

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6600 West Missouri 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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Performing
2003-04	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	Out of Improvement

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

School Overview

Principal/Administrator : Mrs. Kristen L Hartsuff
 Schedule : 07:45 AM to 04:00 PM
 Grades : Pre-K-3
 Web Address : www.gesd40.org
 Phone Number : (623) 842-8250
 Fax Number : (623) 842-8335
 E-mail : khartsuff@gesd40.org

Mission

Empowering Students - Promoting Community Pride!
 Every member will be empowered to succeed in a safe environment that values and respects our diverse community of students, parents, staff, businesses and partnerships through continuous collaboration. We will: (a) expect all children to learn, (b) make all opportunities count, (c) promote positive attitudes, (d) obtain success through continual learning, (e) work in unity, (f) excel in student achievement, and (g) require respect for all. 'Whatever It Takes!'

School / Academic Goals

- ü To increase student achievement in Reading, Writing, and Math as measured by Dibels, Literacy First, District Benchmarks, Core Assessments, Terra Nova, and AIMS. Achievement will meet or exceed the state average.
- ü To increase parent involvement within the classroom/campus as well as on committees. The partnership established with parents - staff - community results in success for all students.
- ü To increase social/emotional growth among the students as a means to increase self-esteem, self-confidence, and self-management. The implementation of Character Counts/Boys Town Social Skills will serve as the basis in producing responsible citizens.
- ü To increase school safety through safety drills, partnerships with the law enforcement, school safety team, social work agencies, and prevention programs.

Enrollment

October 1, 2005 School Year Student Enrollment : 926
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 5

Instructional Programs

- ü Harcourt - 90 minute Reading Block
- ü Math Achievement Club for Grades 2nd/3rd
- ü Gifted Strands
- ü Special Education -Inclusion & Resource
- ü Literacy Lab - Reading Intervention
- ü Daily scatter groups
- ü After school & summer school tutoring
- ü Full Day Kindergarten

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 :	6/7/2006

Shared Responsibilities

School

The school's responsibility is to implement the best educational practices for students that promote high academic achievement and develop lifelong learners. Add'l tutoring is provided. Instruction is driven by assessments. The school implements safety procedures that provide a healthy and safe environment in which all students feel secure. The school is dedicated to building a learning community where parents are involved in the educational process and decisions are a collaborative effort.

Parents

Parents instill a positive attitude toward learning by providing daily study routines and reading with their child each evening. Daily attendance is a must! Parents help their children succeed by becoming involved in school, communicating regularly with school personnel, and having high expectations for their children. Parent partnerships develop a school community where decisions are made together. The results are a safe environment where all students reach high academic achievement.

Transportation Policy

For regular education, transportation services are provided for students residing farther than one mile from school. Special education transportation services are provided as required. The transportation department practices safety procedures to ensure the safety of all students.

School Honors

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

Award/Honor	Year
ü American Heart Association Jump Rope for Heart	2001
ü Westside Food Drive Trophy	2003
ü Disney Hands Award - Three teachers were nominated	2004

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	222	1566	80010	100	100	99	423	428	447	16	19	10	31	26	18	52	48	53	1	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	766	38935	100	99	99	424	427	447	16	19	9	30	25	19	52	48	55	2	8	17
Male	124	799	40974	100	100	98	422	428	448	15	18	11	32	27	18	52	47	52	1	8	19
African American	14	143	4201	100	100	99	402	415	430	43	27	17	29	27	23	29	43	51	NA	2	9
Hispanic	185	1099	34545	100	100	99	424	426	432	15	19	14	30	26	24	54	49	53	1	6	9
Asian/Pacific Islander	NC	39	2068	NC	100	99	NC	445	474	NC	15	4	NC	23	10	NC	28	50	NC	33	36
American Indian/Alaskan Native	NC	34	3979	NC	94	96	NC	426	424	NC	15	17	NC	32	30	NC	44	47	NC	9	6
White	20	249	35142	100	99	99	429	443	465	5	12	5	40	26	11	50	46	56	5	16	28
Students with Disabilities	23	213	10161	100	100	93	390	396	419	39	43	28	52	35	28	9	22	36	NA	0	8
Students without Disabilities	199	1353	69849	100	100	100	427	432	451	13	15	7	29	24	17	57	52	56	2	9	19
Limited English Proficient Students	119	608	14013	99	96	97	418	421	413	18	22	24	35	26	34	46	47	39	1	4	3
Migrant Students	NC	38	603	NC	97	96	NC	423	417	NC	21	22	NC	29	32	NC	42	42	NC	8	4
Economically Disadvantaged	176	1243	39029	98	98	98	421	424	432	18	20	14	28	27	25	54	47	52	NA	6	9
Non-Economically Disadvantaged	46	323	40981	100	100	100	428	441	462	9	12	6	41	23	13	43	49	54	7	16	27

