



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6625 N 56th Ave, Glendale, AZ 85301

Glendale 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Underperforming
2001-02	Underperforming

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

School Overview

Principal/Administrator : Mrs. Mary Lewis  
 Schedule : 8:00 AM to 4:00 PM  
 Grades : Pre-K-8  
 2004 Enrollment : 548  
 Web Address :  
 Phone Number : (623) 842-8220  
 Fax Number : (623) 842-8331  
 E-mail : mlewis@gesd40.org

Mission

Isaac E. Imes School's Educational community promotes: Instruction with real-world applications. Meeting or exceeding standards. Effective and respectful communications. Setting goals to create academic and social success.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	Out of Improvement
2002-03	Year 2
2001-02	N/A

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

School / Academic Goals

- ü Imes School will implement a standards-based literacy program to increase the percent of students reading on or above grade level.
- ü Imes School will implement a schoolwide social-behavioral student management plan that consistently engages students in learning.
- ü Imes School will implement a standards-based mathematics program to increase the percent of students who understand mathematics concepts on or above grade level.

Enrollment

October 1, 2003 School Year Student Enrollment : 546  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 135

Instructional Programs

- ü Four Blocks Reading/Writing Model
- ü Second Step: Social Skills Program
- ü Integrated, Standards-focused Learning
- ü Dual Language/ELL/Bicultural Programs
- ü Cognitive Guided Instruction /M. Burns
- ü Conceptual Math Instruction
- ü After School Tutoring for Intervention

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 6 minutes
First Day of School :	8/2/2004
Last Day of School :	6/9/2005

Shared Responsibilities

School

The school's responsibility is to provide a healthy and safe environment; communicate student progress and needs; and provide a child-centered instructional environment built around individual interests, strengths and needs.

Parents

Parents are to provide proper nutrition; instill a positive attitude for learning; ensure regular attendance; show interest in child's education; read with their child daily; foster responsibility; and respect the unique talents of their child.

Transportation Policy

Regular ed. students: transportation is provided for students living within the district boundaries residing farther than one mile from school or in areas where hazardous conditions exist. Special education: services are provided as required.

School Honors

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

Award/Honor	Year
ü Student Artist International Recognition	2001
ü Student Artist International Recognition	2002
ü Teacher of the Year in Technology	2001
ü Student Artist International Recognition	2003

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	53	1490	75509	95	100	100	465	491	521	47	27	13	21	33	23	26	24	33	5	16	31
All Students (Prior Year)	66	1442	75372	100	100	100	476	495	523	18	20	9	65	38	25	15	28	36	3	14	30
Female	29	741	37013	97	100	100	473	488	522	40	28	12	20	34	24	30	25	33	10	13	31
Male	24	749	38430	92	100	99	455	494	521	56	26	14	22	32	22	22	24	33	0	18	31
African American	NC	116	3660	NC	98	99	NC	473	496	NC	39	24	NC	31	31	NC	26	28	NC	5	18
Hispanic	49	989	30486	98	100	99	463	486	505	50	29	18	19	36	29	25	20	32	6	15	21
Asian/Pacific Islander	--	29	1780	--	94	98	--	520	549	--	20	5	--	27	13	--	27	33	--	27	50
American Indian/Alaskan Native	NC	26	4075	NC	100	100	NC	470	486	NC	26	28	NC	48	34	NC	26	26	NC	0	12
White	NC	321	35192	NC	98	99	NC	505	534	NC	20	8	NC	29	19	NC	30	35	NC	22	39
Students with Disabilities	12	171	9708	92	100	100	481	467	489	0	42	32	100	38	27	0	14	24	0	6	17
Students without Disabilities	41	1319	65801	95	98	98	464	493	525	50	26	11	17	33	23	28	25	34	6	17	33
Limited English Proficient Students	32	584	16928	100	100	100	NA	518	485	NA	0	29	NA	50	33	NA	25	26	NA	25	12
Migrant Students	NC	19	750				NC	421	499	NC	100	21	NC	0	29	NC	0	30	NC	0	20
Economically Disadvantaged	48	1097	36411				455	482	503	56	31	19	19	36	29	25	23	32	0	10	20
Non-Economically Disadvantaged	NC	393	39040				NC	506	534	NC	20	8	NC	28	19	NC	27	34	NC	24	39

