

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6905 W. Maryland Ave, 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	Not Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status (b)

2004-05	Restructure(Plan)
2003-04	Corrective Action
2002-03	Year 2

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

School Overview

Principal/Administrator : Mr. Robert C. Wallace
 Schedule : 07:00 AM to 04:15 PM
 Grades : 5-8
 2005 Enrollment : 965
 Web Address : www.gesd40.org
 Phone Number : (623) 842-8314
 Fax Number : (623) 842-8324
 E-mail : bwallace@gesd40.org

Mission

The mission of GESD is to empower students for the choices and changes of the 21st century. Challenger endeavors to create a student environment which meets the unique needs of the emerging adolescent. Our mission is to provide a positive, harmonious environment in which respect for the diverse makeup of the school/community is promoted. We strive to encourage and challenge the capabilities of all students to achieve success in social, emotional, physical and intellectual growth.

School / Academic Goals

- ü Challenger has implemented curriculum mapping to meet state & district academic standards in all classrooms. We continue to review curriculum & instruction of all students to ensure alignment with these standards and to prepare all students for AIMS.
- ü Student will master Power Standards evidenced by benchmark assessments. Students in every grade level will raise their test scores. Training for school staff in the Power Standards will occur the first week of school during School Improvement Days.
- ü Improve math skills for all students by using the Accelerated Math Program & SSD. Training is provided for all of our math teachers. All students will be placed in math classes based on prior achievement to best meet the needs of every student.
- ü Improve language skills for all students by using the SRA Program & SSD. Reading & Writing are integrated throughout the curriculum. Academic teachers integrate two thematic units in order to increase student achievement in literacy.

Enrollment

October 1, 2004 School Year Student Enrollment : 1098
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 41

Instructional Programs

- Ü Enrichment Elective Classes
- Ü Inclusive Gifted Services
- Ü Structured English Immersion Classes
- Ü Inclusive Special Education Classes
- Ü Integrated Curriculum/Instruction
- Ü Tutoring Programs
- Ü Fall & Spring Inter-session Classes
- Ü BTP & Transitional Skills Classrooms

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/1/2005
Last Day of School :	6/7/2006

Shared Responsibilities

School

The school's responsibility towards its students is to provide a healthy and safe environment, communicate student progress and needs, and provide a child-centered instructional environment built around individual interests, strengths and needs.

Parents

Parents are expected to be involved in setting school goals, instill positive learning attitudes, encourage prompt and regular attendance, show an interest in schoolwork and provide homework support, communicate with school, have high expectations for child's behavior, provide proper clothing and nourishment, and show child how to respect people, rules and property.

Transportation Policy

For students in the Challenger Attendance Area: Regular education transportation services are provided for students residing farther than one mile from school. Special education transportation services are provided as required. Transportation is not provided for students not residing the the Challenger Attendance Area.

School Honors

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

Award/Honor	Year
Ü Ambassador for Excellence Teacher	1996
Ü Language Arts Teacher Published Book	1999
Ü Middle Level Teacher of the Year	1999
Ü AZ Science Award (Solar Car)	1999

