

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7237 W Missouri Avenue, Glendale, AZ 85303

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
2003-04	Performing
2002-03	Underperforming

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

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	Out of Improvement
2002-03	Year 1

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

School Overview

Principal/Administrator : Mr. Kenneth R. Fleming
 Schedule : 07:45 AM to 04:15 PM
 Grades : 4-8
 2005 Enrollment : 760
 Web Address : www.gesd.k12.az.us/Bici_North/
 Phone Number : (623) 842-8290
 Fax Number : (623) 848-6133
 E-mail : kffleming@gesd40.org

Mission

At Bicentennial North School, we believe that everyone is capable of learning together. Every person has something special to share. Each person's talents will be explored and challenged. It is everyone's right to be treated with dignity and respect as we prepare them for the future.

MISSION: To guide every student towards academic achievement in a safe environment to benefit our school community and world.

School / Academic Goals

- ü The percentage of students scoring at/above grade level in reading, writing and mathematics will increase 10% as measured by the AIMS testing instrument administered in and April 2006.
- ü The percentage of students being referred for Physical Aggression will be reduced by 25% from the previous year by May 25, 2006. This will be measured by the school database and attitudinal survey.

Enrollment

October 1, 2004 School Year Student Enrollment : 626
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 4

Instructional Programs

- ü Full Range of Special Education Services
- ü Inclusive Gifted Program
- ü Technology program
- ü Harcourt Reading Program
- ü 21st Century Grant Program
- ü Scott Foresman Investigations in math
- ü Glendale Recreation After School Program
- ü Compacted Mathematics Program

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

At Bicentennial North staff will: Focus on core area subjects using increased reading for success. We promote our school as a safe, excelling, learning environment. Welcoming to parents and community, actively involved in Glendale-City, Arizona and the Nation. Improve academic and social skills through shared responsibilities between parents, students and educators, collaborating for the students we serve. We will provide valuable opportunities for parent involvement throughout the school year.

Parents

All parents will be involved in school activities through conferences and helping their child understand and follow school rules and support school expectations. Create a learning environment at home and an expectation that children will be successful. Provide an opportunity to meet with educators and discuss methods of instruction. We desire that all parents take an active part in their child's education.

Transportation Policy

We provide transportation as a privilege for students who live more than a mile from our campus. We also provide special transportation for students with special needs. Students are expected to be at the assigned stop on time and with the proper attitude and behavior of good listeners and following directions. Students are expected to follow all of the bus rules for the duration of the trip regularly scheduled or for special trips.

School Honors

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

Award/Honor	Year
ü Winner of the National Poetry Contest -Student publish	2004
ü 1st place Glendale District Spelling Bee	2005
ü 2nd place winner AZ Diamondbacks Helmet design contest	2005