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	1485	75492	93	100	100	483	505	519	38	23	12	24	22	16	33	42	47	5	14	24
All Students (Prior Year)	67	1441	75221	100	100	100	490	505	523	34	19	8	32	24	16	32	48	56	2	8	21
Female	29	738	37014	97	99	100	487	509	523	30	22	10	30	20	15	30	42	48	10	17	27
Male	23	747	38400	88	100	99	480	501	516	45	24	14	18	23	17	36	41	47	0	11	21
African American	NC	116	3665	NC	98	99	NC	495	505	NC	29	20	NC	27	22	NC	38	43	NC	7	14
Hispanic	48	987	30438	96	100	99	484	502	508	41	26	17	18	22	21	35	39	47	6	14	15
Asian/Pacific Islander	--	29	1773	--	94	98	--	522	534	--	13	4	--	20	10	--	53	50	--	13	36
American Indian/Alaskan Native	NC	26	4081	NC	100	100	NC	489	498	NC	30	25	NC	39	26	NC	22	40	NC	9	8
White	NC	318	35177	NC	97	99	NC	513	528	NC	17	8	NC	19	13	NC	48	49	NC	17	31
Students with Disabilities	11	169	9707	85	100	100	454	477	495	67	53	33	33	16	21	0	27	33	0	4	13
Students without Disabilities	41	1316	65785	95	98	98	488	507	522	33	20	10	22	22	16	39	43	49	6	15	26
Limited English Proficient Students	31	583	16905	100	100	100	NA	498	489	NA	25	34	NA	0	28	NA	75	32	NA	0	6
Migrant Students	NC	20	763				NC	445	499	NC	100	21	NC	0	30	NC	0	40	NC	0	8
Economically Disadvantaged	47	1093	36302				474	497	507	44	28	18	28	23	21	28	40	46	0	9	14
Non-Economically Disadvantaged	NC	392	39164				NC	517	528	NC	15	8	NC	19	13	NC	45	48	NC	21	31

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	53	1476	75053	95	99	99	537	558	597	21	13	7	21	17	12	58	63	72	0	6	9
All Students (Prior Year)	65	1407	73654	100	99	99	500	510	530	20	19	9	34	22	13	46	56	70	0	3	7
Female	29	732	36872	97	99	99	521	578	621	30	11	5	10	15	9	60	65	74	0	9	12
Male	24	744	38109	92	99	99	554	537	573	11	16	10	33	20	14	56	61	69	0	3	6
African American	NC	115	3636	NC	97	99	NC	552	568	NC	15	12	NC	16	16	NC	66	67	NC	4	6
Hispanic	49	981	30235	98	99	98	528	551	575	19	14	9	25	19	14	56	61	70	0	6	6
Asian/Pacific Islander	--	28	1768	--	90	98	--	639	651	--	0	3	--	7	5	--	71	72	--	21	19
American Indian/Alaskan Native	NC	25	4044	NC	100	99	NC	507	550	NC	23	13	NC	14	17	NC	64	66	NC	0	4
White	NC	319	35028	NC	98	99	NC	571	613	NC	11	6	NC	17	10	NC	65	73	NC	7	11
Students with Disabilities	12	170	9625	92	100	100	432	489	530	100	30	21	0	24	21	0	45	55	0	0	4
Students without Disabilities	41	1306	65428	95	97	98	543	565	604	17	12	6	22	17	11	61	65	73	0	7	10
Limited English Proficient Students	32	574	16765	100	99	100	NA	507	525	NA	0	17	NA	25	20	NA	75	60	NA	0	2
Migrant Students	NC	20	752				NC	394	562	NC	100	9	NC	0	18	NC	0	68	NC	0	5
Economically Disadvantaged	48	1086	36077				529	542	566	25	15	10	25	19	16	50	62	69	0	4	5
Non-Economically Disadvantaged	NC	390	38950				NC	582	618	NC	11	5	NC	15	9	NC	64	73	NC	10	12

