

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Glendale American School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Glendale Elementary District  
8530 N. 55th Avenue, Glendale, AZ 85302-4734

**Principal:** Mrs. Pat Kilborn  
**Schedule:** 7:30 AM to 4:30 PM  
**Web Address:** [www.gesd.k12.az.us](http://www.gesd.k12.az.us)  
**E-mail:** [www.gesd.k12.az.us](http://www.gesd.k12.az.us)

**Grades:** Pre-K-8  
**2002 Enrollment:** 1019  
**Phone:** (623) 842-8280  
**Fax:** (623) 842-8339

### ∨ School Overview ∨

#### Mission

We strive to provide a safe, meaningful and enjoyable learning environment in which each child has the opportunity to fulfill his/her academic potential and social needs. We focus on developing fundamental skills; providing alternatives to meet the individual needs of our students; cultivating the desire to be a lifelong learner; encouraging responsible citizenship; nurturing self-concept; facilitating aesthetic appreciation; involving parents in the learning process and empowering children.

#### Organization and Philosophy

- w Self-contained Classrooms
- w Grade-level Teams
- w Alternative Calendar School

#### School/Academic Goals

- w Continued student academic growth in all content areas using Six Trait Writing, Oral Skill Development and Accelerated Reader improvement.
- w Include parents as partners in educating children by further supporting parent communications, involving parents in decisions and sharing academic progress with parents continually.
- w Further refine monitoring of student success through continuous assessment of student progress.
- w Expand and support collaboration, collegial grade-level planning for curriculum continuity and integration of subject areas.

#### Instructional Programs

- w Gifted
- w On-site Special Education
- w At-risk Preschool
- w Title I: Reading/Instructional Support
- w Bilingual/SEI Services
- w Extended Day Program
- w Afterschool Homework Club
- w Intersession Classes

#### Enrollment

October 1, 2001 School Year Student Enrollment:	970
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	20

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Parent/Educator Relations
- w Create Vision/Goal Setting
- w Instructional Strategies
- w Curriculum Development
- w School Safety Issues
- w Extracurricular Activities

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	1.50	Teacher Aide	16.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	2	0	0
4 to 6 years	2	4	0	0
7 to 9 years	3	1	0	0
10 or more years	5	20	0	0

∨ **Shared Responsibilities** ∨

**School**

As well as providing a safe environment for child-centered instruction, the school provides a student organizer/school calendar for homework assignments and ongoing communications with parents and the classroom teacher.

**Parents**

In addition to ensuring good attendance, character education and proper health and nutrition, parents are expected to support positive attitudes toward learning and to maintain high expectations for achievement and behavior through mutual respect and individual responsibility.

∨ **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. Our boundaries are from Northern/51st Avenue; west to 67th Avenue; north to Olive; east to 51st Avenue and south to Northern.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 178                      **First Day of School:** 8/29/02  
**Average Daily Instruction Time:** 6 hrs. 30 min.      **Last Day of School:** 6/13/03  
**Operates on Year-round Schedule**

**Report Card Release Dates**

10/7/02                      12/20/02                      3/17/03                      6/13/03

**Additional Calendar/Report Card Information**

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

**Special Facilities**

- W Literacy Center
- W Media/Technology Center
- W Technology Research Lab
- W Preschool/Extended Day Facility

**Extracurricular Activities**

- W Interscholastic Sports Program
- W Intersession Special Interest Classes
- W Student Council
- W Orchestra/Band/Choir
- W Parent/Community Barbecues
- W Catalina Island Trip, Grades 4-8
- W Homework Club

**School/Community Resources**

- W Day Care: Extended-day Program
- W Breakfast/Lunch Programs
- W Parenting Classes
- W Senior Volunteers
- W Afterschool Facilities Use
- W Recreational Activities
- W Clothing/Food Donations
- W Adult Special Interest Classes

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |  |
|--|--|
| <p>W American School students earned the highest scores in the Glendale Elementary School District on the Stanford 9 Achievement Test.</p> | <p>W Title I services 25% of 1st gr. in reading support; all have grown 1 full grade level in skills this year. Of the 20% of 2nd gr. served, all have improved 1 year in rdg. level; 40% of the 2nd gr. Title I have jumped 2 full gr. levels in rdg. skills.</p> |
| <p>W Highest district contributions by staff members to United Way, local families in need, food banks and school children.</p>            | <p>W Further expand student recognition programs, such as Student of the Month, Good Citizenship, Honor Roll, Accelerated Reader, Spelling Bee and Presidential Awards for Excellence.</p>   |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	34.7 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.6 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	9.7 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.3 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.7 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
ASSET Teacher of the Year	2000
ASSET Teacher of the Year	2001

