

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

8530 N 55th Ave, Glendale, AZ 85302

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	Improving

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

### School Overview

Principal/Administrator : Mrs. Pat Kilborn  
 Schedule : 7:30 AM to 4:00 PM  
 Grades : Pre-K-8  
 2004 Enrollment : 983  
 Web Address : www.gesd.k12.az.us  
 Phone Number : (623) 842-8280  
 Fax Number : (623) 842-8339  
 E-mail : pkilborn@gesd40.org

### 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.

### School / Academic Goals

- ü Continued student academic growth in all content areas using Six Trait Writing, Oral Skill Development and our adopted core reading curriculum, 'Open Court'.
- ü Include parents as partners in educating children by further supporting parent communications, involving parents in decisions and sharing academic progress with parents continually.
- ü Increase student achievement in the area of math, computation and problem solving.

### Enrollment

October 1, 2003 School Year Student Enrollment : 964  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 12

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Preschool
- ü Title I: Reading/Instructional Support
- ü Reading First K-3
- ü Extended Day

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

As well as providing a safe environment for instruction, the school provides a student agenda for homework assignments and ongoing communications with parents and the classroom teacher. The use of a standards based reporting system closes the gap between the report card and state assessment results.

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.

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 3 Students Awarded Scholarships ASU Gifted Academy	2004
ü Student Finalist Abstinence Creative Essay	2003
ü Art Students Recognized for Exceptional Work	2004
ü 2 Students Published in the Bear Essential News	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	144	1490	75509	100	100	100	504	491	521	22	27	13	33	33	23	21	24	33	24	16	31
All Students (Prior Year)	112	1442	75372	97	100	100	501	495	523	19	20	9	32	38	25	31	28	36	18	14	30
Female	65	741	37013	100	100	100	510	488	522	25	28	12	25	34	24	23	25	33	27	13	31
Male	79	749	38430	100	100	99	498	494	521	20	26	14	39	32	22	19	24	33	22	18	31
African American	14	116	3660	100	98	99	479	473	496	36	39	24	36	31	31	9	26	28	18	5	18
Hispanic	66	989	30486	100	100	99	493	486	505	26	29	18	39	36	29	11	20	32	24	15	21
Asian/Pacific Islander	NC	29	1780	NC	94	98	NC	520	549	NC	20	5	NC	27	13	NC	27	33	NC	27	50
American Indian/Alaskan Native	NC	26	4075	NC	100	100	NC	470	486	NC	26	28	NC	48	34	NC	26	26	NC	0	12
White	56	321	35192	100	98	99	514	505	534	19	20	8	25	29	19	31	30	35	25	22	39
Students with Disabilities	17	171	9708	100	100	100	489	467	489	38	42	32	25	38	27	13	14	24	25	6	17
Students without Disabilities	127	1319	65801	98	98	98	505	493	525	21	26	11	33	33	23	21	25	34	24	17	33
Limited English Proficient Students	32	584	16928	100	100	100	NA	518	485	NA	0	29	NA	50	33	NA	25	26	NA	25	12
Migrant Students	--	19	750				--	421	499	--	100	21	--	0	29	--	0	30	--	0	20
Economically Disadvantaged	93	1097	36411				493	482	503	25	31	19	37	36	29	22	23	32	15	10	20
Non-Economically Disadvantaged	51	393	39040				517	506	534	19	20	8	27	28	19	19	27	34	35	24	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	1485	75492	100	100	100	517	505	519	9	23	12	30	22	16	42	42	47	19	14	24
All Students (Prior Year)	113	1441	75221	98	100	100	516	505	523	13	19	8	22	24	16	51	48	56	13	8	21
Female	65	738	37014	100	99	100	527	509	523	15	22	10	23	20	15	31	42	48	31	17	27
