



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4932 West Myrtle Avenue, 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 Performing
2001-02 Maintaining

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

School Overview

Principal/Administrator : Mr. Edward James North Jr.
Schedule : 7:00 AM to 4:00 PM
Grades : Pre-K-8
2004 Enrollment : 900
Web Address : www.gesd40.org
Phone Number : (623) 842-8240
Fax Number : (623) 842-8334
E-mail : tnorth@gesd40.org

Mission

Melvin E. Sine School believes all children can learn. The school provides children with a supportive environment which develops self-respect, self-motivation, and a sense of responsibility, as well as the opportunity for continued academic 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 N/A
2002-03 N/A
2001-02 N/A

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

School / Academic Goals

- Scott Foresman Reading Program.
After school tutorial and remediation program.
Scott Foresman math program.
Intersession remediation classes K-8.

Enrollment

October 1, 2003 School Year Student Enrollment : 912
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 10

Instructional Programs

- ü Back to Basics
- ü Structured English Immersion
- ü Title I
- ü Scott Foresman Reading K-6
- ü Scott Foresman Math K-6
- ü Summer School, Intersession
- ü After School Tutorial
- ü Homework Club

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/2/2004
Last Day of School :	6/9/2005

Shared Responsibilities

School

Safe environment. Communicate completely and timely. Support. Cooperation with parents daily. Collaboration. Partnership. Respect for community. Provide viable curriculum. High expectations for all students. Positive role models.

Parents

Support teachers and school staff. Partner with child's education. Respect all staff members at school. Children get to school clean and healthy. Collaborate with school and staff. Belong to PTO. Be involved in all school activities.

Transportation Policy

GESD provides bus transportation for all students who live more than one mile from the school. Transportation is also provided for certain special education students. The transportation office establishes bus routes, stops, and schedules.

School Honors

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

Award/Honor	Year
ü Improving School for Last Three Years	2003
ü Integrated Seventh and Eighth Grade into School	2002
ü Implemented Continuous School Improvement	2002
ü Distinguished Administrator ASA	2000