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	191	1435	78906	100	100	99	447	467	498	25	29	13	25	25	19	42	40	48	7	6	20
All Students (Prior Year)	151	1431	76019	97	99	100	462	469	499	30	26	14	44	47	39	17	13	14	9	14	33
Female	90	700	38644	99	100	99	450	468	500	24	27	12	26	24	19	45	43	49	5	5	19
Male	100	735	40236	100	100	99	444	466	497	27	31	15	25	25	19	39	37	46	10	7	20
African American	18	145	4087	100	100	99	417	453	481	46	43	20	23	26	24	31	28	45	0	4	11
Hispanic	144	952	31938	100	100	99	448	465	481	25	30	19	28	26	25	38	39	46	9	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	21	267	36483	100	100	99	444	477	517	20	22	7	15	21	13	60	48	51	5	10	30
Students with Disabilities	23	200	10664	100	100	100	190	397	430	58	65	42	11	18	27	32	16	26	0	1	5
Students without Disabilities	168	1242	68310	100	99	98	481	479	509	21	23	9	27	26	18	43	44	51	8	7	22
Limited English Proficient Students	83	559	12573	100	100	100	413	452	454	25	34	27	30	29	30	38	34	38	8	3	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	135	1101	38679	96	98	96	451	466	483	23	31	20	25	24	25	43	39	45	9	6	10
Non-Economically Disadvantaged	56	341	40295	100	100	100	436	470	513	30	24	7	26	26	13	39	43	50	4	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	191	1436	78908	100	0	99	434	458	484	15	20	10	40	34	23	45	44	58	1	2	9
All Students (Prior Year)	151	1431	76020	97	99	100	492	493	503	43	40	25	22	24	23	31	32	40	4	4	12
Female	90	700	38648	99	0	99	445	463	489	12	15	8	33	32	22	55	50	61	0	2	10
Male	100	736	40233	100	0	99	423	453	479	18	24	12	46	35	25	35	39	55	1	2	8
African American	18	145	4092	100	0	99	417	448	473	23	31	12	31	33	28	46	34	54	0	2	5
Hispanic	144	952	31940	100	0	99	433	455	465	15	20	16	43	37	32	42	41	49	1	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	21	268	36502	100	0	99	432	472	502	15	15	4	25	23	14	60	59	67	0	4	15
Students with Disabilities	23	201	10665	100	0	100	185	392	423	26	49	30	53	37	36	21	14	31	0	1	2
Students without Disabilities	168	1242	68312	100	0	98	467	469	493	13	15	7	38	33	21	48	49	62	1	2	10
Limited English Proficient Students	83	559	12556	100	0	100	395	439	436	16	26	24	49	40	40	34	33	35	1	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	135	1101	38662	96	0	96	434	455	468	14	22	16	43	36	32	42	41	49	1	2	3
Non-Economically Disadvantaged	56	342	40315	100	0	100	433	468	498	17	15	5	30	28	15	52	54	66	0	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	191	1430	78750	100	100	99	453	469	500	8	11	6	40	41	29	52	47	63	0	1	2
All Students (Prior Year)	147	1409	75673	94	98	100	474	495	530	27	24	12	34	28	25	35	44	58	5	3	4
Female	90	700	38586	99	100	99	466	479	515	8	9	4	32	36	22	60	54	71	0	1	3
Male	100	730	40135	100	99	99	440	458	486	8	13	8	48	47	35	43	40	56	0	0	1
African American	18	145	4081	100	100	99	431	450	488	15	14	8	31	48	32	54	38	59	0	0	2
Hispanic	144	947	31841	100	99	99	453	468	483	8	11	8	45	43	36	48	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	21	267	36440	100	100	99	455	478	516	0	9	3	30	35	22	70	55	71	0	1	4
Students with Disabilities	23	199	10622	100	100	100	185	379	415	32	33	21	37	51	50	32	15	28	0	1	1
Students without Disabilities	168	1238	68196	100	99	98	489	483	513	5	7	3	41	40	25	54	52	69	0	0	3
Limited English Proficient Students	83	554	12504	100	100	100	409	446	451	11	16	12	46	45	44	43	38	43	0	1	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	135	1095	38558	96	97	96	452	464	485	10	12	8	41	43	37	50	45	54	0	0	1
Non-Economically Disadvantaged	56	342	40260	100	100	100	456	481	514	4	7	3	39	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	43	1362	78250	100	100	99	513	522	548	36	35	21	19	24	18	42	37	48	3	5	13
All Students (Prior Year)	NC	1289	75001	NC	98	99	NC	437	468	NC	63	37	NC	28	36	NC	6	16	NC	2	10
Female	23	634	38071	100	100	99	528	523	549	30	32	20	25	25	19	45	39	49	0	4	12
Male	20	727	40126	100	100	99	495	521	547	44	37	23	13	23	17	38	35	46	6	5	14
African American	NC	163	4058	NC	100	99	NC	513	523	NC	42	32	NC	25	22	NC	32	41	NC	1	5
Hispanic	31	831	29129	100	100	99	501	517	527	35	38	32	23	25	23	42	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	--	31	4996	--	91	100	--	526	518	--	28	36	--	28	25	--	40	36	--	4	4
White	NC	305	38320	NC	100	99	NC	534	568	NC	26	12	NC	21	14	NC	45	55	NC	8	19
Students with Disabilities	10	167	9329	100	100	100	443	446	454	67	71	64	0	19	18	33	9	16	0	1	2
Students without Disabilities	33	1196	68996	100	99	99	537	533	561	26	29	16	26	25	18	44	41	52	4	5	14
Limited English Proficient Students	18	364	10133	100	100	100	486	497	488	35	46	45	24	24	25	41	28	28	0	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	26	882	33388	96	96	94	498	518	530	36	38	32	18	25	22	45	34	40	0	4	5
Non-Economically Disadvantaged	17	481	44937	100	100	100	537	529	561	36	29	13	21	23	15	36	42	54	7	6	18

