



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5535 N 67th Ave, Glendale, AZ 85301

Glendale Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Diane Pesch  
Schedule : 8:00 AM to 4:30 PM  
Grades : 4-8  
2004 Enrollment : 655  
Web Address : www.gesd40.org  
Phone Number : (623) 842-8260  
Fax Number : (623) 842-8336  
E-mail : dpesch@gesd40.org

Mission

All students, given the time, care, and support from parents, educators and community, will become active lifelong learners, contributing to an ever-changing world.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2003-04 Out of Improvement  
2002-03 Year 1  
2001-02 N/A

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

School / Academic Goals

- ü To increase student achievement in reading and writing through the implementation of a research based reading program.
- ü To develop a curriculum map of math instruction.
- ü To increase student achievement in math through the implementation of a research based math program.

Enrollment

October 1, 2003 School Year Student Enrollment : 672  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 7

Instructional Programs

- ü Inclusive Gifted Services
- ü Special Education Classes
- ü Tutoring
- ü Sheltered Instruction for ELL Students

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

The school's responsibility is to provide a healthy and safe environment, communicate student progress and needs, and provide a child-centered instructional environment that is aligned with state and federal standards.

Parents

Parents are expected to provide experiences that will support district standards. They will make sure that their child attends school on time, offer encouragement, be a positive role model, and maintain positive communications with the school.

Transportation Policy

For regular education, transportation services are provided for students residing farther than one mile from school or in areas where hazardous conditions exist. Special education transportation services are provided as required.

School Honors

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

Award/Honor	Year
ü Space Camp Student Participant	2004
ü Space Camp Teacher Participant	2003
ü All State Band Participant	2004
ü Hispanic Teacher of the Year	2004

