



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Pat Kilborn
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-8
 2005 Enrollment : 902
 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.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

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

Enrollment

October 1, 2004 School Year Student Enrollment : 972
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 15

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Title I: Reading/Instructional Support
- ü Reading First K-3
- ü Extended Day
- ü AIMSWEB Reading 4-8

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

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	132	1579	79306	99	100	99	444	420	445	17	20	10	14	29	18	49	42	51	20	9	20
All Students (Prior Year)	144	1490	75509	100	100	100	504	491	521	22	27	13	33	33	23	21	24	33	24	16	31
Female	60	769	38691	100	99	99	443	418	446	20	21	10	10	29	18	51	42	52	18	8	20
Male	72	810	40583	97	100	99	444	423	445	14	19	11	18	28	18	47	43	50	21	10	21
African American	14	142	4041	93	95	99	443	414	426	30	22	17	0	27	23	50	47	50	20	4	10
Hispanic	58	1080	32869	97	100	99	434	416	429	17	21	15	20	33	25	54	40	51	9	6	10
Asian/Pacific Islander	NC	41	1935	NC	100	99	NC	445	474	NC	11	3	NC	24	9	NC	43	48	NC	22	40
American Indian/Alaskan Native	NC	41	4264	NC	100	100	NC	433	419	NC	13	19	NC	20	30	NC	60	45	NC	7	6
White	44	275	36197	100	100	99	461	432	463	11	15	5	11	17	11	46	48	53	32	19	31
Students with Disabilities	18	192	10321	100	100	100	397	362	389	53	41	30	20	32	27	20	23	34	7	4	9
Students without Disabilities	114	1392	69060	98	99	98	451	429	454	11	17	7	13	28	17	54	45	54	22	10	22
Limited English Proficient Students	39	627	15509	100	100	100	436	403	406	15	24	20	21	37	30	52	34	45	12	5	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	92	1234	39415	97	98	96	435	414	431	21	22	15	15	31	25	46	40	50	17	7	10
Non-Economically Disadvantaged	40	350	39966	100	100	100	461	440	459	9	14	6	11	21	12	54	51	52	26	14	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	1580	79395	99	0	99	449	422	446	13	17	9	20	35	25	56	44	55	11	4	11
All Students (Prior Year)	144	1485	75492	100	100	100	517	505	519	9	23	12	30	22	16	42	42	47	19	14	24
Female	60	770	38743	100	0	100	455	426	451	12	14	7	16	34	24	59	48	57	12	4	12
Male	72	810	40618	97	0	99	444	419	440	14	20	11	23	37	27	53	40	53	11	3	9
African American	14	142	4052	93	0	100	444	426	434	30	13	11	0	35	29	60	51	54	10	1	6
Hispanic	58	1081	32915	97	0	99	444	417	426	11	20	15	28	39	35	52	39	47	9	3	4
Asian/Pacific Islander	NC	41	1936	NC	0	99	NC	430	468	NC	14	3	NC	30	14	NC	54	63	NC	3	19
American Indian/Alaskan Native	NC	41	4271	NC	0	100	NC	452	420	NC	0	15	NC	27	42	NC	70	41	NC	3	2
White	44	275	36221	100	0	99	463	436	465	11	12	4	14	22	15	57	55	63	19	11	17
Students with Disabilities	18	191	10331	100	0	100	412	362	388	33	33	25	40	43	37	27	23	34	0	1	4
Students without Disabilities	114	1394	69139	98	0	99	455	431	454	10	15	7	16	34	24	60	47	58	13	4	11
Limited English Proficient Students	39	627	15545	100	0	100	438	399	399	15	25	21	33	42	42	45	32	35	6	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	92	1234	39484	97	0	96	439	415	429	18	19	14	23	38	35	52	41	47	7	2	4