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	56	1431	76019	98	99	100	477	469	499	22	26	14	39	47	39	15	13	14	24	14	33
All Students (Prior Year)	72	1513	76230	100	100	100	437	466	498	57	28	12	41	46	38	2	11	12	0	14	37
Female	26	735	37207	100	99	100	473	472	499	30	25	12	26	47	41	13	13	14	30	16	33
Male	30	695	38677	97	99	100	481	467	498	13	28	15	52	47	38	17	13	13	17	12	34
African American	NC	136	3817	NC	98	100	NC	454	475	NC	36	23	NC	50	47	NC	7	11	NC	7	18
Hispanic	50	902	29458	98	99	100	473	465	480	23	30	20	40	47	48	18	10	12	20	13	20
Asian/Pacific Islander	NC	33	1673	NC	100	99	NC	494	531	NC	4	4	NC	52	29	NC	24	14	NC	20	53
American Indian/Alaskan Native	NC	36	4735	NC	100	100	NC	469	466	NC	20	28	NC	57	49	NC	17	10	NC	7	13
White	NC	313	35880	NC	99	100	NC	484	515	NC	18	7	NC	42	32	NC	19	16	NC	21	45
Students with Disabilities	12	165	9786	100	100	100	453	434	457	33	58	39	50	33	40	17	6	7	0	3	13
Students without Disabilities	44	1266	66233	96	99	99	480	472	503	20	24	11	38	48	39	15	13	14	28	15	35
Limited English Proficient Students	30	476	15206	100	100	100	481	458	459	18	36	31	36	44	53	18	8	7	27	11	9
Migrant Students	NC	20	745				NC	477	473	NC	31	22	NC	38	53	NC	15	11	NC	15	15
Economically Disadvantaged	45	1046	35714				477	464	480	24	31	20	35	45	47	16	12	12	24	12	20
Non-Economically Disadvantaged	11	385	40266				478	480	513	11	17	9	56	50	33	11	15	15	22	18	43

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	1431	76020	96	99	100	489	493	503	54	40	25	15	24	23	27	32	40	4	4	12
All Students (Prior Year)	73	1512	76202	100	100	100	488	494	505	49	33	19	21	28	24	28	36	46	2	4	11
Female	26	736	37213	100	100	100	493	495	504	43	33	22	17	27	23	39	35	42	0	4	13
Male	29	694	38666	94	99	100	485	490	501	64	48	29	12	20	22	16	28	38	8	4	12
African American	NC	138	3819	NC	99	100	NC	487	494	NC	51	37	NC	20	26	NC	26	31	NC	3	6
Hispanic	49	899	29442	96	98	99	488	490	494	57	44	37	14	25	26	24	29	31	5	3	6
Asian/Pacific Islander	NC	33	1672	NC	100	99	NC	500	513	NC	16	12	NC	28	19	NC	48	49	NC	8	20
American Indian/Alaskan Native	NC	36	4735	NC	100	100	NC	491	489	NC	38	48	NC	24	25	NC	38	24	NC	0	3
White	NC	314	35890	NC	99	100	NC	500	511	NC	29	15	NC	24	20	NC	39	48	NC	8	18
Students with Disabilities	11	165	9784	100	100	100	468	476	485	100	72	58	0	15	19	0	13	19	0	0	4
Students without Disabilities	44	1266	66236	96	99	99	493	494	504	45	38	23	18	25	23	33	33	42	5	4	13
Limited English Proficient Students	29	474	15198	100	100	100	491	486	483	55	53	59	14	27	25	23	19	14	9	1	1
Migrant Students	NC	20	743				NC	492	488	NC	33	50	NC	25	28	NC	42	19	NC	0	3
Economically Disadvantaged	44	1046	35703				490	490	494	55	45	37	11	25	26	29	27	31	5	3	6
Non-Economically Disadvantaged	11	385	40274				486	499	509	50	29	17	30	22	20	20	42	47	0	7	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	55	1409	75673	96	98	100	498	495	530	21	24	12	34	28	25	43	44	58	2	3	4
All Students (Prior Year)	73	1482	74692	100	99	99	449	474	502	60	37	18	30	30	27	11	30	47	0	2	8
Female	26	730	37099	100	99	100	542	514	548	0	18	8	39	29	22	57	49	64	4	5	6
Male	29	678	38441	94	97	99	456	474	513	42	32	16	29	27	29	29	39	52	0	2	3
African American	NC	135	3791	NC	97	99	NC	482	506	NC	25	18	NC	32	29	NC	41	50	NC	2	3
Hispanic	49	886	29305	96	97	99	497	491	507	22	26	16	32	28	31	44	43	51	2	3	2
Asian/Pacific Islander	NC	33	1665	NC	100	99	NC	532	573	NC	28	6	NC	12	16	NC	44	67	NC	16	10
American Indian/Alaskan Native	NC	36	4707	NC	100	100	NC	452	492	NC	38	19	NC	28	33	NC	31	46	NC	3	1
White	NC	309	35760	NC	97	99	NC	511	550	NC	18	9	NC	30	21	NC	49	64	NC	3	6
Students with Disabilities	11	161	9706	100	99	100	424	445	462	71	48	36	14	28	32	14	22	31	0	2	1
Students without Disabilities	44	1248	65967	96	98	99	511	499	536	13	22	10	38	28	25	48	46	60	3	3	5
Limited English Proficient Students	29	468	15115	100	100	100	502	470	471	19	34	26	29	30	38	48	34	35	5	2	1
Migrant Students	NC	20	738				NC	505	488	NC	15	23	NC	31	33	NC	54	43	NC	0	1
Economically Disadvantaged	44	1029	35541				503	483	504	22	28	17	27	31	31	49	39	50	3	3	2
Non-Economically Disadvantaged	11	380	40091				480	521	550	20	17	9	60	23	21	20	55	64	0	5	6

