



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4932 West Myrtle, 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 LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 Performing

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

School Overview

Principal/Administrator : Mr. Gwen , Edward Parker, North
Schedule : 07:00 AM to 04:00 PM
Grades : Pre-K-8
2005 Enrollment : 865
Web Address : www.gesd40.org
Phone Number : (623) 842-8240
Fax Number : (623) 842-8334
E-mail : gparker@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)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

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

School / Academic Goals

- ü Scott Foresman Reading, Program.
ü After school tutorial and remediation program. Homework club after school.
ü Scott Foresman math program.
ü Intersession remediation classes K-8.

Enrollment

October 1, 2004 School Year Student Enrollment : 906
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü 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 :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

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 Five 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	119	1579	79306	100	100	99	406	420	445	22	20	10	39	29	18	37	42	51	3	9	20
All Students (Prior Year)	105	1490	75509	100	100	100	471	491	521	39	27	13	33	33	23	21	24	33	6	16	31
Female	51	769	38691	100	99	99	405	418	446	20	21	10	39	29	18	41	42	52	0	8	20
Male	68	810	40583	100	100	99	407	423	445	24	19	11	38	28	18	33	43	50	5	10	21
African American	11	142	4041	100	95	99	402	414	426	11	22	17	78	27	23	11	47	50	0	4	10
Hispanic	75	1080	32869	100	100	99	410	416	429	26	21	15	38	33	25	35	40	51	2	6	10
Asian/Pacific Islander	NC	41	1935	NC	100	99	NC	445	474	NC	11	3	NC	24	9	NC	43	48	NC	22	40
American Indian/Alaskan Native	--	41	4264	--	100	100	--	433	419	--	13	19	--	20	30	--	60	45	--	7	6
White	25	275	36197	100	100	99	391	432	463	18	15	5	23	17	11	50	48	53	9	19	31
Students with Disabilities	14	192	10321	100	100	100	333	362	389	38	41	30	46	32	27	15	23	34	0	4	9
Students without Disabilities	105	1392	69060	100	99	98	417	429	454	19	17	7	38	28	17	40	45	54	3	10	22
Limited English Proficient Students	33	627	15509	100	100	100	373	403	406	32	24	20	39	37	30	29	34	45	0	5	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	92	1234	39415	100	98	96	403	414	431	24	22	15	36	31	25	37	40	50	3	7	10
Non-Economically Disadvantaged	27	350	39966	100	100	100	417	440	459	13	14	6	48	21	12	35	51	52	4	14	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	1580	79395	100	0	99	416	422	446	14	17	9	42	35	25	44	44	55	1	4	11
All Students (Prior Year)	105	1485	75492	100	100	100	487	505	519	36	23	12	26	22	16	32	42	47	6	14	24
Female	51	770	38743	100	0	100	420	426	451	13	14	7	35	34	24	52	48	57	0	4	12
Male	68	810	40618	100	0	99	413	419	440	15	20	11	47	37	27	36	40	53	2	3	9
African American	11	142	4052	100	0	100	429	426	434	0	13	11	56	35	29	44	51	54	0	1	6
Hispanic	75	1081	32915	100	0	99	416	417	426	18	20	15	44	39	35	38	39	47	0	3	4
Asian/Pacific Islander	NC	41	1936	NC	0	99	NC	430	468	NC	14	3	NC	30	14	NC	54	63	NC	3	19
American Indian/Alaskan Native	--	41	4271	--	0	100	--	452	420	--	0	15	--	27	42	--	70	41	--	3	2
White	25	275	36221	100	0	99	411	436	465	5	12	4	32	22	15	59	55	63	5	11	17
Students with Disabilities	14	191	10331	100	0	100	340	362	388	8	33	25	77	43	37	15	23	34	0	1	4
Students without Disabilities	105	1394	69139	100	0	99	427	431	454	15	15	7	36	34	24	48	47	58	1	4	11
Limited English Proficient Students	33	627	15545	100	0	100	365	399	399	32	25	21	46	42	42	21	32	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	92	1234	39484	100	0	96	409	415	429	14	19	14	45	38	35	40	41	47	1	2	4
Non-Economically Disadvantaged	27	351	39986	100	0	100	438	446	461	13	10	4	30	26	16	57	54	63	0	10	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	117	1570	78869	99	99	99	416	413	442	6	10	6	37	33	21	52	54	63	5	3	10
All Students (Prior Year)	105	1476	75053	100	99	99	545	558	597	17	13	7	15	17	12	64	63	72	5	6	9
Female	50	767	38536	98	99	99	427	426	458	2	6	4	33	28	15	56	61	67	9	5	14
Male	67	803	40302	100	99	99	408	399	428	9	14	8	40	37	26	49	47	60	2	2	7
African American	10	141	4015	91	95	99	438	414	430	0	8	8	22	35	24	78	55	61	0	2	7
Hispanic	74	1074	32606	99	99	98	416	411	426	8	10	8	42	36	27	45	51	60	6	3	5
Asian/Pacific Islander	NC	41	1925	NC	100	99	NC	427	471	NC	11	3	NC	16	11	NC	68	64	NC	5	22
American Indian/Alaskan Native	--	41	4245	--	100	100	--	441	423	--	3	9	--	20	26	--	73	61	--	3	4