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	--	1435	78906	--	100	99	--	467	498	--	29	13	--	25	19	--	40	48	--	6	20
All Students (Prior Year)	--	1431	76019	--	99	100	--	469	499	--	26	14	--	47	39	--	13	14	--	14	33
Female	--	700	38644	--	100	99	--	468	500	--	27	12	--	24	19	--	43	49	--	5	19
Male	--	735	40236	--	100	99	--	466	497	--	31	15	--	25	19	--	37	46	--	7	20
African American	--	145	4087	--	100	99	--	453	481	--	43	20	--	26	24	--	28	45	--	4	11
Hispanic	--	952	31938	--	100	99	--	465	481	--	30	19	--	26	25	--	39	46	--	5	10
Asian/Pacific Islander	--	35	1805	--	97	98	--	490	536	--	16	5	--	23	8	--	45	45	--	16	42
American Indian/Alaskan Native	--	36	4593	--	95	100	--	487	467	--	13	26	--	17	29	--	67	39	--	3	6
White	--	267	36483	--	100	99	--	477	517	--	22	7	--	21	13	--	48	51	--	10	30
Students with Disabilities	--	200	10664	--	100	100	--	397	430	--	65	42	--	18	27	--	16	26	--	1	5
Students without Disabilities	--	1242	68310	--	99	98	--	479	509	--	23	9	--	26	18	--	44	51	--	7	22
Limited English Proficient Students	--	559	12573	--	100	100	--	452	454	--	34	27	--	29	30	--	34	38	--	3	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	--	1101	38679	--	98	96	--	466	483	--	31	20	--	24	25	--	39	45	--	6	10
Non-Economically Disadvantaged	--	341	40295	--	100	100	--	470	513	--	24	7	--	26	13	--	43	50	--	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	--	1436	78908	--	0	99	--	458	484	--	20	10	--	34	23	--	44	58	--	2	9
All Students (Prior Year)	--	1431	76020	--	99	100	--	493	503	--	40	25	--	24	23	--	32	40	--	4	12
Female	--	700	38648	--	0	99	--	463	489	--	15	8	--	32	22	--	50	61	--	2	10
Male	--	736	40233	--	0	99	--	453	479	--	24	12	--	35	25	--	39	55	--	2	8
African American	--	145	4092	--	0	99	--	448	473	--	31	12	--	33	28	--	34	54	--	2	5
Hispanic	--	952	31940	--	0	99	--	455	465	--	20	16	--	37	32	--	41	49	--	2	3
Asian/Pacific Islander	--	35	1805	--	0	98	--	474	507	--	10	4	--	39	13	--	48	65	--	3	18
American Indian/Alaskan Native	--	36	4569	--	0	100	--	474	457	--	17	18	--	27	39	--	53	41	--	3	2
White	--	268	36502	--	0	99	--	472	502	--	15	4	--	23	14	--	59	67	--	4	15
Students with Disabilities	--	201	10665	--	0	100	--	392	423	--	49	30	--	37	36	--	14	31	--	1	2
Students without Disabilities	--	1242	68312	--	0	98	--	469	493	--	15	7	--	33	21	--	49	62	--	2	10
Limited English Proficient Students	--	559	12556	--	0	100	--	439	436	--	26	24	--	40	40	--	33	35	--	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	--	1101	38662	--	0	96	--	455	468	--	22	16	--	36	32	--	41	49	--	2	3
Non-Economically Disadvantaged	--	342	40315	--	0	100	--	468	498	--	15	5	--	28	15	--	54	66	--	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	--	1430	78750	--	100	99	--	469	500	--	11	6	--	41	29	--	47	63	--	1	2
All Students (Prior Year)	--	1409	75673	--	98	100	--	495	530	--	24	12	--	28	25	--	44	58	--	3	4
Female	--	700	38586	--	100	99	--	479	515	--	9	4	--	36	22	--	54	71	--	1	3
Male	--	730	40135	--	99	99	--	458	486	--	13	8	--	47	35	--	40	56	--	0	1
African American	--	145	4081	--	100	99	--	450	488	--	14	8	--	48	32	--	38	59	--	0	2
Hispanic	--	947	31841	--	99	99	--	468	483	--	11	8	--	43	36	--	46	55	--	1	1
Asian/Pacific Islander	--	35	1802	--	97	98	--	485	533	--	10	2	--	35	16	--	55	75	--	0	7
American Indian/Alaskan Native	--	36	4586	--	95	100	--	464	481	--	20	8	--	37	37	--	43	54	--	0	1
White	--	267	36440	--	100	99	--	478	516	--	9	3	--	35	22	--	55	71	--	1	4
Students with Disabilities	--	199	10622	--	100	100	--	379	415	--	33	21	--	51	50	--	15	28	--	1	1
Students without Disabilities	--	1238	68196	--	99	98	--	483	513	--	7	3	--	40	25	--	52	69	--	0	3
Limited English Proficient Students	--	554	12504	--	100	100	--	446	451	--	16	12	--	45	44	--	38	43	--	1	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	--	1095	38558	--	97	96	--	464	485	--	12	8	--	43	37	--	45	54	--	0	1
Non-Economically Disadvantaged	--	342	40260	--	100	100	--	481	514	--	7	3	--	38	21	--	54	72	--	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	447	1362	78250	99	100	99	513	522	548	44	35	21	28	24	18	26	37	48	2	5	13
All Students (Prior Year)	466	1289	75001	99	98	99	434	437	468	65	63	37	29	28	36	4	6	16	2	2	10
Female	211	634	38071	99	100	99	515	523	549	41	32	20	30	25	19	28	39	49	1	4	12
Male	236	727	40126	99	100	99	512	521	547	46	37	23	27	23	17	24	35	46	3	5	14
African American	65	163	4058	98	100	99	511	513	523	44	42	32	29	25	22	27	32	41	0	1	5
Hispanic	303	831	29129	98	100	99	509	517	527	48	38	32	29	25	23	22	34	40	1	3	6
Asian/Pacific Islander	NC	32	1747	NC	97	100	NC	551	589	NC	21	9	NC	14	9	NC	39	50	NC	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	68	305	38320	100	100	99	523	534	568	33	26	12	26	21	14	39	45	55	2	8	19
Students with Disabilities	43	167	9329	100	100	100	474	446	454	81	71	64	14	19	18	5	9	16	0	1	2
Students without Disabilities	404	1196	68996	98	99	99	518	533	561	39	29	16	30	25	18	29	41	52	2	5	14
Limited English Proficient Students	134	364	10133	99	100	100	501	497	488	56	46	45	26	24	25	18	28	28	0	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	269	882	33388	96	96	94	511	518	530	47	38	32	28	25	22	23	34	40	1	4	5
Non-Economically Disadvantaged	178	481	44937	100	100	100	517	529	561	39	29	13	28	23	15	30	42	54	2	6	18