Non-Economically Disadvantaged	40	351	39986	100	0	100	469	446	461	3	10	4	14	26	16	63	54	63	20	10	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	1570	78869	99	99	99	436	413	442	6	10	6	24	33	21	66	54	63	5	3	10
All Students (Prior Year)	143	1476	75053	100	99	99	584	558	597	5	13	7	14	17	12	73	63	72	8	6	9
Female	60	767	38536	100	99	99	440	426	458	6	6	4	22	28	15	69	61	67	2	5	14
Male	72	803	40302	97	99	99	434	399	428	5	14	8	25	37	26	63	47	60	7	2	7
African American	14	141	4015	93	95	99	390	414	430	20	8	8	40	35	24	40	55	61	0	2	7
Hispanic	58	1074	32606	97	99	98	447	411	426	0	10	8	24	36	27	70	51	60	7	3	5
Asian/Pacific Islander	NC	41	1925	NC	100	99	NC	427	471	NC	11	3	NC	16	11	NC	68	64	NC	5	22
American Indian/Alaskan Native	NC	41	4245	NC	100	100	NC	441	423	NC	3	9	NC	20	26	NC	73	61	NC	3	4
White	44	273	36078	100	100	99	450	412	459	3	11	4	19	26	16	76	60	66	3	3	14
Students with Disabilities	17	191	10246	94	100	100	408	332	367	14	30	18	43	36	39	43	34	40	0	1	4
Students without Disabilities	115	1384	68697	99	99	98	441	424	454	4	7	4	21	32	18	70	57	67	5	4	11
Limited English Proficient Students	38	621	15339	97	100	100	428	389	399	9	15	11	19	36	31	72	47	54	0	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	91	1225	39106	96	97	95	423	405	427	9	11	8	27	35	28	63	51	59	1	2	5
Non-Economically Disadvantaged	41	350	39837	100	100	100	463	436	457	0	6	4	17	25	14	72	63	67	11	6	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	1435	78906	100	100	99	474	467	498	28	29	13	22	25	19	41	40	48	9	6	20
All Students (Prior Year)	146	1431	76019	100	99	100	482	469	499	19	26	14	46	47	39	17	13	14	18	14	33
Female	62	700	38644	100	100	99	473	468	500	27	27	12	24	24	19	39	43	49	10	5	19
Male	65	735	40236	100	100	99	475	466	497	29	31	15	20	25	19	43	37	46	8	7	20
African American	14	145	4087	100	100	99	444	453	481	56	43	20	22	26	24	22	28	45	0	4	11
Hispanic	57	952	31938	100	100	99	470	465	481	28	30	19	22	26	25	43	39	46	7	5	10
Asian/Pacific Islander	NC	35	1805	NC	97	98	NC	490	536	NC	16	5	NC	23	8	NC	45	45	NC	16	42
American Indian/Alaskan Native	NC	36	4593	NC	95	100	NC	487	467	NC	13	26	NC	17	29	NC	67	39	NC	3	6
White	43	267	36483	100	100	99	483	477	517	23	22	7	20	21	13	43	48	51	14	10	30
Students with Disabilities	21	200	10664	100	100	100	424	397	430	74	65	42	21	18	27	5	16	26	0	1	5
Students without Disabilities	106	1242	68310	99	99	98	486	479	509	17	23	9	22	26	18	49	44	51	11	7	22
Limited English Proficient Students	36	559	12573	100	100	100	459	452	454	35	34	27	32	29	30	32	34	38	0	3	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	80	1101	38679	98	98	96	468	466	483	33	31	20	26	24	25	34	39	45	7	6	10
Non-Economically Disadvantaged	47	341	40295	100	100	100	483	470	513	21	24	7	17	26	13	50	43	50	12	7	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	1436	78908	100	0	99	469	458	484	22	20	10	31	34	23	43	44	58	4	2	9
All Students (Prior Year)	146	1431	76020	100	99	100	501	493	503	26	40	25	21	24	23	43	32	40	10	4	12
Female	62	700	38648	100	0	99	466	463	489	20	15	8	35	32	22	39	50	61	6	2	10
Male	65	736	40233	100	0	99	471	453	479	24	24	12	27	35	25	47	39	55	2	2	8
African American	14	145	4092	100	0	99	431	448	473	44	31	12	44	33	28	11	34	54	0	2	5
Hispanic	57	952	31940	100	0	99	458	455	465	24	20	16	39	37	32	37	41	49	0	2	3
Asian/Pacific Islander	NC	35	1805	NC	0	98	NC	474	507	NC	10	4	NC	39	13	NC	48	65	NC	3	18