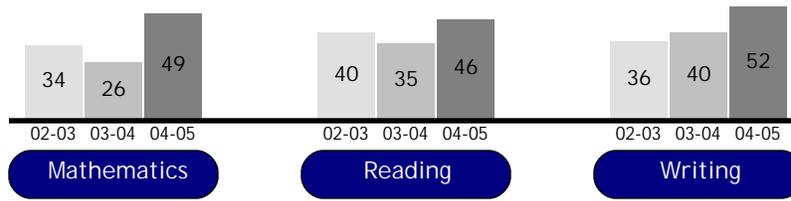
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	1360	78302	100	0	99	475	492	512	31	17	11	22	36	25	44	45	57	3	3	7
All Students (Prior Year)	NC	1292	74918	NC	98	99	NC	476	497	NC	51	32	NC	19	19	NC	23	35	NC	7	15
Female	23	634	38082	100	0	99	498	499	518	30	14	8	15	33	24	50	50	61	5	4	7
Male	20	725	40166	100	0	99	447	486	507	31	20	14	31	38	26	38	40	54	0	2	6
African American	NC	161	4064	NC	0	100	NC	491	498	NC	18	14	NC	40	29	NC	39	54	NC	2	3
Hispanic	31	831	29152	100	0	99	458	486	492	31	19	17	31	40	34	38	40	46	0	1	2
Asian/Pacific Islander	--	32	1746	--	0	100	--	507	542	--	7	5	--	18	13	--	64	66	--	11	16
American Indian/Alaskan Native	--	31	4993	--	0	100	--	489	484	--	20	19	--	44	38	--	36	42	--	0	1
White	NC	305	38347	NC	0	99	NC	507	531	NC	14	5	NC	25	17	NC	57	68	NC	5	10
Students with Disabilities	10	165	9353	100	0	100	405	425	429	67	45	40	11	34	38	22	21	22	0	0	1
Students without Disabilities	33	1196	69024	100	0	99	499	502	524	19	13	7	26	36	23	52	48	62	4	3	7
Limited English Proficient Students	18	364	10140	100	0	100	442	462	451	35	27	28	29	44	43	35	28	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	26	880	33398	96	0	94	449	484	495	36	20	18	27	37	35	36	41	46	0	2	2
Non-Economically Disadvantaged	17	481	44979	100	0	100	516	505	525	21	12	6	14	33	18	57	51	66	7	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	43	1354	78094	100	99	99	512	520	545	3	5	3	28	31	18	67	63	77	3	1	2
All Students (Prior Year)	NC	1278	74503	NC	97	99	NC	460	491	NC	15	9	NC	45	32	NC	35	51	NC	6	8
Female	23	632	38025	100	99	99	537	534	558	0	3	2	35	24	13	60	72	82	5	1	2
Male	20	721	40013	100	99	99	481	507	534	6	7	5	19	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	31	827	29068	100	99	99	497	513	523	4	5	5	31	35	27	62	60	67	4	0	1
Asian/Pacific Islander	--	31	1743	--	94	100	--	542	577	--	7	2	--	11	9	--	78	82	--	4	8
American Indian/Alaskan Native	--	31	4981	--	91	100	--	505	526	--	12	4	--	36	25	--	52	70	--	0	0
White	NC	305	38265	NC	100	99	NC	533	564	NC	5	2	NC	23	11	NC	72	84	NC	1	3
Students with Disabilities	10	165	9275	100	100	100	413	428	444	11	17	14	56	59	46	33	24	39	0	1	1
Students without Disabilities	33	1190	68892	100	99	98	545	533	559	0	4	2	19	26	14	78	69	82	4	1	2
Limited English Proficient Students	18	359	10084	100	100	100	475	479	474	6	10	10	35	45	39	59	44	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	26	873	33296	96	96	94	487	512	527	5	6	5	32	34	27	64	59	67	0	1	0
Non-Economically Disadvantaged	17	482	44871	100	100	100	552	534	559	0	3	2	21	24	12	71	72	84	7	1	3