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	201	1431	76019	99	99	100	478	469	499	20	26	14	47	47	39	15	13	14	18	14	33
All Students (Prior Year)	278	1513	76230	100	100	100	469	466	498	24	28	12	47	46	38	13	11	12	16	14	37
Female	107	735	37207	99	99	100	480	472	499	18	25	12	49	47	41	13	13	14	20	16	33
Male	94	695	38677	98	99	100	476	467	498	21	28	15	45	47	38	17	13	13	17	12	34
African American	19	136	3817	90	98	100	459	454	475	26	36	23	58	50	47	5	7	11	11	7	18
Hispanic	151	902	29458	98	99	100	478	465	480	20	30	20	50	47	48	12	10	12	18	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	27	313	35880	100	99	100	496	484	515	13	18	7	25	42	32	33	19	16	29	21	45
Students with Disabilities	21	165	9786	95	100	100	433	434	457	55	58	39	36	33	40	9	6	7	0	3	13
Students without Disabilities	180	1266	66233	99	99	99	482	472	503	17	24	11	48	48	39	15	13	14	20	15	35
Limited English Proficient Students	85	476	15206	94	100	100	475	458	459	24	36	31	53	44	53	8	8	7	16	11	9
Migrant Students	NC	20	745				NC	477	473	NC	31	22	NC	38	53	NC	15	11	NC	15	15
Economically Disadvantaged	170	1046	35714				474	464	480	22	31	20	49	45	47	13	12	12	17	12	20
Non-Economically Disadvantaged	31	385	40266				495	480	513	11	17	9	39	50	33	25	15	15	25	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	201	1431	76020	99	99	100	493	493	503	39	40	25	27	24	23	32	32	40	2	4	12
All Students (Prior Year)	276	1512	76202	99	100	100	496	494	505	28	33	19	28	28	24	42	36	46	2	4	11
Female	107	736	37213	99	100	100	495	495	504	33	33	22	31	27	23	34	35	42	3	4	13
Male	94	694	38666	98	99	100	490	490	501	46	48	29	22	20	22	31	28	38	2	4	12
African American	20	138	3819	95	99	100	492	487	494	44	51	37	11	20	26	39	26	31	6	3	6
Hispanic	150	899	29442	97	98	99	490	490	494	39	44	37	29	25	26	31	29	31	1	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	27	314	35890	100	99	100	504	500	511	29	29	15	33	24	20	33	39	48	4	8	18
Students with Disabilities	21	165	9784	95	100	100	478	476	485	75	72	58	13	15	19	13	13	19	0	0	4
Students without Disabilities	180	1266	66236	99	99	99	494	494	504	36	38	23	28	25	23	34	33	42	2	4	13
Limited English Proficient Students	85	474	15198	94	100	100	490	486	483	34	53	59	42	27	25	24	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	170	1046	35703				491	490	494	39	45	37	28	25	26	31	27	31	2	3	6
Non-Economically Disadvantaged	31	385	40274				502	499	509	37	29	17	22	22	20	37	42	47	4	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	197	1409	75673	97	98	100	490	495	530	20	24	12	35	28	25	44	44	58	1	3	4
All Students (Prior Year)	269	1482	74692	96	99	99	468	474	502	38	37	18	36	30	27	25	30	47	1	2	8
Female	105	730	37099	97	99	100	507	514	548	13	18	8	40	29	22	46	49	64	1	5	6
Male	92	678	38441	96	97	99	469	474	513	28	32	16	30	27	29	41	39	52	2	2	3
African American	20	135	3791	95	97	99	464	482	506	24	25	18	29	32	29	47	41	50	0	2	3
Hispanic	148	886	29305	96	97	99	501	491	507	17	26	16	36	28	31	45	43	51	2	3	2
Asian/Pacific Islander	NC	33	1665	NC	100	99	NC	532	573	NC	28	6	NC	12	16	NC	44	67	NC	16	10
American Indian/Alaskan Native	NC	36	4707	NC	100	100	NC	452	492	NC	38	19	NC	28	33	NC	31	46	NC	3	1
White	26	309	35760	96	97	99	474	511	550	25	18	9	42	30	21	33	49	64	0	3	6
Students with Disabilities	20	161	9706	91	99	100	386	445	462	63	48	36	13	28	32	25	22	31	0	2	1
Students without Disabilities	177	1248	65967	97	98	99	496	499	536	17	22	10	37	28	25	45	46	60	1	3	5
Limited English Proficient Students	84	468	15115	93	100	100	499	470	471	14	34	26	46	30	38	41	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	168	1029	35541				490	483	504	21	28	17	36	31	31	42	39	50	2	3	2
Non-Economically Disadvantaged	29	380	40091				491	521	550	15	17	9	33	23	21	52	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	NC	1289	75001	NC	98	99	NC	437	468	NC	63	37	NC	28	36	NC	6	16	NC	2	10
All Students (Prior Year)	--	1210	71167	--	100	99	--	435	463	--	63	38	--	32	41	--	4	14	--	2	7
Female	--	628	36846	--	98	99	--	440	468	--	60	36	--	30	38	--	8	16	--	2	10
Male	NC	660	37974	NC	98	99	NC	435	467	NC	66	39	NC	26	34	NC	5	16	NC	2	11
African American	--	149	3720	--	96	98	--	431	446	--	68	53	--	24	33	--	8	9	--	1	4
Hispanic	--	754	26675	--	98	98	--	430	448	--	70	52	--	25	34	--	3	10	--	2	4
Asian/Pacific Islander	--	37	1575	--	100	99	--	476	504	--	31	18	--	48	33	--	3	20	--	17	29
American Indian/Alaskan Native	--	36	4731	--	97	98	--	425	438	--	77	61	--	16	30	--	3	7	--	3	2
White	NC	305	37785	NC	97	99	NC	451	482	NC	49	25	NC	35	39	NC	13	21	NC	3	15
Students with Disabilities	NC	162	8802	NC	98	100	NC	400	418	NC	94	79	NC	6	16	NC	0	3	NC	0	1
Students without Disabilities	--	1127	66199	--	98	99	--	442	472	--	59	34	--	31	38	--	7	17	--	3	11
Limited English Proficient Students	--	332	11710	--	100	100	--	416	429	--	84	70	--	15	25	--	1	4	--	1	1
Migrant Students	--	25	709				--	418	442	--	76	57	--	24	34	--	0	7	--	0	2
Economically Disadvantaged	--	794	29814				--	430	448	--	70	53	--	24	33	--	5	10	--	2	4
Non-Economically Disadvantaged	NC	495	45170				NC	447	479	NC	54	28	NC	34	38	NC	9	20	NC	3	14