Male	79	747	38400	100	100	99	509	501	516	5	24	14	36	23	17	50	41	47	9	11	21
African American	14	116	3665	100	98	99	509	495	505	9	29	20	27	27	22	55	38	43	9	7	14
Hispanic	66	987	30438	100	100	99	510	502	508	13	26	17	37	22	21	29	39	47	21	14	15
Asian/Pacific Islander	NC	29	1773	NC	94	98	NC	522	534	NC	13	4	NC	20	10	NC	53	50	NC	13	36
American Indian/Alaskan Native	NC	26	4081	NC	100	100	NC	489	498	NC	30	25	NC	39	26	NC	22	40	NC	9	8
White	56	318	35177	100	97	99	522	513	528	8	17	8	24	19	13	49	48	49	20	17	31
Students with Disabilities	17	169	9707	100	100	100	521	477	495	0	53	33	14	16	21	71	27	33	14	4	13
Students without Disabilities	127	1316	65785	98	98	98	517	507	522	10	20	10	31	22	16	39	43	49	19	15	26
Limited English Proficient Students	32	583	16905	100	100	100	NA	498	489	NA	25	34	NA	0	28	NA	75	32	NA	0	6
Migrant Students	--	20	763				--	445	499	--	100	21	--	0	30	--	0	40	--	0	8
Economically Disadvantaged	93	1093	36302				510	497	507	12	28	18	32	23	21	39	40	46	17	9	14
Non-Economically Disadvantaged	51	392	39164				526	517	528	6	15	8	28	19	13	45	45	48	21	21	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	143	1476	75053	100	99	99	584	558	597	5	13	7	14	17	12	73	63	72	8	6	9
All Students (Prior Year)	111	1407	73654	97	99	99	515	510	530	15	19	9	22	22	13	63	56	70	0	3	7
Female	65	732	36872	100	99	99	594	578	621	6	11	5	12	15	9	69	65	74	12	9	12
Male	78	744	38109	100	99	99	576	537	573	5	16	10	15	20	14	76	61	69	5	3	6
African American	14	115	3636	100	97	99	609	552	568	0	15	12	23	16	16	62	66	67	15	4	6
Hispanic	66	981	30235	100	99	98	595	551	575	5	14	9	8	19	14	77	61	70	10	6	6
Asian/Pacific Islander	NC	28	1768	NC	90	98	NC	639	651	NC	0	3	NC	7	5	NC	71	72	NC	21	19
American Indian/Alaskan Native	NC	25	4044	NC	100	99	NC	507	550	NC	23	13	NC	14	17	NC	64	66	NC	0	4
White	55	319	35028	98	98	99	571	571	613	6	11	6	15	17	10	77	65	73	2	7	11
Students with Disabilities	17	170	9625	100	100	100	550	489	530	0	30	21	15	24	21	85	45	55	0	0	4
Students without Disabilities	126	1306	65428	97	97	98	589	565	604	6	12	6	13	17	11	71	65	73	9	7	10
Limited English Proficient Students	32	574	16765	100	99	100	NA	507	525	NA	0	17	NA	25	20	NA	75	60	NA	0	2
Migrant Students	--	20	752				--	394	562	--	100	9	--	0	18	--	0	68	--	0	5
Economically Disadvantaged	92	1086	36077				576	542	566	3	15	10	13	19	16	79	62	69	5	4	5
Non-Economically Disadvantaged	51	390	38950				596	582	618	8	11	5	15	15	9	65	64	73	13	10	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	146	1431	76019	100	99	100	482	469	499	19	26	14	46	47	39	17	13	14	18	14	33
All Students (Prior Year)	110	1513	76230	100	100	100	475	466	498	24	28	12	40	46	38	17	11	12	18	14	37
Female	82	735	37207	100	99	100	484	472	499	14	25	12	45	47	41	20	13	14	20	16	33
Male	64	695	38677	100	99	100	479	467	498	25	28	15	47	47	38	12	13	13	16	12	34
African American	14	136	3817	100	98	100	470	454	475	38	36	23	31	50	47	8	7	11	23	7	18
Hispanic	67	902	29458	99	99	100	478	465	480	22	30	20	43	47	48	18	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	54	313	35880	100	99	100	487	484	515	15	18	7	49	42	32	19	19	16	17	21	45
Students with Disabilities	13	165	9786	100	100	100	438	434	457	30	58	39	70	33	40	0	6	7	0	3	13
Students without Disabilities	133	1266	66233	100	99	99	485	472	503	18	24	11	44	48	39	18	13	14	20	15	35
Limited English Proficient Students	25	476	15206	100	100	100	463	458	459	13	36	31	75	44	53	13	8	7	0	11	9
Migrant Students	--	20	745				--	477	473	--	31	22	--	38	53	--	15	11	--	15	15
Economically Disadvantaged	87	1046	35714				471	464	480	27	31	20	45	45	47	16	12	12	12	12	20
Non-Economically Disadvantaged	59	385	40266				494	480	513	10	17	9	47	50	33	17	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	146	1431	76020	100	99	100	501	493	503	26	40	25	21	24	23	43	32	40	10	4	12