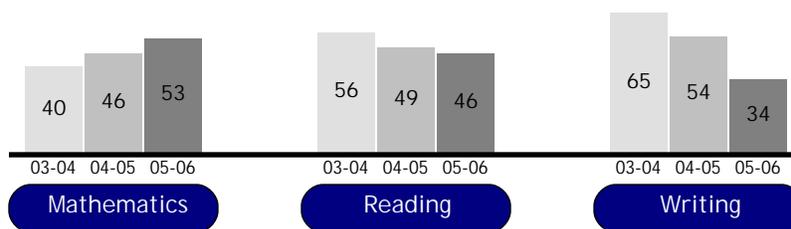
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	222	1565	79438	100	100	98	422	425	451	23	22	9	31	32	24	44	42	56	2	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	766	38775	100	99	99	430	431	457	18	18	7	31	31	22	48	46	58	3	5	13
Male	124	798	40560	100	100	97	417	420	446	27	26	12	31	32	25	41	39	54	2	3	9
African American	14	142	4178	100	100	98	416	416	439	21	25	13	43	38	29	36	36	52	NA	1	6
Hispanic	185	1099	34297	100	100	98	422	422	434	23	24	14	31	32	31	43	41	50	3	3	5
Asian/Pacific Islander	NC	39	2063	NC	100	99	NC	441	475	NC	5	3	NC	38	15	NC	49	63	NC	8	20
American Indian/Alaskan Native	NC	34	3940	NC	94	95	NC	425	429	NC	15	14	NC	44	36	NC	35	47	NC	6	3
White	20	249	34887	100	99	98	428	443	471	25	18	4	15	22	15	60	51	63	NA	10	18
Students with Disabilities	23	211	9588	100	99	88	363	374	416	70	64	30	30	25	32	NA	10	34	NA	0	5
Students without Disabilities	199	1354	69850	100	100	100	429	432	456	18	16	7	31	33	23	49	47	59	3	4	12
Limited English Proficient Students	119	609	13856	99	96	96	411	415	407	31	27	27	32	34	43	36	38	29	1	1	1
Migrant Students	NC	38	600	NC	97	96	NC	423	418	NC	24	22	NC	37	38	NC	37	39	NC	3	2
Economically Disadvantaged	176	1242	38685	98	98	97	418	421	435	26	24	14	31	33	32	43	41	50	1	3	5
Non-Economically Disadvantaged	46	323	40753	100	100	99	438	441	467	13	16	5	30	25	16	50	50	62	7	9	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	221	1564	79971	100	100	99	386	398	423	19	13	8	47	51	41	34	35	49	0	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	768	38974	100	99	99	405	412	437	11	9	5	43	45	33	45	45	57	1	1	4
Male	123	795	40895	100	100	98	371	385	410	24	17	10	50	57	47	25	26	41	NA	1	2
African American	14	142	4203	100	100	99	400	397	411	7	11	11	57	60	45	36	28	43	NA	1	2
Hispanic	184	1097	34481	100	99	99	388	397	410	18	14	10	47	50	46	35	36	43	1	1	1
Asian/Pacific Islander	NC	39	2067	NC	100	99	NC	399	449	NC	13	4	NC	46	28	NC	41	60	NC	NA	8
American Indian/Alaskan Native	NC	34	3995	NC	94	96	NC	395	409	NC	15	10	NC	47	47	NC	38	42	NC	NA	1
White	20	250	35150	100	100	99	361	403	437	35	13	5	35	51	35	30	35	56	NA	1	5
Students with Disabilities	23	214	10258	100	100	94	304	344	377	57	36	23	43	53	51	NA	10	25	NA	NA	1
Students without Disabilities	198	1350	69713	100	100	100	396	406	429	14	10	5	47	50	39	38	39	52	1	1	3
Limited English Proficient Students	119	607	13985	99	96	97	377	387	382	21	18	18	52	49	54	27	32	27	NA	1	0
Migrant Students	NC	38	608	NC	97	97	NC	389	389	NC	16	16	NC	55	50	NC	29	33	NC	NA	0
Economically Disadvantaged	175	1243	38994	98	98	98	383	395	409	21	14	10	45	51	47	34	34	41	1	0	1
Non-Economically Disadvantaged	46	321	40977	100	100	100	401	409	437	9	11	5	57	48	34	35	39	56	NA	2	5

