited English Proficient Students	--	13	9521	--	87	96	--	423	507	--	38	13	--	38	24	--	23	63	--	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	NC	48	35341	NC	83	97	NC	489	551	NC	21	5	NC	27	12	NC	52	83	NC	NA	0
Non-Economically Disadvantaged	--	45	44316	--	100	100	--	497	578	--	13	2	--	31	5	--	56	90	--	NA	2

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

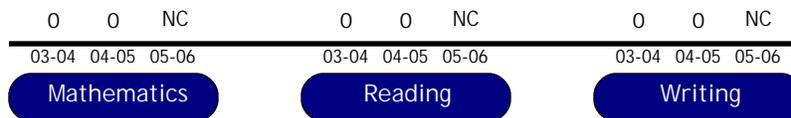
8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	124	78400	NC	93	97	NC	485	554	NC	73	21	NC	19	19	NC	7	47	NC	1	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	51	38686	NC	85	98	NC	483	554	NC	76	20	NC	18	20	NC	6	49	NC	NA	12
Male	NC	72	39636	NC	97	96	NC	485	554	NC	69	23	NC	21	18	NC	8	46	NC	1	13
African American	--	18	4193	--	100	97	--	475	533	--	83	32	--	11	23	--	NA	40	--	6	5
Hispanic	NC	59	30732	NC	97	97	NC	482	534	NC	78	31	NC	15	24	NC	7	40	NC	NA	5
Asian/Pacific Islander	--	NC	1827	--	NC	99	--	NC	594	--	NC	8	--	NC	12	--	NC	49	--	NC	31
American Indian/Alaskan Native	NC	12	4536	NC	67	95	NC	498	528	NC	50	35	NC	33	25	NC	17	37	NC	NA	4
White	--	29	37038	--	76	97	--	492	575	--	59	11	--	31	14	--	10	56	--	NA	19
Students with Disabilities	--	14	7840	--	70	81	--	470	498	--	86	60	--	14	18	--	NA	20	--	NA	2
Students without Disabilities	NC	110	70560	NC	96	99	NC	486	560	NC	71	17	NC	20	19	NC	8	50	NC	1	14
Limited English Proficient Students	NC	15	8956	NC	83	95	NC	475	502	NC	80	56	NC	13	25	NC	7	18	NC	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	59	33014	NC	63	95	NC	486	534	NC	68	31	NC	24	24	NC	7	40	NC	2	5
Non-Economically Disadvantaged	NC	65	45386	NC	100	99	NC	483	569	NC	77	15	NC	15	15	NC	8	52	NC	NA	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	NC	129	79179	NC	96	98	NC	463	519	NC	42	11	NC	36	27	NC	22	58	NC	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	52	38974	NC	87	99	NC	470	524	NC	35	8	NC	38	25	NC	27	61	NC	NA	5
Male	NC	76	40124	NC	100	97	NC	459	513	NC	46	13	NC	36	28	NC	18	54	NC	NA	4
African American	--	20	4243	--	100	98	--	467	506	--	35	14	--	35	32	--	30	51	--	NA	3
Hispanic	NC	59	30987	NC	97	98	NC	457	498	NC	51	17	NC	31	36	NC	19	45	NC	NA	1
Asian/Pacific Islander	--	NC	1832	--	NC	99	--	NC	543	--	NC	4	--	NC	17	--	NC	69	--	NC	10
American Indian/Alaskan Native	NC	12	4573	NC	67	96	NC	467	494	NC	33	16	NC	50	41	NC	17	42	NC	NA	1
White	--	32	37467	--	84	98	--	472	539	--	28	5	--	47	17	--	25	70	--	NA	8
Students with Disabilities	--	18	8567	--	90	88	--	456	467	--	39	39	--	50	38	--	11	22	--	NA	1
Students without Disabilities	NC	111	70612	NC	97	99	NC	464	524	NC	42	7	NC	34	25	NC	23	62	NC	NA	5
Limited English Proficient Students	NC	15	9013	NC	83	95	NC	450	461	NC	47	40	NC	47	48	NC	7	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	63	33345	NC	67	96	NC	464	499	NC	38	17	NC	40	36	NC	22	46	NC	NA	1
Non-Economically Disadvantaged	NC	66	45834	NC	100	99	NC	462	533	NC	45	7	NC	33	19	NC	21	67	NC	NA	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	NC	140	79734	NC	100	99	NC	496	554	NC	10	3	NC	49	19	NC	41	78	NC	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	57	39243	NC	95	99	NC	509	568	NC	7	2	NC	40	12	NC	53	85	NC	NA	1
Male	NC	82	40413	NC	100	98	NC	488	541	NC	12	4	NC	54	26	NC	34	70	NC	NA	0
African American	--	20	4285	--	100	99	--	521	548	--	5	3	--	45	22	--	50	74	--	NA	0
Hispanic	NC	63	31254	NC	100	99	NC	494	539	NC	11	5	NC	46	25	NC	43	70	NC	NA	0
Asian/Pacific Islander	--	NC	1837	--	NC	99	--	NC	579	--	NC	1	--	NC	9	--	NC	87	--	NC	2
American Indian/Alaskan Native	NC	14	4613	NC	78	97	NC	513	535	NC	7	4	NC	29	29	NC	64	67	NC	NA	0
White	--	36	37668	--	95	99	--	491	569	--	8	1	--	58	13	--	33	85	--	NA	1
Students with Disabilities	--	21	8943	--	100	92	--	468	495	--	14	11	--	67	51	--	19	38	--	NA	1
Students without Disabilities	NC	119	70791	NC	100	100	NC	501	561	NC	9	2	NC	45	15	NC	45	83	NC	NA	0
Limited English Proficient Students	NC	15	9138	NC	83	97	NC	487	492	NC	7	13	NC	67	46	NC	27	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	70	33718	NC	74	97	NC	491	538	NC	13	5	NC	50	26	NC	37	69	NC	NA	0
Non-Economically Disadvantaged	NC	70	46016	NC	100	100	NC	502	567	NC	7	2	NC	47	14	NC	46	84	NC	NA	1