American Indian/Alaskan Native	NC	36	4569	NC	0	100	NC	474	457	NC	17	18	NC	27	39	NC	53	41	NC	3	2
White	43	268	36502	100	0	99	490	472	502	14	15	4	17	23	14	57	59	67	11	4	15
Students with Disabilities	21	201	10665	100	0	100	419	392	423	63	49	30	37	37	36	0	14	31	0	1	2
Students without Disabilities	106	1242	68312	99	0	98	480	469	493	12	15	7	30	33	21	53	49	62	5	2	10
Limited English Proficient Students	36	559	12556	100	0	100	442	439	436	39	26	24	39	40	40	23	33	35	0	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	80	1101	38662	98	0	96	460	455	468	26	22	16	33	36	32	40	41	49	2	2	3
Non-Economically Disadvantaged	47	342	40315	100	0	100	481	468	498	17	15	5	29	28	15	48	54	66	7	3	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	1430	78750	100	100	99	475	469	500	7	11	6	47	41	29	46	47	63	0	1	2
All Students (Prior Year)	146	1409	75673	100	98	100	519	495	530	25	24	12	17	28	25	53	44	58	5	3	4
Female	62	700	38586	100	100	99	483	479	515	4	9	4	47	36	22	49	54	71	0	1	3
Male	65	730	40135	100	99	99	467	458	486	10	13	8	47	47	35	43	40	56	0	0	1
African American	14	145	4081	100	100	99	422	450	488	11	14	8	78	48	32	11	38	59	0	0	2
Hispanic	57	947	31841	100	99	99	475	468	483	9	11	8	46	43	36	46	46	55	0	1	1
Asian/Pacific Islander	NC	35	1802	NC	97	98	NC	485	533	NC	10	2	NC	35	16	NC	55	75	NC	0	7
American Indian/Alaskan Native	NC	36	4586	NC	95	100	NC	464	481	NC	20	8	NC	37	37	NC	43	54	NC	0	1
White	43	267	36440	100	100	99	486	478	516	3	9	3	43	35	22	54	55	71	0	1	4
Students with Disabilities	21	199	10622	100	100	100	423	379	415	21	33	21	74	51	50	5	15	28	0	1	1
Students without Disabilities	106	1238	68196	99	99	98	487	483	513	4	7	3	41	40	25	56	52	69	0	0	3
Limited English Proficient Students	36	554	12504	100	100	100	445	446	451	16	16	12	52	45	44	32	38	43	0	1	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	80	1095	38558	98	97	96	466	464	485	9	12	8	53	43	37	38	45	54	0	0	1
Non-Economically Disadvantaged	47	342	40260	100	100	100	488	481	514	5	7	3	38	38	21	57	54	72	0	1	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	1362	78250	100	100	99	531	522	548	30	35	21	20	24	18	45	37	48	5	5	13
All Students (Prior Year)	56	1289	75001	100	98	99	439	437	468	63	63	37	27	28	36	10	6	16	0	2	10
Female	25	634	38071	100	100	99	522	523	549	35	32	20	17	25	19	48	39	49	0	4	12
Male	22	727	40126	100	100	99	541	521	547	24	37	23	24	23	17	43	35	46	10	5	14
African American	10	163	4058	100	100	99	486	513	523	67	42	32	22	25	22	11	32	41	0	1	5
Hispanic	20	831	29129	100	100	99	538	517	527	21	38	32	21	25	23	58	34	40	0	3	6
Asian/Pacific Islander	--	32	1747	--	97	100	--	551	589	--	21	9	--	14	9	--	39	50	--	25	32
American Indian/Alaskan Native	NC	31	4996	NC	91	100	NC	526	518	NC	28	36	NC	28	25	NC	40	36	NC	4	4
White	13	305	38320	100	100	99	555	534	568	17	26	12	17	21	14	50	45	55	17	8	19
Students with Disabilities	NC	167	9329	NC	100	100	NC	446	454	NC	71	64	NC	19	18	NC	9	16	NC	1	2
Students without Disabilities	42	1196	68996	98	99	99	536	533	561	26	29	16	18	25	18	51	41	52	5	5	14
Limited English Proficient Students	NC	364	10133	NC	100	100	NC	497	488	NC	46	45	NC	24	25	NC	28	28	NC	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	29	882	33388	97	96	94	524	518	530	36	38	32	25	25	22	36	34	40	4	4	5
Non-Economically Disadvantaged	18	481	44937	100	100	100	544	529	561	19	29	13	13	23	15	63	42	54	6	6	18