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>107</b>	<b>527</b>	<b>7%</b>	<b>13%</b>	<b>49%</b>	<b>32%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>108</b>	<b>557</b>	<b>7%</b>	<b>9%</b>	<b>62%</b>	<b>21%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>116</b>	<b>509</b>	<b>11%</b>	<b>28%</b>	<b>39%</b>	<b>22%</b>
	State	59030	517	11%	27%	35%	27%

**Legend**

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

<b>Reading</b>	<b>School</b>	<b>114</b>	<b>501</b>	<b>18%</b>	<b>19%</b>	<b>53%</b>	<b>10%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>110</b>	<b>509</b>	<b>15%</b>	<b>30%</b>	<b>46%</b>	<b>9%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>114</b>	<b>480</b>	<b>17%</b>	<b>47%</b>	<b>12%</b>	<b>24%</b>
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>47</b>	<b>505</b>	<b>15%</b>	<b>32%</b>	<b>40%</b>	<b>13%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>47</b>	<b>485</b>	<b>13%</b>	<b>57%</b>	<b>30%</b>	<b>0%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>48</b>	<b>453</b>	<b>46%</b>	<b>40%</b>	<b>10%</b>	<b>4%</b>
	State	57734	459	39%	40%	14%	7%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	80	54	60	--	--	--
2	Reading	--	--	--	100	54	50	77	47	52	84	49	53	71	51	57
	Language	--	--	--	100	37	40	78	31	43	87	37	44	77	32	48
	Mathematics	--	--	--	100	50	51	80	47	55	85	59	57	78	52	61
3	Reading	87	50	47	100	47	47	87	44	48	85	42	50	86	48	50
	Language	88	47	49	100	39	51	87	44	54	87	42	56	82	59	57
	Mathematics	92	43	46	100	45	49	90	42	52	89	29	54	83	51	56
4	Reading	85	46	53	100	49	54	88	48	54	85	54	55	78	44	55
	Language	87	37	47	100	40	49	96	45	48	90	47	50	82	41	50
	Mathematics	87	40	51	100	40	54	97	44	55	93	49	57	85	37	58
5	Reading	87	58	51	100	49	51	96	47	51	85	52	51	88	51	53
	Language	83	49	42	100	41	44	97	38	45	87	48	45	86	45	47
	Mathematics	87	55	51	100	52	54	100	42	55	86	58	57	89	49	59
6	Reading	97	52	53	100	61	54	98	52	53	98	53	54	75	60	56
	Language	98	44	41	100	50	44	100	48	44	96	39	45	77	55	47
	Mathematics	99	43	57	100	63	59	100	62	60	99	53	63	80	66	65
7	Reading	89	47	52	100	44	53	96	46	52	78	54	53	82	52	55
	Language	89	56	52	100	49	54	100	44	54	76	58	55	82	55	58
	Mathematics	96	39	53	100	41	55	100	36	56	80	47	58	95	52	60
8	Reading	100	50	54	100	54	54	100	43	53	94	48	55	84	53	56
	Language	100	39	46	100	49	49	100	33	49	96	43	50	86	55	52
	Mathematics	100	44	52	100	55	54	100	39	56	92	38	58	88	62	59

∨ **Measure of Academic Progress** ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>84</b>	<b>63</b>
<b>Grades 3-4</b>	<b>74</b>	<b>82</b>
<b>Grades 4-5</b>	<b>70</b>	<b>71</b>
<b>Grades 5-6</b>	<b>82</b>	<b>81</b>
<b>Grades 6-7</b>	<b>69</b>	<b>78</b>
<b>Grades 7-8</b>	<b>67</b>	<b>85</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Meeting with each grade level to discuss the rules and expectations for behavior at the beginning of the year. Incorporating items in monthly newsletters to parents. Morning announcements contain safety tips for safe routes and procedures to school. Reminders about not talking to strangers.

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).

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**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,525	\$2,322,943
Classroom Supplies	\$24	\$22,011
Administration	\$366	\$336,364
Support Services-Students	\$92	\$84,783
Other Support Services and Operations	\$584	\$536,900
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,591</b>	<b>\$3,303,001</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Pat Kilborn	(623) 842-8280	7510
<b>Transportation Policy</b>	Ken Schafer	(623) 842-8180	7311
<b>Community Resources</b>	Dave Mayer	(623) 842-8280	7520
<b>School Nutrition Programs</b>	Barry Leimkuehler	(623) 842-8280	7310
<b>Parent Organization</b>	Marie Shepherd	(623) 842-8280	0
<b>Student Health/Nurse</b>	Carolyn Ewing	(623) 842-8280	0

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.

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