White	25	273	36078	100	100	99	402	412	459	5	11	4	36	26	16	55	60	66	5	3	14
Students with Disabilities	14	191	10246	100	100	100	326	332	367	8	30	18	54	36	39	38	34	40	0	1	4
Students without Disabilities	103	1384	68697	98	99	98	430	424	454	6	7	4	34	32	18	54	57	67	6	4	11
Limited English Proficient Students	33	621	15339	100	100	100	375	389	399	18	15	11	32	36	31	46	47	54	4	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	91	1225	39106	100	97	95	407	405	427	8	11	8	38	35	28	50	51	59	4	2	5
Non-Economically Disadvantaged	26	350	39837	96	100	100	450	436	457	0	6	4	32	25	14	59	63	67	9	6	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	1435	78906	100	100	99	454	467	498	51	29	13	16	25	19	31	40	48	2	6	20
All Students (Prior Year)	110	1431	76019	100	99	100	475	469	499	20	26	14	53	47	39	11	13	14	16	14	33
Female	49	700	38644	100	100	99	453	468	500	50	27	12	19	24	19	28	43	49	3	5	19
Male	64	735	40236	100	100	99	454	466	497	51	31	15	13	25	19	34	37	46	2	7	20
African American	NC	145	4087	NC	100	99	NC	453	481	NC	43	20	NC	26	24	NC	28	45	NC	4	11
Hispanic	71	952	31938	99	100	99	444	465	481	57	30	19	20	26	25	23	39	46	0	5	10
Asian/Pacific Islander	NC	35	1805	NC	97	98	NC	490	536	NC	16	5	NC	23	8	NC	45	45	NC	16	42
American Indian/Alaskan Native	NC	36	4593	NC	95	100	NC	487	467	NC	13	26	NC	17	29	NC	67	39	NC	3	6
White	25	267	36483	100	100	99	473	477	517	33	22	7	11	21	13	56	48	51	0	10	30
Students with Disabilities	14	200	10664	100	100	100	413	397	430	100	65	42	0	18	27	0	16	26	0	1	5
Students without Disabilities	99	1242	68310	100	99	98	459	479	509	44	23	9	18	26	18	35	44	51	3	7	22
Limited English Proficient Students	36	559	12573	100	100	100	449	452	454	51	34	27	23	29	30	23	34	38	3	3	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	86	1101	38679	100	98	96	451	466	483	55	31	20	14	24	25	28	39	45	3	6	10
Non-Economically Disadvantaged	27	341	40295	100	100	100	461	470	513	38	24	7	21	26	13	42	43	50	0	7	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	1436	78908	100	0	99	459	458	484	20	20	10	38	34	23	39	44	58	2	2	9
All Students (Prior Year)	110	1431	76020	100	99	100	496	493	503	28	40	25	28	24	23	40	32	40	3	4	12
Female	49	700	38648	100	0	99	469	463	489	11	15	8	36	32	22	50	50	61	3	2	10
Male	64	736	40233	100	0	99	452	453	479	26	24	12	40	35	25	32	39	55	2	2	8
African American	NC	145	4092	NC	0	99	NC	448	473	NC	31	12	NC	33	28	NC	34	54	NC	2	5
Hispanic	71	952	31940	99	0	99	451	455	465	22	20	16	47	37	32	30	41	49	2	2	3
Asian/Pacific Islander	NC	35	1805	NC	0	98	NC	474	507	NC	10	4	NC	39	13	NC	48	65	NC	3	18
American Indian/Alaskan Native	NC	36	4569	NC	0	100	NC	474	457	NC	17	18	NC	27	39	NC	53	41	NC	3	2
White	25	268	36502	100	0	99	478	472	502	11	15	4	28	23	14	61	59	67	0	4	15
Students with Disabilities	14	201	10665	100	0	100	412	392	423	60	49	30	40	37	36	0	14	31	0	1	2
Students without Disabilities	99	1242	68312	100	0	98	465	469	493	15	15	7	38	33	21	44	49	62	3	2	10
Limited English Proficient Students	36	559	12556	100	0	100	447	439	436	29	26	24	43	40	40	29	33	35	0	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	86	1101	38662	100	0	96	453	455	468	22	22	16	45	36	32	31	41	49	3	2	3
Non-Economically Disadvantaged	27	342	40315	100	0	100	476	468	498	17	15	5	21	28	15	63	54	66	0	3	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	1430	78750	100	100	99	463	469	500	13	11	6	48	41	29	38	47	63	0	1	2
All Students (Prior Year)	108	1409	75673	98	98	100	498	495	530	11	24	12	39	28	25	48	44	58	1	3	4
Female	49	700	38586	100	100	99	479	479	515	8	9	4	47	36	22	44	54	71	0	1	3
Male	64	730	40135	100	99	99	452	458	486	17	13	8	49	47	35	34	40	56	0	0	1
African American	NC	145	4081	NC	100	99	NC	450	488	NC	14	8	NC	48	32	NC	38	59	NC	0	2
Hispanic	71	947	31841	99	99	99	457	468	483	13	11	8	57	43	36	30	46	55	0	1	1
Asian/Pacific Islander	NC	35	1802	NC	97	98	NC	485	533	NC	10	2	NC	35	16	NC	55	75	NC	0	7
American Indian/Alaskan Native	NC	36	4586	NC	95	100	NC	464	481	NC	20	8	NC	37	37	NC	43	54	NC	0	1
White	25	267	36440	100	100	99	492	478	516	6	9	3	33	35	22	61	55	71	0	1	4
Students with Disabilities	14	199	10622	100	100	100	422	379	415	40	33	21	50	51	50	10	15	28	0	1	1
Students without Disabilities	99	1238	68196	100	99	98	468	483	513	10	7	3	48	40	25	42	52	69	0	0	3
Limited English Proficient Students	36	554	12504	100	100	100	458	446	451	14	16	12	54	45	44	31	38	43	0	1	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	86	1095	38558	100	97	96	456	464	485	15	12	8	49	43	37	35	45	54	0	0	1
Non-Economically Disadvantaged	27	342	40260	100	100	100	481	481	514	8	7	3	46	38	21	46	54	72	0	1	4