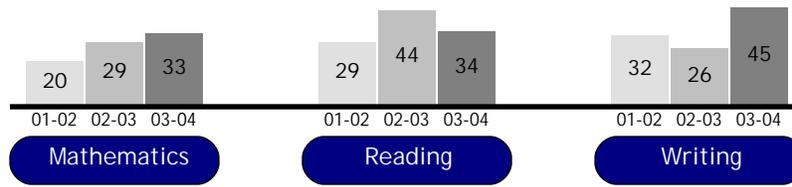
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	1292	74918	NC	98	99	NC	476	497	NC	51	32	NC	19	19	NC	23	35	NC	7	15
All Students (Prior Year)	--	1210	71100	--	100	99	--	485	502	--	39	25	--	23	21	--	31	40	--	7	15
Female	--	630	36805	--	99	99	--	480	501	--	47	28	--	20	19	--	24	37	--	8	16
Male	NC	661	37936	NC	98	99	NC	471	493	NC	55	35	NC	17	18	NC	22	33	NC	6	14
African American	--	150	3719	--	97	98	--	468	481	--	58	43	--	19	21	--	21	29	--	2	7
Hispanic	--	755	26645	--	98	98	--	469	478	--	58	46	--	17	20	--	21	27	--	4	6
Asian/Pacific Islander	--	37	1571	--	100	99	--	498	521	--	28	18	--	24	15	--	31	38	--	17	30
American Indian/Alaskan Native	--	37	4729	--	100	98	--	466	468	--	59	57	--	25	19	--	6	19	--	9	4
White	NC	305	37773	NC	97	99	NC	492	511	NC	36	20	NC	21	18	NC	30	41	NC	14	21
Students with Disabilities	NC	162	8801	NC	98	100	NC	430	448	NC	89	75	NC	7	13	NC	4	10	NC	1	2
Students without Disabilities	--	1130	66117	--	99	99	--	481	501	--	46	28	--	20	19	--	26	37	--	8	16
Limited English Proficient Students	--	334	11706	--	100	100	--	449	454	--	78	71	--	17	16	--	6	12	--	0	1
Migrant Students	--	25	706				--	451	467	--	77	55	--	18	22	--	0	20	--	5	4
Economically Disadvantaged	--	795	29785				--	467	477	--	60	47	--	18	20	--	16	26	--	5	6
Non-Economically Disadvantaged	NC	497	45115				NC	487	508	NC	39	23	NC	19	18	NC	33	39	NC	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	NC	1278	74503	NC	97	99	NC	460	491	NC	15	9	NC	45	32	NC	35	51	NC	6	8
All Students (Prior Year)	--	1133	69001	--	94	96	--	473	490	--	30	17	--	40	37	--	30	45	--	0	1
Female	--	628	36686	--	98	99	--	474	506	--	10	5	--	44	29	--	39	57	--	8	9
Male	NC	649	37644	NC	96	98	NC	445	476	NC	20	13	NC	46	36	NC	31	45	NC	4	6
African American	--	148	3677	--	95	97	--	445	475	--	22	12	--	45	36	--	27	46	--	6	5
Hispanic	--	745	26500	--	97	97	--	454	467	--	15	13	--	47	39	--	34	44	--	4	4
Asian/Pacific Islander	--	36	1566	--	100	99	--	522	537	--	10	5	--	28	23	--	34	55	--	28	18
American Indian/Alaskan Native	--	37	4695	--	100	97	--	452	464	--	19	14	--	34	39	--	47	44	--	0	3
White	NC	304	37606	NC	97	99	NC	474	508	NC	12	6	NC	42	28	NC	38	56	NC	8	10
Students with Disabilities	NC	159	8662	NC	96	100	NC	388	409	NC	47	37	NC	43	42	NC	9	20	NC	1	1
Students without Disabilities	--	1119	65841	--	98	98	--	469	499	--	11	7	--	45	32	--	38	53	--	6	8
Limited English Proficient Students	--	329	11608	--	99	100	--	432	430	--	25	23	--	43	47	--	29	28	--	2	1
Migrant Students	--	25	701				--	399	449	--	29	17	--	52	43	--	19	38	--	0	1
Economically Disadvantaged	--	786	29587				--	448	465	--	17	14	--	47	40	--	32	43	--	4	4
Non-Economically Disadvantaged	NC	492	44898				NC	475	507	NC	12	7	NC	42	28	NC	38	55	NC	8	10