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



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 2005-06

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
6	Reading	--	--	NA	56	--	--	30	51	NC	NC	21	56
	Language	--	--	19	48	--	--	25	47	NC	NC	16	50
	Mathematics	--	--	33	66	--	--	26	52	NC	NC	14	58
7	Reading	--	--	NA	54	--	--	27	50	NC	NC	21	54
	Language	--	--	20	58	--	--	33	52	NC	NC	20	58
	Mathematics	--	--	23	62	--	--	21	50	NC	NC	20	54
8	Reading	--	--	NA	55	--	--	30	51	NC	NC	27	58
	Language	--	--	12	52	--	--	28	50	NC	NC	22	56
	Mathematics	--	--	20	61	--	--	21	53	NC	NC	16	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/](http://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

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.50	Teacher	.00
Other Professional Staff	.50	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

Ü Intel computer lab/recording studio	Ü Large craft room
Ü Full indoor gym	Ü Dance room

Extracurricular Activities

Ü Boys/Girls Club membership w/reg.
Ü YouthWorks participation
Ü Boys/Girls Club after school sports/act.
Ü After school tutoring/mentoring

Social Services

Ü Tribal psychological screening services	Ü C-Core alcohol and drug prevention prog.
Ü Domestic violence counseling/awareness	Ü Tribal crisis counseling
Ü Las Fuentes Health Clinic medical asst.	Ü Centro de Amistad parenting training
Ü Centro de Amistad pregnancy screening	Ü ASU abstinence training

- ü Regular home visits made to improve attendance.
  
- ü Parental contacts maintained to improve parental participation.
  
- ü Character development curriculum emphasized on a daily basis.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	89	95	94	95
Promotion Rate <sup>5</sup>	0	89	88	73
Graduation Rate <sup>6</sup>	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

The firemen, sheriff's department and probation departments reps frequent our campus. Our support staff reside in Guadalupe.

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	Janice Holland	(480) 820-3757
Transportation Policy	Janice Holland	(480) 820-3757
Community Resources	Laura Valencia	(480) 820-3757
School Nutrition Programs	Debbie McArron	(480) 497-3405
Parent Organization	Janice Holland	(480) 820-3757
Student Health/Nurse	Cara Palmer	(480) 557-6211

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](http://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](http://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](http://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.