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	57	1362	78250	100	100	99	526	522	548	35	35	21	21	24	18	44	37	48	0	5	13
All Students (Prior Year)	59	1289	75001	100	98	99	435	437	468	64	63	37	36	28	36	0	6	16	0	2	10
Female	29	634	38071	100	100	99	526	523	549	31	32	20	23	25	19	46	39	49	0	4	12
Male	28	727	40126	100	100	99	526	521	547	38	37	23	19	23	17	42	35	46	0	5	14
African American	NC	163	4058	NC	100	99	NC	513	523	NC	42	32	NC	25	22	NC	32	41	NC	1	5
Hispanic	29	831	29129	100	100	99	523	517	527	41	38	32	21	25	23	38	34	40	0	3	6
Asian/Pacific Islander	NC	32	1747	NC	97	100	NC	551	589	NC	21	9	NC	14	9	NC	39	50	NC	25	32
American Indian/Alaskan Native	NC	31	4996	NC	91	100	NC	526	518	NC	28	36	NC	28	25	NC	40	36	NC	4	4
White	18	305	38320	100	100	99	533	534	568	21	26	12	21	21	14	57	45	55	0	8	19
Students with Disabilities	NC	167	9329	NC	100	100	NC	446	454	NC	71	64	NC	19	18	NC	9	16	NC	1	2
Students without Disabilities	55	1196	68996	100	99	99	528	533	561	32	29	16	22	25	18	46	41	52	0	5	14
Limited English Proficient Students	NC	364	10133	NC	100	100	NC	497	488	NC	46	45	NC	24	25	NC	28	28	NC	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	45	882	33388	100	96	94	528	518	530	32	38	32	22	25	22	46	34	40	0	4	5
Non-Economically Disadvantaged	12	481	44937	100	100	100	516	529	561	45	29	13	18	23	15	36	42	54	0	6	18