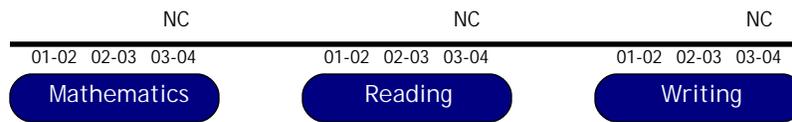
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

5th Grade Proficiency



8th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	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 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
4	Reading	94	22	26	47	95	29	33	52	96	35	NA	56
	Language	94	27	28	45	99	33	33	48	96	35	32	52
	Mathematics	97	27	29	52	95	39	35	57	96	41	36	61
5	Reading	95	20	28	46	97	28	31	50	99	30	NA	55
	Language	94	21	27	43	98	27	28	46	100	29	31	49
	Mathematics	96	28	34	54	97	37	35	57	100	44	40	63
6	Reading	99	20	33	49	97	32	34	53	94	36	NA	56
	Language	99	19	27	42	98	27	27	45	95	30	28	48
	Mathematics	100	28	40	58	98	46	42	62	95	51	44	66
7	Reading	--	--	28	48	--	--	30	51	100	38	NA	54
	Language	--	--	29	51	--	--	32	54	100	47	34	58
	Mathematics	--	--	33	54	--	--	34	58	100	61	37	62
8	Reading	--	--	30	49	--	--	35	53	NC	NC	NA	55
	Language	--	--	25	46	--	--	30	49	NC	NC	27	52
	Mathematics	--	--	34	54	--	--	39	58	NC	NC	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)
- 7 Teacher(s)
- 1 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Mission Development
- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Goal Setting

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	33.00
Other Professional Staff	3.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	0	0
4 to 6 years	8	4	0	0
7 to 9 years	1	1	0	0
10 or more years	4	8	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	27
Core academic classes taught by Highly Qualified (NCLB) teachers.	82
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Media Center Collection of 20,000+
- Ü Computer Lab

Extracurricular Activities

- Ü ELL Tutoring
- Ü Reading Intervention Classes
- Ü Math Intervention Classes
- Ü Homework Club
- Ü Boys and Girl Basketball

Social Services

- Ü Crisis Intervention
- Ü Social Worker
- Ü Health Clinic
- Ü Adult ESL Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Teachers mapped their math curriculum.
  
- ü Teachers participated in a district level committee that identified a research based math program to be implemented during the 2004-05 school year
  
- ü Teachers were trained in SIOP, sheltered instruction, strategies for teaching ELL students.

Student Activity Rates for School Year 2003-04

		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 3-4	73	75
Grades 4-5	69	74
Grades 5-6	79	85
Grades 6-7	71	82
Grades 7-8	NC	NC

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

Mensendick has a zero-tolerance for violent behavior. There is mandatory visitor sign-in and identification on each visit. All volunteers must be finger printed. Public areas are monitored by staff. Peer mediation is taught and offered to students.

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) :

15
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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	Diane Pesch	(623) 842-8260
Transportation Policy	Eric Kissel	(623) 842-8180
Community Resources	Cynthia Aguilar	(623) 842-8260
School Nutrition Programs	Barry Leimkuehler	(623) 842-8180
Parent Organization	Diane Pesch	(623) 842-8260
Student Health/Nurse	Jessica McLemore	(623) 842-8260

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.