All Students (Prior Year)	110	1512	76202	100	100	100	497	494	505	26	33	19	26	28	24	38	36	46	10	4	11
Female	82	736	37213	100	100	100	504	495	504	23	33	22	21	27	23	40	35	42	16	4	13
Male	64	694	38666	100	99	100	496	490	501	30	48	29	21	20	22	47	28	38	2	4	12
African American	14	138	3819	100	99	100	492	487	494	31	51	37	31	20	26	31	26	31	8	3	6
Hispanic	67	899	29442	99	98	99	498	490	494	28	44	37	20	25	26	48	29	31	4	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	54	314	35890	100	99	100	505	500	511	25	29	15	18	24	20	43	39	48	14	8	18
Students with Disabilities	13	165	9784	100	100	100	486	476	485	57	72	58	14	15	19	29	13	19	0	0	4
Students without Disabilities	133	1266	66236	100	99	99	501	494	504	24	38	23	22	25	23	44	33	42	10	4	13
Limited English Proficient Students	25	474	15198	100	100	100	498	486	483	14	53	59	29	27	25	57	19	14	0	1	1
Migrant Students	--	20	743				--	492	488	--	33	50	--	25	28	--	42	19	--	0	3
Economically Disadvantaged	87	1046	35703				495	490	494	35	45	37	20	25	26	38	27	31	8	3	6
Non-Economically Disadvantaged	59	385	40274				507	499	509	16	29	17	23	22	20	49	42	47	12	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	146	1409	75673	100	98	100	519	495	530	25	24	12	17	28	25	53	44	58	5	3	4
All Students (Prior Year)	109	1482	74692	100	99	99	490	474	502	24	37	18	30	30	27	41	30	47	5	2	8
Female	82	730	37099	100	99	100	555	514	548	16	18	8	17	29	22	60	49	64	7	5	6
Male	64	678	38441	100	97	99	474	474	513	38	32	16	16	27	29	45	39	52	2	2	3
African American	14	135	3791	100	97	99	473	482	506	38	25	18	15	32	29	46	41	50	0	2	3
Hispanic	67	886	29305	99	97	99	512	491	507	29	26	16	12	28	31	55	43	51	4	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	54	309	35760	100	97	99	526	511	550	17	18	9	23	30	21	58	49	64	2	3	6
Students with Disabilities	13	161	9706	100	99	100	444	445	462	50	48	36	30	28	32	20	22	31	0	2	1
Students without Disabilities	133	1248	65967	100	98	99	525	499	536	23	22	10	16	28	25	56	46	60	5	3	5
Limited English Proficient Students	25	468	15115	100	100	100	504	470	471	43	34	26	0	30	38	57	34	35	0	2	1
Migrant Students	--	20	738				--	505	488	--	15	23	--	31	33	--	54	43	--	0	1
Economically Disadvantaged	87	1029	35541				488	483	504	34	28	17	22	31	31	40	39	50	3	3	2
Non-Economically Disadvantaged	59	380	40091				554	521	550	15	17	9	10	23	21	68	55	64	7	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	56	1289	75001	100	98	99	439	437	468	63	63	37	27	28	36	10	6	16	0	2	10
All Students (Prior Year)	53	1210	71167	98	100	99	445	435	463	54	63	38	39	32	41	7	4	14	0	2	7
Female	28	628	36846	100	98	99	435	440	468	69	60	36	15	30	38	15	8	16	0	2	10
Male	28	660	37974	100	98	99	444	435	467	58	66	39	38	26	34	4	5	16	0	2	11
African American	NC	149	3720	NC	96	98	NC	431	446	NC	68	53	NC	24	33	NC	8	9	NC	1	4
Hispanic	18	754	26675	100	98	98	438	430	448	71	70	52	14	25	34	14	3	10	0	2	4
Asian/Pacific Islander	NC	37	1575	NC	100	99	NC	476	504	NC	31	18	NC	48	33	NC	3	20	NC	17	29
American Indian/Alaskan Native	NC	36	4731	NC	97	98	NC	425	438	NC	77	61	NC	16	30	NC	3	7	NC	3	2
White	31	305	37785	100	97	99	446	451	482	55	49	25	35	35	39	10	13	21	0	3	15
Students with Disabilities	NC	162	8802	NC	98	100	NC	400	418	NC	94	79	NC	6	16	NC	0	3	NC	0	1
Students without Disabilities	49	1127	66199	100	98	99	446	442	472	59	59	34	30	31	38	11	7	17	0	3	11
Limited English Proficient Students	NC	332	11710	NC	100	100	NC	416	429	NC	84	70	NC	15	25	NC	1	4	NC	1	1
Migrant Students	--	25	709				--	418	442	--	76	57	--	24	34	--	0	7	--	0	2
Economically Disadvantaged	19	794	29814				424	430	448	73	70	53	20	24	33	7	5	10	0	2	4
Non-Economically Disadvantaged	37	495	45170				446	447	479	59	54	28	30	34	38	11	9	20	0	3	14