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	105	1490	75509	100	100	100	471	491	521	39	27	13	33	33	23	21	24	33	6	16	31
All Students (Prior Year)	106	1442	75372	100	100	100	479	495	523	34	20	9	31	38	25	24	28	36	10	14	30
Female	56	741	37013	100	100	100	472	488	522	33	28	12	41	34	24	23	25	33	3	13	31
Male	49	749	38430	100	100	99	470	494	521	48	26	14	22	32	22	19	24	33	11	18	31
African American	10	116	3660	100	98	99	470	473	496	33	39	24	56	31	31	11	26	28	0	5	18
Hispanic	60	989	30486	100	100	99	463	486	505	43	29	18	39	36	29	14	20	32	4	15	21
Asian/Pacific Islander	NC	29	1780	NC	94	98	NC	520	549	NC	20	5	NC	27	13	NC	27	33	NC	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	27	321	35192	100	98	99	478	505	534	42	20	8	17	29	19	29	30	35	13	22	39
Students with Disabilities	NC	171	9708	NC	100	100	NC	467	489	NC	42	32	NC	38	27	NC	14	24	NC	6	17
Students without Disabilities	96	1319	65801	100	98	98	472	493	525	39	26	11	33	33	23	22	25	34	6	17	33
Limited English Proficient Students	34	584	16928	100	100	100	NA	518	485	NA	0	29	NA	50	33	NA	25	26	NA	25	12
Migrant Students	--	19	750				--	421	499	--	100	21	--	0	29	--	0	30	--	0	20
Economically Disadvantaged	80	1097	36411				467	482	503	43	31	19	30	36	29	25	23	32	2	10	20
Non-Economically Disadvantaged	25	393	39040				479	506	534	32	20	8	41	28	19	14	27	34	14	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	105	1485	75492	100	100	100	487	505	519	36	23	12	26	22	16	32	42	47	6	14	24
All Students (Prior Year)	105	1441	75221	100	100	100	500	505	523	29	19	8	25	24	16	41	48	56	5	8	21
Female	56	738	37014	100	99	100	493	509	523	31	22	10	26	20	15	36	42	48	8	17	27
Male	49	747	38400	100	100	99	479	501	516	44	24	14	26	23	17	26	41	47	4	11	21
African American	10	116	3665	100	98	99	486	495	505	33	29	20	33	27	22	33	38	43	0	7	14
Hispanic	60	987	30438	100	100	99	484	502	508	32	26	17	36	22	21	29	39	47	4	14	15
Asian/Pacific Islander	NC	29	1773	NC	94	98	NC	522	534	NC	13	4	NC	20	10	NC	53	50	NC	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	27	318	35177	100	97	99	490	513	528	46	17	8	8	19	13	33	48	49	13	17	31
Students with Disabilities	NC	169	9707	NC	100	100	NC	477	495	NC	53	33	NC	16	21	NC	27	33	NC	4	13
Students without Disabilities	96	1316	65785	100	98	98	487	507	522	36	20	10	27	22	16	31	43	49	6	15	26
Limited English Proficient Students	34	583	16905	100	100	100	NA	498	489	NA	25	34	NA	0	28	NA	75	32	NA	0	6
Migrant Students	--	20	763				--	445	499	--	100	21	--	0	30	--	0	40	--	0	8
Economically Disadvantaged	80	1093	36302				485	497	507	39	28	18	30	23	21	25	40	46	7	9	14
Non-Economically Disadvantaged	25	392	39164				491	517	528	32	15	8	18	19	13	45	45	48	5	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	105	1476	75053	100	99	99	545	558	597	17	13	7	15	17	12	64	63	72	5	6	9
All Students (Prior Year)	105	1407	73654	100	99	99	500	510	530	34	19	9	13	22	13	50	56	70	4	3	7
Female	56	732	36872	100	99	99	564	578	621	8	11	5	15	15	9	72	65	74	5	9	12
Male	49	744	38109	100	99	99	518	537	573	30	16	10	15	20	14	52	61	69	4	3	6
African American	10	115	3636	100	97	99	536	552	568	0	15	12	11	16	16	89	66	67	0	4	6
Hispanic	60	981	30235	100	99	98	531	551	575	21	14	9	14	19	14	61	61	70	4	6	6
Asian/Pacific Islander	NC	28	1768	NC	90	98	NC	639	651	NC	0	3	NC	7	5	NC	71	72	NC	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	27	319	35028	100	98	99	546	571	613	21	11	6	17	17	10	58	65	73	4	7	11
Students with Disabilities	NC	170	9625	NC	100	100	NC	489	530	NC	30	21	NC	24	21	NC	45	55	NC	0	4
Students without Disabilities	96	1306	65428	100	97	98	547	565	604	16	12	6	16	17	11	64	65	73	5	7	10
Limited English Proficient Students	34	574	16765	100	99	100	NA	507	525	NA	0	17	NA	25	20	NA	75	60	NA	0	2
Migrant Students	--	20	752				--	394	562	--	100	9	--	0	18	--	0	68	--	0	5
Economically Disadvantaged	80	1086	36077				531	542	566	20	15	10	14	19	16	61	62	69	5	4	5
Non-Economically Disadvantaged	25	390	38950				573	582	618	9	11	5	18	15	9	68	64	73	5	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	110	1431	76019	100	99	100	475	469	499	20	26	14	53	47	39	11	13	14	16	14	33
All Students (Prior Year)	119	1513	76230	100	100	100	461	466	498	31	28	12	53	46	38	6	11	12	9	14	37
Female	55	735	37207	100	99	100	483	472	499	18	25	12	47	47	41	14	13	14	20	16	33
Male	55	695	38677	100	99	100	466	467	498	23	28	15	60	47	38	8	13	13	10	12	34
African American	13	136	3817	100	98	100	473	454	475	27	36	23	45	50	47	9	7	11	18	7	18