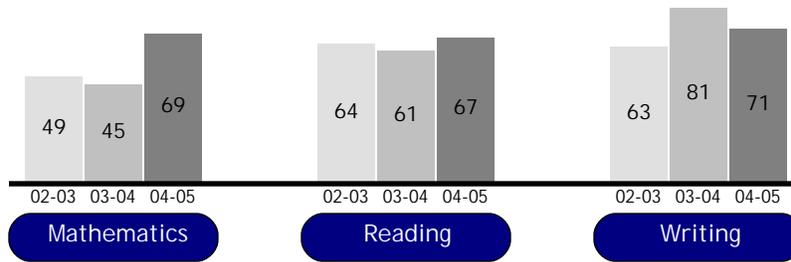
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	1360	78302	100	0	99	509	492	512	11	17	11	39	36	25	45	45	57	5	3	7
All Students (Prior Year)	56	1292	74918	100	98	99	484	476	497	40	51	32	25	19	19	25	23	35	10	7	15
Female	25	634	38082	100	0	99	513	499	518	9	14	8	35	33	24	52	50	61	4	4	7
Male	22	725	40166	100	0	99	504	486	507	14	20	14	43	38	26	38	40	54	5	2	6
African American	10	161	4064	100	0	100	470	491	498	33	18	14	44	40	29	22	39	54	0	2	3
Hispanic	20	831	29152	100	0	99	522	486	492	5	19	17	26	40	34	63	40	46	5	1	2
Asian/Pacific Islander	--	32	1746	--	0	100	--	507	542	--	7	5	--	18	13	--	64	66	--	11	16
American Indian/Alaskan Native	NC	31	4993	NC	0	100	NC	489	484	NC	20	19	NC	44	38	NC	36	42	NC	0	1
White	13	305	38347	100	0	99	527	507	531	0	14	5	50	25	17	42	57	68	8	5	10
Students with Disabilities	NC	165	9353	NC	0	100	NC	425	429	NC	45	40	NC	34	38	NC	21	22	NC	0	1
Students without Disabilities	42	1196	69024	98	0	99	512	502	524	13	13	7	33	36	23	49	48	62	5	3	7
Limited English Proficient Students	NC	364	10140	NC	0	100	NC	462	451	NC	27	28	NC	44	43	NC	28	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	29	880	33398	97	0	94	500	484	495	14	20	18	39	37	35	43	41	46	4	2	2
Non-Economically Disadvantaged	18	481	44979	100	0	100	524	505	525	6	12	6	38	33	18	50	51	66	6	4	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	1354	78094	98	99	99	550	520	545	0	5	3	21	31	18	79	63	77	0	1	2
All Students (Prior Year)	56	1278	74503	100	97	99	489	460	491	10	15	9	35	45	32	48	35	51	8	6	8
Female	25	632	38025	100	99	99	553	534	558	0	3	2	17	24	13	83	72	82	0	1	2
Male	21	721	40013	95	99	99	546	507	534	0	7	5	25	36	23	75	56	71	0	1	1
African American	NC	160	4037	NC	98	99	NC	523	532	NC	7	4	NC	28	22	NC	64	73	NC	1	1
Hispanic	20	827	29068	100	99	99	564	513	523	0	5	5	5	35	27	95	60	67	0	0	1
Asian/Pacific Islander	--	31	1743	--	94	100	--	542	577	--	7	2	--	11	9	--	78	82	--	4	8
American Indian/Alaskan Native	NC	31	4981	NC	91	100	NC	505	526	NC	12	4	NC	36	25	NC	52	70	NC	0	0
White	13	305	38265	100	100	99	549	533	564	0	5	2	33	23	11	67	72	84	0	1	3
Students with Disabilities	NC	165	9275	NC	100	100	NC	428	444	NC	17	14	NC	59	46	NC	24	39	NC	1	1
Students without Disabilities	41	1190	68892	95	99	98	549	533	559	0	4	2	24	26	14	76	69	82	0	1	2
Limited English Proficient Students	NC	359	10084	NC	100	100	NC	479	474	NC	10	10	NC	45	39	NC	44	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	28	873	33296	93	96	94	550	512	527	0	6	5	19	34	27	81	59	67	0	1	0
Non-Economically Disadvantaged	18	482	44871	100	100	100	550	534	559	0	3	2	25	24	12	75	72	84	0	1	3