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



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	89	37	NA	58	98	35	34	47	100	27	28	46
	Language	88	34	34	50	98	36	36	47	100	32	32	48
	Mathematics	94	46	47	64	98	31	39	50	100	32	39	52
3	Reading	97	31	NA	55	98	32	32	44	100	24	27	46
	Language	96	39	42	61	98	32	32	44	100	27	28	46
	Mathematics	96	42	39	61	98	34	38	51	100	34	37	52

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)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Update Mission/Vision/Beliefs
- Ü Develop Goals (data driven decisions)
- Ü Develop School Improvement Plan (SIP)
- Ü Communicate with all stakeholders
- Ü Monitor school improvement plan
- Ü Align staff development to SIP/budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	46.50
Other Professional Staff	9.20	Teacher Aide	3.13

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	94
Teachers with Emergency Certification.	20
Percent of teachers in the school with Emergency/Provisional Certification	43%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Literacy Lab
- Ü Computer Lab
- Ü Media Center - with Parent Resource

Extracurricular Activities

- Ü Afterschool Tutoring Fall and Spring
- Ü Summer School
- Ü Student Council
- Ü Intersession Tutoring Fall and Spring
- Ü Math Achievement Club (MAC-RO) - 3rd Gr.

Social Services

- Ü Extended Care Program 6 A.M.-6 P.M.
- Ü Community Services through Social Worker
- Ü Parenting Classes
- Ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü William C. Jack School has programs to support our community. Services include social services to assist in health needs such as medical, dental, vision, counseling, and parenting classes.

- ü Our Reading First and Title I programs include a wide variety of strategies and support for children including a core reading program for direct reading instruction and on-going assessment to monitor student achievement.

- ü The six pillars of 'Character Counts' are being implemented this year to guide students in making the right choices and becoming productive citizens.

- ü PTA was established and through the support of PTA, a life-size mascot was purchased - Squeaky, the Dolphin. Squeaky makes visits to classrooms to reward students for excellent behavior and for going 'above and beyond' the expectations.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

We have implemented school wide violence prevention programs that promote the positive social skills of empathy, problem-solving, decision-making and anger management. We have a safety program that includes lock-down drills, evacuation plans, and fire drills. We have a locked campus and all visitors enter the campus through the office. School safety also includes routine walks of the campus and checklists to make sure the grounds promote a safe campus.

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

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Kristen Hartsuff	(623) 842-8250
Transportation Policy	Eric Kissel	(623) 866-6266
Community Resources	Marcia Meyer	(623) 842-8103
School Nutrition Programs	Barry Leimkuehler	(623) 866-6250
Parent Organization	Angela Ramirez	(623) 842-8260
Student Health/Nurse	Melvina Boyd	(623) 842-8250

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.

Footnotes

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

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

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

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

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

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

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

Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

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

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