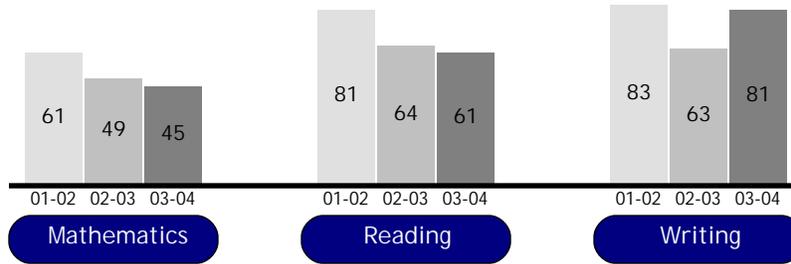
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	1292	74918	100	98	99	484	476	497	40	51	32	25	19	19	25	23	35	10	7	15
All Students (Prior Year)	54	1210	71100	100	100	99	496	485	502	26	39	25	26	23	21	40	31	40	9	7	15
Female	28	630	36805	100	99	99	482	480	501	42	47	28	27	20	19	27	24	37	4	8	16
Male	28	661	37936	100	98	99	487	471	493	38	55	35	23	17	18	23	22	33	15	6	14
African American	NC	150	3719	NC	97	98	NC	468	481	NC	58	43	NC	19	21	NC	21	29	NC	2	7
Hispanic	18	755	26645	100	98	98	475	469	478	57	58	46	14	17	20	29	21	27	0	4	6
Asian/Pacific Islander	NC	37	1571	NC	100	99	NC	498	521	NC	28	18	NC	24	15	NC	31	38	NC	17	30
American Indian/Alaskan Native	NC	37	4729	NC	100	98	NC	466	468	NC	59	57	NC	25	19	NC	6	19	NC	9	4
White	31	305	37773	100	97	99	488	492	511	32	36	20	29	21	18	26	30	41	13	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	49	1130	66117	100	99	99	492	481	501	33	46	28	28	20	19	28	26	37	11	8	16
Limited English Proficient Students	NC	334	11706	NC	100	100	NC	449	454	NC	78	71	NC	17	16	NC	6	12	NC	0	1
Migrant Students	--	25	706				--	451	467	--	77	55	--	18	22	--	0	20	--	5	4
Economically Disadvantaged	19	795	29785				474	467	477	53	60	47	27	18	20	13	16	26	7	5	6
Non-Economically Disadvantaged	37	497	45115				489	487	508	35	39	23	24	19	18	30	33	39	11	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	56	1278	74503	100	97	99	489	460	491	10	15	9	35	45	32	48	35	51	8	6	8
All Students (Prior Year)	51	1133	69001	94	94	96	490	473	490	12	30	17	53	40	37	35	30	45	0	0	1
Female	28	628	36686	100	98	99	482	474	506	8	10	5	42	44	29	42	39	57	8	8	9
Male	28	649	37644	100	96	98	496	445	476	12	20	13	27	46	36	54	31	45	8	4	6
African American	NC	148	3677	NC	95	97	NC	445	475	NC	22	12	NC	45	36	NC	27	46	NC	6	5
Hispanic	18	745	26500	100	97	97	461	454	467	0	15	13	50	47	39	50	34	44	0	4	4
Asian/Pacific Islander	NC	36	1566	NC	100	99	NC	522	537	NC	10	5	NC	28	23	NC	34	55	NC	28	18
American Indian/Alaskan Native	NC	37	4695	NC	100	97	NC	452	464	NC	19	14	NC	34	39	NC	47	44	NC	0	3
White	31	304	37606	100	97	99	494	474	508	16	12	6	29	42	28	45	38	56	10	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	49	1119	65841	100	98	98	500	469	499	7	11	7	33	45	32	52	38	53	9	6	8
Limited English Proficient Students	NC	329	11608	NC	99	100	NC	432	430	NC	25	23	NC	43	47	NC	29	28	NC	2	1
Migrant Students	--	25	701				--	399	449	--	29	17	--	52	43	--	19	38	--	0	1
Economically Disadvantaged	19	786	29587				459	448	465	13	17	14	33	47	40	53	32	43	0	4	4
Non-Economically Disadvantaged	37	492	44898				501	475	507	8	12	7	35	42	28	46	38	55	11	8	10