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	64	1289	75001	98	98	99	428	437	468	75	63	37	21	28	36	0	6	16	4	2	10
All Students (Prior Year)	46	1210	71167	100	100	99	415	435	463	79	63	38	21	32	41	0	4	14	0	2	7
Female	29	628	36846	97	98	99	428	440	468	71	60	36	25	30	38	0	8	16	4	2	10
Male	35	660	37974	100	98	99	428	435	467	79	66	39	18	26	34	0	5	16	4	2	11
African American	NC	149	3720	NC	96	98	NC	431	446	NC	68	53	NC	24	33	NC	8	9	NC	1	4
Hispanic	55	754	26675	100	98	98	425	430	448	77	70	52	20	25	34	0	3	10	2	2	4
Asian/Pacific Islander	NC	37	1575	NC	100	99	NC	476	504	NC	31	18	NC	48	33	NC	3	20	NC	17	29
American Indian/Alaskan Native	--	36	4731	--	97	98	--	425	438	--	77	61	--	16	30	--	3	7	--	3	2
White	NC	305	37785	NC	97	99	NC	451	482	NC	49	25	NC	35	39	NC	13	21	NC	3	15
Students with Disabilities	15	162	8802	100	98	100	398	400	418	100	94	79	0	6	16	0	0	3	0	0	1
Students without Disabilities	49	1127	66199	96	98	99	434	442	472	70	59	34	26	31	38	0	7	17	5	3	11
Limited English Proficient Students	25	332	11710	100	100	100	405	416	429	94	84	70	6	15	25	0	1	4	0	1	1
Migrant Students	10	25	709				419	418	442	67	76	57	33	24	34	0	0	7	0	0	2
Economically Disadvantaged	51	794	29814				426	430	448	76	70	53	19	24	33	0	5	10	5	2	4
Non-Economically Disadvantaged	13	495	45170				433	447	479	70	54	28	30	34	38	0	9	20	0	3	14