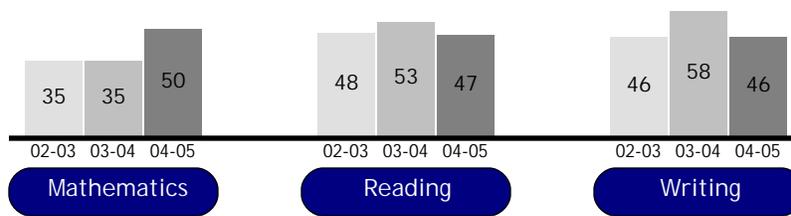
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

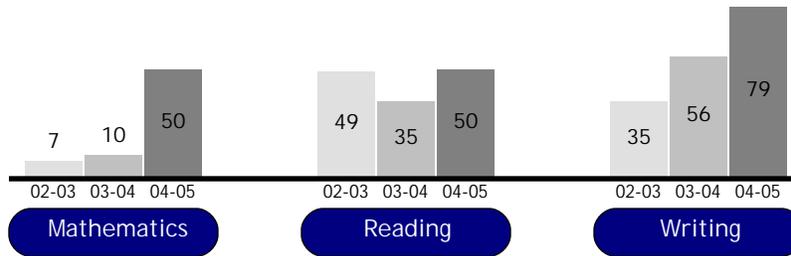
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	41	32	50	92	51	NA	58	100	46	34	47
	Language	98	36	26	43	96	49	34	50	100	44	36	47
	Mathematics	97	52	36	57	97	58	47	64	100	47	39	50
3	Reading	98	34	28	47	99	51	NA	55	99	43	32	44
	Language	98	42	35	54	99	53	42	61	99	40	32	44
	Mathematics	96	34	32	54	99	48	39	61	99	46	38	51
4	Reading	96	42	33	52	100	35	NA	56	100	39	36	48
	Language	96	43	33	48	99	30	32	52	100	41	37	49
	Mathematics	98	41	35	57	100	30	36	61	100	41	39	53
5	Reading	97	42	31	50	97	49	NA	55	100	39	37	50
	Language	99	37	28	46	95	45	31	49	100	41	36	50
	Mathematics	100	39	35	57	97	52	40	63	100	36	36	49
6	Reading	99	53	34	53	93	63	NA	56	100	56	41	51
	Language	97	46	27	45	95	50	28	48	100	48	36	47
	Mathematics	100	59	42	62	95	59	44	66	100	50	39	52
7	Reading	92	59	30	51	90	53	NA	54	100	46	39	50
	Language	94	65	32	54	88	62	34	58	100	47	41	52
	Mathematics	90	54	34	58	88	56	37	62	100	43	38	50
8	Reading	94	49	35	53	98	47	NA	55	100	47	40	51
	Language	94	46	30	49	96	50	27	52	100	50	41	50
	Mathematics	94	44	39	58	98	44	36	61	100	47	39	53

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

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

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	54.00
Other Professional Staff	2.20	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	1	0	0
4 to 6 years	2	6	0	0
7 to 9 years	6	5	0	0
10 or more years	6	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	229
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- Ü Interscholastic Sports Program
- Ü After School Tutoring and Intervention
- Ü Intersession Special Interest Classes
- Ü After school ELL Intervention
- Ü Summer school 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 2004-05

School Achievements/Accomplishments 2004-05

- 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 and now is in the third and final year of the grant.

- ü American School is among the top three(3) achieving schools in the district.

- ü American School is considered the strongest school in the district in the area of classroom instruction evidenced in the AIMS scores for 2004-05.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	22	12	12	17
Transfers In Rate ⁶	49	28	28	37
Stability Rate ⁷	77	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

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

1

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	Pat Kilborn	(623) 842-8280
Transportation Policy	Eric Kissel	(623) 842-8180
Community Resources	Dori DiPietro	(602) 701-4736
School Nutrition Programs	Barry Leimkuehler	(623) 842-8280
Parent Organization	Diana Allen	(623) 842-8280
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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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