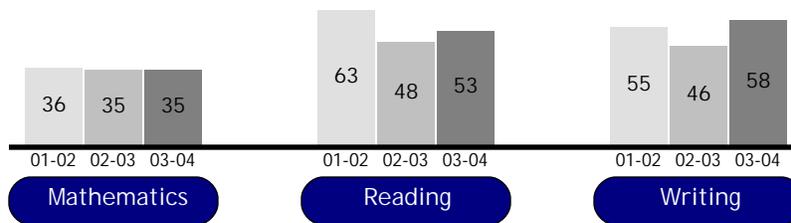
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

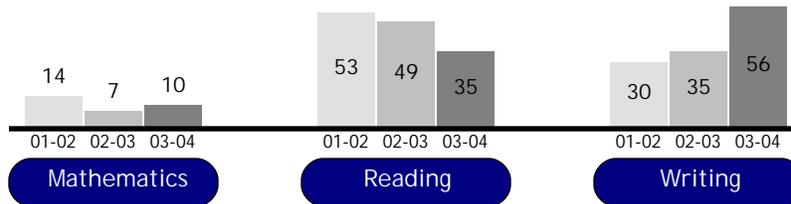
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	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
2	Reading	96	35	24	44	92	41	32	50	92	51	NA	58
	Language	96	25	22	39	98	36	26	43	96	49	34	50
	Mathematics	97	41	32	52	97	52	36	57	97	58	47	64
3	Reading	100	39	27	43	98	34	28	47	99	51	NA	55
	Language	100	46	34	50	98	42	35	54	99	53	42	61
	Mathematics	96	42	31	50	96	34	32	54	99	48	39	61
4	Reading	94	31	26	47	96	42	33	52	100	35	NA	56
	Language	94	34	28	45	96	43	33	48	99	30	32	52
	Mathematics	96	32	29	52	98	41	35	57	100	30	36	61
5	Reading	95	44	28	46	97	42	31	50	97	49	NA	55
	Language	95	38	27	43	99	37	28	46	95	45	31	49
	Mathematics	98	43	34	54	100	39	35	57	97	52	40	63
6	Reading	90	54	33	49	99	53	34	53	93	63	NA	56
	Language	90	53	27	42	97	46	27	45	95	50	28	48
	Mathematics	95	61	40	58	100	59	42	62	95	59	44	66
7	Reading	88	47	28	48	92	59	30	51	90	53	NA	54
	Language	88	50	29	51	94	65	32	54	88	62	34	58
	Mathematics	98	50	33	54	90	54	34	58	88	56	37	62
8	Reading	96	47	30	49	94	49	35	53	98	47	NA	55
	Language	96	49	25	46	94	46	30	49	96	50	27	52
	Mathematics	98	57	34	54	94	44	39	58	98	44	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)
- 10 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Create Vision/Goal Setting
- Ü School Improvement Plan
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	52.00
Other Professional Staff	4.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	8	0	0	0
7 to 9 years	12	5	0	0
10 or more years	18	20	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	41
Core academic classes taught by Highly Qualified (NCLB) teachers.	243
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Literacy Center
- Ü Technology Research Lab
- Ü Mult-purpose Room

Extracurricular Activities

- Ü Interscholastic Sports Program
- Ü After School Tutoring and Intervention
- Ü Intersession Special Interest Classes
- Ü After school ELL Intervention

Social Services

- Ü Day Care: Extended-day Program
- Ü Afterschool Facilities Use
- Ü Breakfast/Lunch Programs
- Ü Recreational Activities
- Ü Social Worker

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü American School K-6 implemented the SRA Open Court core reading curriculum. Significant growth was recorded in the areas of fluency, vocabulary and comprehension.
- ü American School was awarded the Reading First Grant which has been invaluable in supporting our K-3 reading program.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	93	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	2	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	46	47
Grades 3-4	69	54
Grades 4-5	65	70
Grades 5-6	85	88
Grades 6-7	74	60
Grades 7-8	68	53

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

Review of the rules and expectations for behavior at the beginning of the year with teachers and students. Incorporating items in monthly newsletters to parents. Morning announcements contain safety tips.

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) :

1
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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	Pat Kilborn	(623) 842-8280
Transportation Policy	Eric Kissel	(623) 842-8180
Community Resources	Nancy Dirstine	(623) 842-8185
School Nutrition Programs	Barry Leimkuehler	(623) 842-8280
Parent Organization	Connie Drushel	(623) 931-6435
Student Health/Nurse	Laurie Sheldon	(623) 842-8280

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).

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 16 Pages X .0318 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.