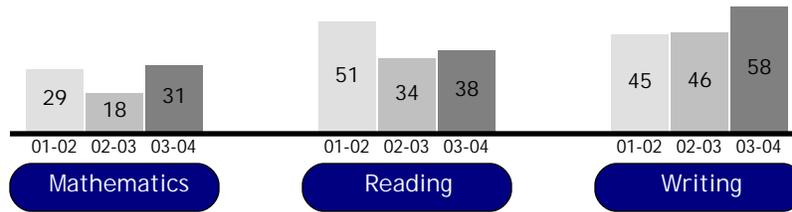
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	1292	74918	98	98	99	468	476	497	58	51	32	18	19	19	19	23	35	5	7	15
All Students (Prior Year)	46	1210	71100	100	100	99	470	485	502	54	39	25	21	23	21	25	31	40	0	7	15
Female	29	630	36805	97	99	99	469	480	501	52	47	28	28	20	19	20	24	37	0	8	16
Male	35	661	37936	100	98	99	468	471	493	63	55	35	9	17	18	19	22	33	9	6	14
African American	NC	150	3719	NC	97	98	NC	468	481	NC	58	43	NC	19	21	NC	21	29	NC	2	7
Hispanic	55	755	26645	100	98	98	465	469	478	61	58	46	16	17	20	16	21	27	6	4	6
Asian/Pacific Islander	NC	37	1571	NC	100	99	NC	498	521	NC	28	18	NC	24	15	NC	31	38	NC	17	30
American Indian/Alaskan Native	--	37	4729	--	100	98	--	466	468	--	59	57	--	25	19	--	6	19	--	9	4
White	NC	305	37773	NC	97	99	NC	492	511	NC	36	20	NC	21	18	NC	30	41	NC	14	21
Students with Disabilities	15	162	8801	100	98	100	417	430	448	93	89	75	7	7	13	0	4	10	0	1	2
Students without Disabilities	49	1130	66117	96	99	99	485	481	501	47	46	28	21	20	19	26	26	37	7	8	16
Limited English Proficient Students	25	334	11706	100	100	100	432	449	454	84	78	71	16	17	16	0	6	12	0	0	1
Migrant Students	10	25	706				452	451	467	80	77	55	10	18	22	0	0	20	10	5	4
Economically Disadvantaged	51	795	29785				468	467	477	62	60	47	16	18	20	16	16	26	7	5	6
Non-Economically Disadvantaged	13	497	45115				470	487	508	42	39	23	25	19	18	33	33	39	0	9	20

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	63	1278	74503	97	97	99	456	460	491	10	15	9	52	45	32	32	35	51	6	6	8
All Students (Prior Year)	45	1133	69001	98	94	96	459	473	490	43	30	17	43	40	37	14	30	45	0	0	1
Female	28	628	36686	93	98	99	468	474	506	4	10	5	54	44	29	33	39	57	8	8	9
Male	35	649	37644	100	96	98	444	445	476	15	20	13	50	46	36	31	31	45	4	4	6
African American	NC	148	3677	NC	95	97	NC	445	475	NC	22	12	NC	45	36	NC	27	46	NC	6	5
Hispanic	55	745	26500	100	97	97	446	454	467	12	15	13	55	47	39	29	34	44	5	4	4
Asian/Pacific Islander	NC	36	1566	NC	100	99	NC	522	537	NC	10	5	NC	28	23	NC	34	55	NC	28	18
American Indian/Alaskan Native	--	37	4695	--	100	97	--	452	464	--	19	14	--	34	39	--	47	44	--	0	3
White	NC	304	37606	NC	97	99	NC	474	508	NC	12	6	NC	42	28	NC	38	56	NC	8	10
Students with Disabilities	14	159	8662	100	96	100	451	388	409	14	47	37	57	43	42	29	9	20	0	1	1
Students without Disabilities	49	1119	65841	96	98	98	456	469	499	9	11	7	51	45	32	33	38	53	7	6	8
Limited English Proficient Students	25	329	11608	100	99	100	440	432	430	20	25	23	47	43	47	33	29	28	0	2	1
Migrant Students	10	25	701				426	399	449	22	29	17	44	52	43	33	19	38	0	0	1
Economically Disadvantaged	51	786	29587				450	448	465	12	17	14	49	47	40	37	32	43	2	4	4
Non-Economically Disadvantaged	12	492	44898				484	475	507	0	12	7	67	42	28	11	38	55	22	8	10

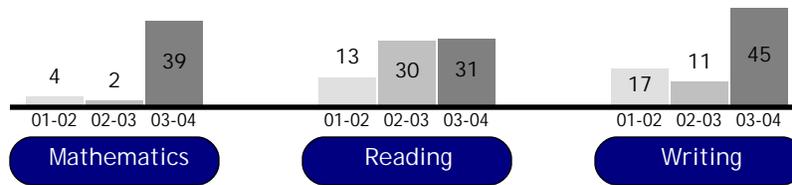
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