Hispanic	52	902	29458	95	99	100	466	465	480	28	30	20	53	47	48	8	10	12	11	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	37	313	35880	97	99	100	485	484	515	14	18	7	49	42	32	17	19	16	20	21	45
Students with Disabilities	11	165	9786	100	100	100	439	434	457	67	58	39	33	33	40	0	6	7	0	3	13
Students without Disabilities	99	1266	66233	100	99	99	476	472	503	19	24	11	53	48	39	12	13	14	16	15	35
Limited English Proficient Students	20	476	15206	100	100	100	461	458	459	43	36	31	29	44	53	0	8	7	29	11	9
Migrant Students	NC	20	745				NC	477	473	NC	31	22	NC	38	53	NC	15	11	NC	15	15
Economically Disadvantaged	76	1046	35714				478	464	480	23	31	20	46	45	47	11	12	12	20	12	20
Non-Economically Disadvantaged	34	385	40266				470	480	513	14	17	9	68	50	33	11	15	15	7	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	110	1431	76020	100	99	100	496	493	503	28	40	25	28	24	23	40	32	40	3	4	12
All Students (Prior Year)	118	1512	76202	100	100	100	499	494	505	26	33	19	36	28	24	33	36	46	4	4	11
Female	55	736	37213	100	100	100	498	495	504	22	33	22	29	27	23	49	35	42	0	4	13
Male	55	694	38666	100	99	100	493	490	501	35	48	29	28	20	22	30	28	38	8	4	12
African American	13	138	3819	100	99	100	496	487	494	45	51	37	0	20	26	45	26	31	9	3	6
Hispanic	52	899	29442	95	98	99	492	490	494	33	44	37	28	25	26	39	29	31	0	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	37	314	35890	97	99	100	500	500	511	20	29	15	31	24	20	43	39	48	6	8	18
Students with Disabilities	11	165	9784	100	100	100	482	476	485	67	72	58	33	15	19	0	13	19	0	0	4
Students without Disabilities	99	1266	66236	100	99	99	496	494	504	27	38	23	28	25	23	42	33	42	3	4	13
Limited English Proficient Students	20	474	15198	100	100	100	479	486	483	57	53	59	29	27	25	14	19	14	0	1	1
Migrant Students	NC	20	743				NC	492	488	NC	33	50	NC	25	28	NC	42	19	NC	0	3
Economically Disadvantaged	76	1046	35703				495	490	494	30	45	37	30	25	26	36	27	31	5	3	6
Non-Economically Disadvantaged	34	385	40274				496	499	509	25	29	17	25	22	20	50	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	108	1409	75673	98	98	100	498	495	530	11	24	12	39	28	25	48	44	58	1	3	4
All Students (Prior Year)	116	1482	74692	100	99	99	477	474	502	29	37	18	34	30	27	36	30	47	1	2	8
Female	55	730	37099	100	99	100	505	514	548	8	18	8	41	29	22	49	49	64	2	5	6
Male	53	678	38441	96	97	99	488	474	513	16	32	16	37	27	29	47	39	52	0	2	3
African American	13	135	3791	100	97	99	498	482	506	9	25	18	36	32	29	55	41	50	0	2	3
Hispanic	51	886	29305	93	97	99	497	491	507	9	26	16	46	28	31	46	43	51	0	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	36	309	35760	95	97	99	506	511	550	12	18	9	32	30	21	53	49	64	3	3	6
Students with Disabilities	11	161	9706	100	99	100	493	445	462	0	48	36	33	28	32	67	22	31	0	2	1
Students without Disabilities	97	1248	65967	98	98	99	498	499	536	12	22	10	39	28	25	48	46	60	1	3	5
Limited English Proficient Students	20	468	15115	100	100	100	469	470	471	14	34	26	71	30	38	14	34	35	0	2	1
Migrant Students	NC	20	738				NC	505	488	NC	15	23	NC	31	33	NC	54	43	NC	0	1
Economically Disadvantaged	74	1029	35541				502	483	504	10	28	17	36	31	31	53	39	50	2	3	2
Non-Economically Disadvantaged	34	380	40091				490	521	550	14	17	9	46	23	21	39	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	59	1289	75001	100	98	99	435	437	468	64	63	37	36	28	36	0	6	16	0	2	10
All Students (Prior Year)	47	1210	71167	98	100	99	440	435	463	55	63	38	36	32	41	9	4	14	0	2	7
Female	29	628	36846	100	98	99	441	440	468	60	60	36	40	30	38	0	8	16	0	2	10
Male	30	660	37974	100	98	99	428	435	467	68	66	39	32	26	34	0	5	16	0	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	35	754	26675	100	98	98	428	430	448	72	70	52	28	25	34	0	3	10	0	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	NC	36	4731	NC	97	98	NC	425	438	NC	77	61	NC	16	30	NC	3	7	NC	3	2
White	13	305	37785	93	97	99	447	451	482	54	49	25	46	35	39	0	13	21	0	3	15
Students with Disabilities	NC	162	8802	NC	98	100	NC	400	418	NC	94	79	NC	6	16	NC	0	3	NC	0	1
Students without Disabilities	56	1127	66199	98	98	99	435	442	472	63	59	34	37	31	38	0	7	17	0	3	11
Limited English Proficient Students	17	332	11710	100	100	100	410	416	429	86	84	70	14	15	25	0	1	4	0	1	1
Migrant Students	NC	25	709				NC	418	442	NC	76	57	NC	24	34	NC	0	7	NC	0	2
Economically Disadvantaged	41	794	29814				433	430	448	65	70	53	35	24	33	0	5	10	0	2	4
Non-Economically Disadvantaged	18	495	45170				438	447	479	63	54	28	38	34	38	0	9	20	0	3	14