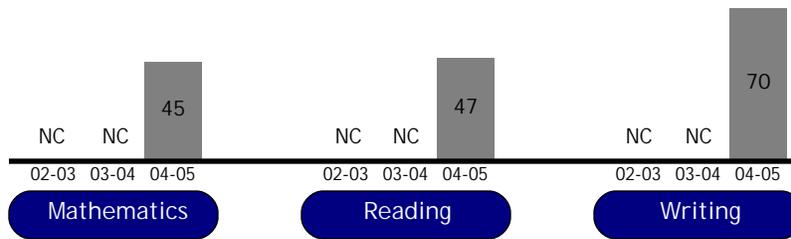
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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
4	Reading	94	28	33	52	94	30	NA	56	98	36	36	48
	Language	97	27	33	48	95	28	32	52	98	36	37	49
	Mathematics	99	28	35	57	96	32	36	61	98	41	39	53
5	Reading	93	28	31	50	96	33	NA	55	95	35	37	50
	Language	97	25	28	46	99	27	31	49	95	35	36	50
	Mathematics	96	34	35	57	99	35	40	63	95	38	36	49
6	Reading	94	29	34	53	95	35	NA	56	99	43	41	51
	Language	98	23	27	45	95	34	28	48	99	38	36	47
	Mathematics	99	45	42	62	96	49	44	66	99	37	39	52
7	Reading	--	--	30	51	98	38	NA	54	97	49	39	50
	Language	--	--	32	54	98	37	34	58	97	47	41	52
	Mathematics	--	--	34	58	98	42	37	62	97	44	38	50
8	Reading	--	--	35	53	NC	NC	NA	55	98	37	40	51
	Language	--	--	30	49	NC	NC	27	52	98	42	41	50
	Mathematics	--	--	39	58	NC	NC	36	61	98	39	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)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum
- Ü Action Planning
- Ü Vision/Mission
- Ü School Environment
- Ü Special Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	45.00
Other Professional Staff	2.50	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	170
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library/Media Center

Extracurricular Activities

- Ü After School Sports
- Ü Glendale Recreation After School Program
- Ü Tutoring in Reading, Writing and Math
- Ü 21st Centry Grant program (GEO)

- Ü Clubs

Social Services

- Ü Social Worker
- Ü District Adult Education
- Ü Holiday Assistance
- Ü Second Step Counseling

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Students increased academic achievement in reading, writing and mathematics as measured by the AIMS testing instrument and district assessments.

- ü Gained additional 7th and 8th grade students, increasing enrollment.

- ü Attained math, literacy and reading Coaches to ensure academic success for students and provide for instructional support for teachers.

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	19	12	12	17
Transfers In Rate ⁶	41	28	28	37
Stability Rate ⁷	81	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

Student safety is a primary concern. All staff members wear school ID. Visitors are required to sign-in at the office. We have a comprehensive safety policy in our school student handbook. All Staff and Volunteers undergo background and fingerprint checks prior to employment or volunteer approval.

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) :

9

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	Kenneth R. Fleming	(623) 842-8290
Transportation Policy	Erik Kissel	(623) 842-8180
Community Resources	Mark Joraanstad	(623) 842-8166
School Nutrition Programs	Barry Leimkuehler	(623) 842-8180
Parent Organization	Kim Cohill	(623) 842-8290
Student Health/Nurse	Barbara Arbogast	(623) 842-8290

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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** 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.