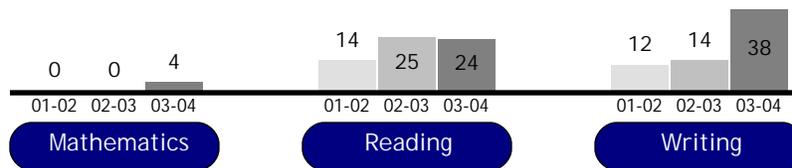
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

**School Improvement - Year 1:**

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:**

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:**

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	12	24	44	91	26	32	50	67	19	NA	58
	Language	93	10	22	39	100	15	26	43	69	15	34	50
	Mathematics	93	15	32	52	100	23	36	57	69	24	47	64
3	Reading	94	15	27	43	100	19	28	47	95	21	NA	55
	Language	94	21	34	50	100	28	35	54	98	24	42	61
	Mathematics	94	22	31	50	100	20	32	54	98	26	39	61
4	Reading	96	13	26	47	98	25	33	52	85	32	NA	56
	Language	96	23	28	45	98	28	33	48	90	28	32	52
	Mathematics	96	18	29	52	100	30	35	57	90	36	36	61
5	Reading	95	14	28	46	97	27	31	50	100	33	NA	55
	Language	95	12	27	43	97	12	28	46	100	21	31	49
	Mathematics	96	16	34	54	98	17	35	57	100	33	40	63
6	Reading	82	31	33	49	98	17	34	53	91	14	NA	56
	Language	83	21	27	42	98	11	27	45	92	8	28	48
	Mathematics	83	33	40	58	98	18	42	62	92	19	44	66
7	Reading	91	17	28	48	100	33	30	51	98	17	NA	54
	Language	91	18	29	51	100	30	32	54	98	21	34	58
	Mathematics	91	23	33	54	100	36	34	58	98	21	37	62
8	Reading	88	18	30	49	100	26	35	53	92	23	NA	55
	Language	88	19	25	46	100	23	30	49	94	22	27	52
	Mathematics	84	26	34	54	100	29	39	58	94	32	36	61

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

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 8 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 4 Student(s)

Council Duties

- Ü Vision Creation/Goal Setting
- Ü Curriculum Development
- Ü Instructional Strategies
- Ü School Rules
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	30.00
Other Professional Staff	2.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	1	3	0	0
7 to 9 years	0	1	0	0
10 or more years	0	18	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	20
Core academic classes taught by Highly Qualified (NCLB) teachers.	54
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Classrooms with Internet Access
- Ü Large Library Collection to Choose From
- Ü Quality Children's Literature

Extracurricular Activities

- Ü Student Council
- Ü Afterschool Tutoring
- Ü Afterschool Recreation/Crafts/Etc.
- Ü Mariachi Band

Social Services

- Ü Volunteer Grandparents Program
- Ü Youth Community Center
- Ü Gary Tang Adult Ed. Center
- Ü Youth ETC Prevention Specialist

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Through a 21st Century Grant, we are able to provide a quality afterschool academic and social program for students needing intervention and for students who have no one at home when school is out.
- ü Our K-5 students are being given the opportunity to learn another language. Spanish and English are being taught to our students whose parents wish such a chance for their children.
- ü Thanks to the efforts of our wonderful teachers and great students, our reading scores are improving. We also thank our parents for reading daily with their children. Together we are making a difference!

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	93	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	55	69
Grades 3-4	72	82
Grades 4-5	66	58
Grades 5-6	39	70
Grades 6-7	54	70
Grades 7-8	54	64

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

We are continuing to provide students with the opportunity to develop positive character traits through a program called 'Second Step.' This is a violence prevention program that helps students learn empathy, impulse control and anger management. We request law enforcement support only when a student has made the choice not to cooperate and in doing so increases his/her safety or the safety of others.

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

4
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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.

Contacts

	Name	Phone Number
School Site Council	Trishia Murphy	(623) 842-8220
Transportation Policy	Eric Kissel	(623) 842-8180
Community Resources	Mark Joraanstad	(623) 842-8133
School Nutrition Programs	Barry Leimkuehler	(623) 842-8180
Parent Organization	Margie Matthies	(623) 842-8220
Student Health/Nurse	Laura Ashe	(623) 842-8222

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/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.