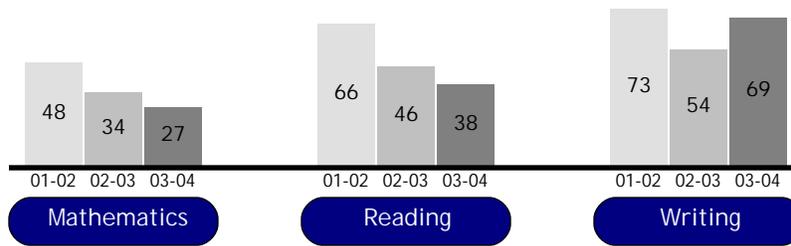
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	1292	74918	100	98	99	469	476	497	55	51	32	26	19	19	17	23	35	2	7	15
All Students (Prior Year)	47	1210	71100	98	100	99	486	485	502	36	39	25	27	23	21	27	31	40	9	7	15
Female	29	630	36805	100	99	99	476	480	501	44	47	28	32	20	19	20	24	37	4	8	16
Male	30	661	37936	100	98	99	462	471	493	68	55	35	18	17	18	14	22	33	0	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	35	755	26645	100	98	98	461	469	478	68	58	46	16	17	20	16	21	27	0	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	NC	37	4729	NC	100	98	NC	466	468	NC	59	57	NC	25	19	NC	6	19	NC	9	4
White	13	305	37773	93	97	99	481	492	511	38	36	20	31	21	18	23	30	41	8	14	21
Students with Disabilities	NC	162	8801	NC	98	100	NC	430	448	NC	89	75	NC	7	13	NC	4	10	NC	1	2
Students without Disabilities	56	1130	66117	98	99	99	471	481	501	54	46	28	26	20	19	17	26	37	2	8	16
Limited English Proficient Students	17	334	11706	100	100	100	439	449	454	86	78	71	14	17	16	0	6	12	0	0	1
Migrant Students	NC	25	706				NC	451	467	NC	77	55	NC	18	22	NC	0	20	NC	5	4
Economically Disadvantaged	41	795	29785				462	467	477	61	60	47	23	18	20	16	16	26	0	5	6
Non-Economically Disadvantaged	18	497	45115				483	487	508	44	39	23	31	19	18	19	33	39	6	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	59	1278	74503	100	97	99	467	460	491	9	15	9	47	45	32	45	35	51	0	6	8
All Students (Prior Year)	46	1133	69001	96	94	96	494	473	490	30	30	17	10	40	37	50	30	45	10	0	1
Female	29	628	36686	100	98	99	487	474	506	4	10	5	36	44	29	60	39	57	0	8	9
Male	30	649	37644	100	96	98	444	445	476	14	20	13	59	46	36	27	31	45	0	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	35	745	26500	100	97	97	445	454	467	12	15	13	56	47	39	32	34	44	0	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	NC	37	4695	NC	100	97	NC	452	464	NC	19	14	NC	34	39	NC	47	44	NC	0	3
White	13	304	37606	93	97	99	492	474	508	8	12	6	38	42	28	54	38	56	0	8	10
Students with Disabilities	NC	159	8662	NC	96	100	NC	388	409	NC	47	37	NC	43	42	NC	9	20	NC	1	1
Students without Disabilities	56	1119	65841	98	98	98	465	469	499	9	11	7	48	45	32	43	38	53	0	6	8
Limited English Proficient Students	17	329	11608	100	99	100	417	432	430	43	25	23	29	43	47	29	29	28	0	2	1
Migrant Students	NC	25	701				NC	399	449	NC	29	17	NC	52	43	NC	19	38	NC	0	1
Economically Disadvantaged	41	786	29587				459	448	465	13	17	14	45	47	40	42	32	43	0	4	4
Non-Economically Disadvantaged	18	492	44898				482	475	507	0	12	7	50	42	28	50	38	55	0	8	10