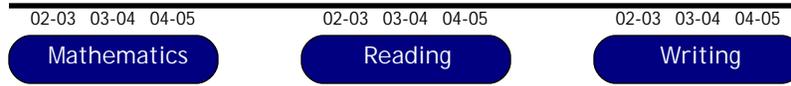
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	447	1360	78302	99	0	99	490	492	512	17	17	11	41	36	25	41	45	57	1	3	7
All Students (Prior Year)	469	1292	74918	100	98	99	473	476	497	52	51	32	19	19	19	23	23	35	6	7	15
Female	211	634	38082	99	0	99	497	499	518	15	14	8	34	33	24	50	50	61	1	4	7
Male	236	725	40166	99	0	99	485	486	507	20	20	14	46	38	26	33	40	54	2	2	6
African American	65	161	4064	98	0	100	495	491	498	15	18	14	42	40	29	44	39	54	0	2	3
Hispanic	303	831	29152	98	0	99	484	486	492	20	19	17	44	40	34	35	40	46	1	1	2
Asian/Pacific Islander	NC	32	1746	NC	0	100	NC	507	542	NC	7	5	NC	18	13	NC	64	66	NC	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	68	305	38347	100	0	99	506	507	531	12	14	5	26	25	17	60	57	68	2	5	10
Students with Disabilities	43	165	9353	100	0	100	454	425	429	51	45	40	35	34	38	14	21	22	0	0	1
Students without Disabilities	404	1196	69024	98	0	99	495	502	524	13	13	7	41	36	23	44	48	62	2	3	7
Limited English Proficient Students	134	364	10140	99	0	100	475	462	451	26	27	28	49	44	43	25	28	29	1	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	269	880	33398	96	0	94	485	484	495	20	20	18	41	37	35	39	41	46	0	2	2
Non-Economically Disadvantaged	178	481	44979	100	0	100	498	505	525	14	12	6	41	33	18	43	51	66	3	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	447	1354	78094	99	99	99	513	520	545	5	5	3	38	31	18	57	63	77	0	1	2
All Students (Prior Year)	464	1278	74503	99	97	99	441	460	491	18	15	9	50	45	32	30	35	51	3	6	8
Female	211	632	38025	99	99	99	526	534	558	3	3	2	31	24	13	66	72	82	0	1	2
Male	236	721	40013	99	99	99	501	507	534	7	7	5	44	36	23	49	56	71	0	1	1
African American	65	160	4037	98	98	99	537	523	532	0	7	4	29	28	22	71	64	73	0	1	1
Hispanic	303	827	29068	98	99	99	504	513	523	5	5	5	43	35	27	52	60	67	0	0	1
Asian/Pacific Islander	NC	31	1743	NC	94	100	NC	542	577	NC	7	2	NC	11	9	NC	78	82	NC	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	68	305	38265	100	100	99	528	533	564	5	5	2	28	23	11	67	72	84	0	1	3
Students with Disabilities	43	165	9275	100	100	100	467	428	444	11	17	14	65	59	46	24	24	39	0	1	1
Students without Disabilities	404	1190	68892	98	99	98	518	533	559	4	4	2	35	26	14	61	69	82	0	1	2
Limited English Proficient Students	134	359	10084	99	100	100	482	479	474	8	10	10	58	45	39	34	44	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	269	873	33296	96	96	94	505	512	527	5	6	5	43	34	27	52	59	67	0	1	0
Non-Economically Disadvantaged	178	482	44871	100	100	100	524	534	559	4	3	2	32	24	12	64	72	84	0	1	3