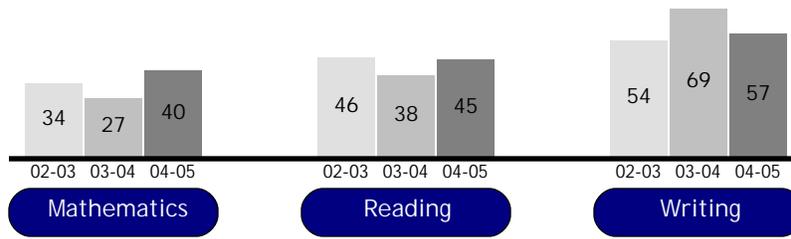
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	1360	78302	100	0	99	494	492	512	19	17	11	33	36	25	46	45	57	2	3	7
All Students (Prior Year)	59	1292	74918	100	98	99	469	476	497	55	51	32	26	19	19	17	23	35	2	7	15
Female	29	634	38082	100	0	99	506	499	518	15	14	8	23	33	24	58	50	61	4	4	7
Male	28	725	40166	100	0	99	483	486	507	23	20	14	42	38	26	35	40	54	0	2	6
African American	NC	161	4064	NC	0	100	NC	491	498	NC	18	14	NC	40	29	NC	39	54	NC	2	3
Hispanic	29	831	29152	100	0	99	488	486	492	24	19	17	31	40	34	45	40	46	0	1	2
Asian/Pacific Islander	NC	32	1746	NC	0	100	NC	507	542	NC	7	5	NC	18	13	NC	64	66	NC	11	16
American Indian/Alaskan Native	NC	31	4993	NC	0	100	NC	489	484	NC	20	19	NC	44	38	NC	36	42	NC	0	1
White	18	305	38347	100	0	99	520	507	531	14	14	5	14	25	17	64	57	68	7	5	10
Students with Disabilities	NC	165	9353	NC	0	100	NC	425	429	NC	45	40	NC	34	38	NC	21	22	NC	0	1
Students without Disabilities	55	1196	69024	100	0	99	497	502	524	16	13	7	34	36	23	48	48	62	2	3	7
Limited English Proficient Students	NC	364	10140	NC	0	100	NC	462	451	NC	27	28	NC	44	43	NC	28	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	45	880	33398	100	0	94	489	484	495	17	20	18	41	37	35	41	41	46	0	2	2
Non-Economically Disadvantaged	12	481	44979	100	0	100	514	505	525	27	12	6	0	33	18	64	51	66	9	4	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	1354	78094	100	99	99	533	520	545	2	5	3	29	31	18	69	63	77	0	1	2
All Students (Prior Year)	59	1278	74503	100	97	99	467	460	491	9	15	9	47	45	32	45	35	51	0	6	8
Female	29	632	38025	100	99	99	542	534	558	0	3	2	27	24	13	73	72	82	0	1	2
Male	28	721	40013	100	99	99	524	507	534	4	7	5	31	36	23	65	56	71	0	1	1
African American	NC	160	4037	NC	98	99	NC	523	532	NC	7	4	NC	28	22	NC	64	73	NC	1	1
Hispanic	29	827	29068	100	99	99	528	513	523	0	5	5	41	35	27	59	60	67	0	0	1
Asian/Pacific Islander	NC	31	1743	NC	94	100	NC	542	577	NC	7	2	NC	11	9	NC	78	82	NC	4	8
American Indian/Alaskan Native	NC	31	4981	NC	91	100	NC	505	526	NC	12	4	NC	36	25	NC	52	70	NC	0	0
White	18	305	38265	100	100	99	544	533	564	0	5	2	14	23	11	86	72	84	0	1	3
Students with Disabilities	NC	165	9275	NC	100	100	NC	428	444	NC	17	14	NC	59	46	NC	24	39	NC	1	1
Students without Disabilities	55	1190	68892	100	99	98	537	533	559	0	4	2	28	26	14	72	69	82	0	1	2
Limited English Proficient Students	NC	359	10084	NC	100	100	NC	479	474	NC	10	10	NC	45	39	NC	44	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	45	873	33296	100	96	94	532	512	527	2	6	5	32	34	27	66	59	67	0	1	0
Non-Economically Disadvantaged	12	482	44871	100	100	100	537	534	559	0	3	2	18	24	12	82	72	84	0	1	3