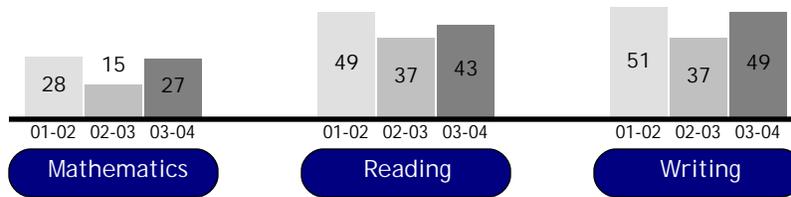
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

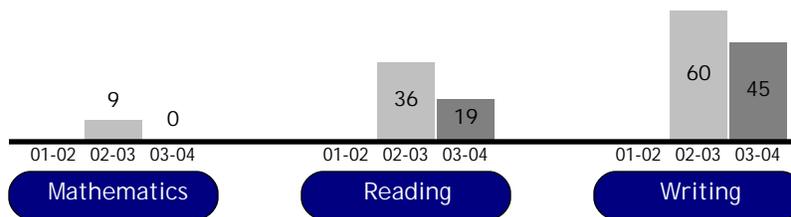
3rd Grade Proficiency



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?	N
	Met Attendance Rate?	Y
	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	96	23	24	44	93	26	32	50	92	43	NA	58
	Language	96	18	22	39	99	27	26	43	96	32	34	50
	Mathematics	96	19	32	52	100	37	36	57	98	50	47	64
3	Reading	91	29	27	43	95	27	28	47	100	26	NA	55
	Language	91	39	34	50	96	35	35	54	100	33	42	61
	Mathematics	91	33	31	50	96	35	32	54	100	23	39	61
4	Reading	90	33	26	47	97	43	33	52	98	37	NA	56
	Language	90	37	28	45	97	37	33	48	98	37	32	52
	Mathematics	90	42	29	52	98	50	35	57	99	42	36	61
5	Reading	89	35	28	46	95	31	31	50	97	43	NA	55
	Language	89	34	27	43	99	28	28	46	95	39	31	49
	Mathematics	89	41	34	54	99	35	35	57	97	52	40	63
6	Reading	91	35	33	49	96	39	34	53	96	38	NA	56
	Language	91	28	27	42	96	33	27	45	96	30	28	48
	Mathematics	91	41	40	58	97	50	42	62	96	50	44	66
7	Reading	83	42	28	48	100	26	30	51	100	38	NA	54
	Language	83	39	29	51	100	30	32	54	97	38	34	58
	Mathematics	83	35	33	54	100	38	34	58	98	41	37	62
8	Reading	--	--	30	49	98	37	35	53	97	36	NA	55
	Language	--	--	25	46	98	36	30	49	97	32	27	52
	Mathematics	--	--	34	54	98	45	39	58	97	37	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)
- 5 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Curriculum Integration
- Ü Community Involvement
- Ü Program scheduling
- Ü Non-school Activities
- Ü Programming
- Ü Professional Development

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	41.00
Other Professional Staff	3.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	5	0	0
4 to 6 years	5	2	0	0
7 to 9 years	0	4	0	0
10 or more years	1	7	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	40
Core academic classes taught by Highly Qualified (NCLB) teachers.	114
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Library Media Center
- Ü Computer Labs

Extracurricular Activities

- Ü Student Council
- Ü Yearbook
- Ü Chorus and Band
- Ü Garden Club

Social Services

- Ü DARE Program
- Ü Boys and Girls Clubs
- Ü Touchstone Counseling
- Ü Boy Scouts

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Researched and implemented a K-6 reading program at the school. Utilized Accelerated Reader Pre-Post testing for all students. Reading scores at school have risen significantly since adoption was instituted.
- ü School has adopted a Continuous School Improvement Program to raise test scores of all students and to provide Professional Development for all staff. Test scores, particularly on the District Assessment Plan, have risen.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	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	51	43
Grades 3-4	71	62
Grades 4-5	61	54
Grades 5-6	78	85
Grades 6-7	59	48
Grades 7-8	78	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

Comprehensive Crisis Intervention Program. DARE officer on campus. Numerous activities and programs involving both parents and community members. School oriented activities each month working with community and parents. Tutoring program in place.

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) :

3
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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	Site Council	(623) 842-8240
Transportation Policy	Eric Kissel	(623) 842-8180
Community Resources	Mark Joraanstad	(623) 842-8100
School Nutrition Programs	Sandy Leonard	(623) 842-8240
Parent Organization	Office	(623) 842-8240
Student Health/Nurse	Cheryl Anderson	(623) 842-8240

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.