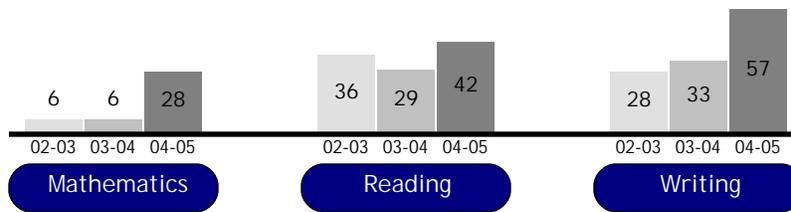
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
5	Reading	--	--	31	50	--	--	NA	55	--	--	37	50
	Language	--	--	28	46	--	--	31	49	--	--	36	50
	Mathematics	--	--	35	57	--	--	40	63	--	--	36	49
6	Reading	--	--	34	53	100	27	NA	56	100	38	41	51
	Language	--	--	27	45	100	20	28	48	100	36	36	47
	Mathematics	--	--	42	62	99	30	44	66	100	37	39	52
7	Reading	91	26	30	51	97	27	NA	54	99	35	39	50
	Language	95	28	32	54	95	33	34	58	99	38	41	52
	Mathematics	92	33	34	58	95	32	37	62	99	35	38	50
8	Reading	91	33	35	53	97	34	NA	55	99	37	40	51
	Language	95	26	30	49	95	28	27	52	99	38	41	50
	Mathematics	93	38	39	58	97	34	36	61	99	34	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."

Challenger Middle School

School Site Council

Council Composition

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

Council Duties

- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü School Improvement Curriculum Development
- Ü Instructional Strategies
- Ü Textbook Selection
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	7.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	3	0	1
4 to 6 years	8	6	0	0
7 to 9 years	2	3	0	0
10 or more years	3	11	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	205
Teachers with Emergency Certificaton.	19
Percent of teachers in the school with Emergency/Provisional Certification	37%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Stage: Band/Strings/Music
- Ü PE: Full-size Gym/Locker Rooms w/Showers
- Ü Computer/FACS Ed/Art/Life Skills
- Ü Media Center

Extracurricular Activities

- Ü Soccer, Volleyball, Cross-Country
- Ü Science and Travel Clubs
- Ü Basketball, Wrestling, Softball,
- Ü Bilingual and Gifted Clubs
- Ü Baseball, Track & Field
- Ü Computer and Chess Club
- Ü Student Council, Yearbook
- Ü German Club

Social Services

- Ü Social Worker: Student Groups
- Ü Adult Education
- Ü Breakfast Program
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The Challenger Six Trait Writing Process has been printed in the student agenda for use in every class. We will continue to improve student achievement in writing as measured by benchmark assessments.

- ü All academic teams have successfully implemented at least one integrated, inter- disciplinary thematic unit per semester towards improving student achievement.

- ü Development of Study Skills Development (SSD) period and materials to provide reading, writing, language, and math skills support. Student has been recognized by the state for winning the Martin Luther King Jr. Essay Contest.

- ü Teachers have recieved training in reciprocal teaching, test taking strategies, SEI strategies, curriculm mapping, writing objective, Fred Jones training and AIMS practice tests.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Transfers Out Rates ⁵	19	12	12	17
Transfers In Rate ⁶	61	28	28	37
Stability Rate ⁷	80	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	4	0	1	6
Status Unknown ¹¹	4	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

Students take a Life Skills course covering student safety and a 1/2 hour introduction into the Character Education Program. The Character Education Program is part of all students daily agenda and runs throughout the entire school year. Violence Prevention and Second Step classes are offered to all students and the Substance Abuse, Violence Prevention and Gang Awareness Program runs throughout the entire school year.

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) :

25

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	Robert C. Wallace	(623) 842-8314
Transportation Policy	Eric Kissell	(623) 842-8180
Community Resources	Dori Di-Pietro Sharpe	(623) 842-8314
School Nutrition Programs	Kim Shriro	(623) 842-8321
Parent Organization		(623) 842-8314
Student Health/Nurse	Nurse's Office	(623) 842-8316

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.