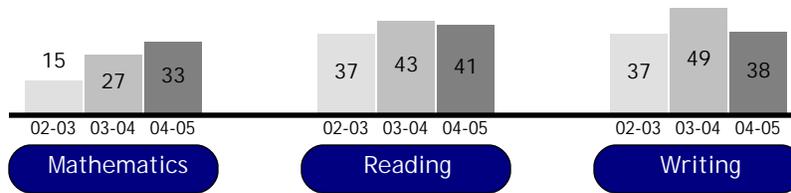
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

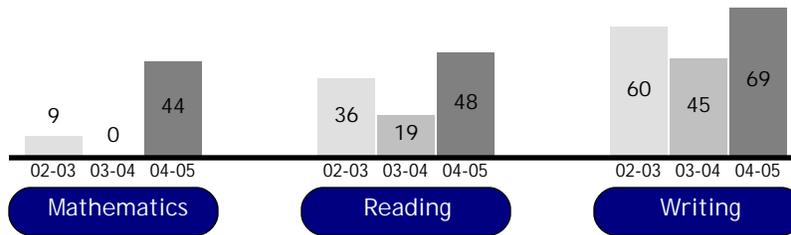
3rd Grade Proficiency



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.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	26	32	50	92	43	NA	58	98	34	34	47
	Language	99	27	26	43	96	32	34	50	98	35	36	47
	Mathematics	100	37	36	57	98	50	47	64	98	43	39	50
3	Reading	95	27	28	47	100	26	NA	55	99	29	32	44
	Language	96	35	35	54	100	33	42	61	99	31	32	44
	Mathematics	96	35	32	54	100	23	39	61	99	34	38	51
4	Reading	97	43	33	52	98	37	NA	56	99	39	36	48
	Language	97	37	33	48	98	37	32	52	99	42	37	49
	Mathematics	98	50	35	57	99	42	36	61	99	40	39	53
5	Reading	95	31	31	50	97	43	NA	55	100	37	37	50
	Language	99	28	28	46	95	39	31	49	100	33	36	50
	Mathematics	99	35	35	57	97	52	40	63	100	29	36	49
6	Reading	96	39	34	53	96	38	NA	56	100	47	41	51
	Language	96	33	27	45	96	30	28	48	100	39	36	47
	Mathematics	97	50	42	62	96	50	44	66	100	44	39	52
7	Reading	100	26	30	51	100	38	NA	54	100	41	39	50
	Language	100	30	32	54	97	38	34	58	100	44	41	52
	Mathematics	100	38	34	58	98	41	37	62	98	38	38	50
8	Reading	98	37	35	53	97	36	NA	55	100	39	40	51
	Language	98	36	30	49	97	32	27	52	100	42	41	50
	Mathematics	98	45	39	58	97	37	36	61	100	36	39	53

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

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

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 1 Parent(s)
- 1 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	47.00
Other Professional Staff	3.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	5	0	0
4 to 6 years	5	2	0	0
7 to 9 years	0	4	0	0
10 or more years	1	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	47
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	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
- Ü Athletic Program

Social Services

- Ü DARE Program
- Ü Boys and Girls Clubs
- Ü Touchstone Counseling
- Ü Boy Scouts
- Ü Social Worker
- Ü After school tutorials
- Ü Homework club

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 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.

- ü Walmart neighborhood Teacher of The Year

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	19	12	12	17
Transfers In Rate ⁶	49	28	28	37
Stability Rate ⁷	81	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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	Site Council	(623) 842-8240
Transportation Policy	Eric Kissel	(623) 842-8180
Community Resources	Mark Joraanstad	(623) 842-8100
School Nutrition Programs	Barry Liemkuhler	(623) 842-8100
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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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