

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Underperforming
2004-05	Performing
2003-04	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Not Met
2003-04	Not Met

School Improvement Status (b)

2005-06	Restructure(Impl)
2004-05	Restructure(Plan)
2003-04	Corrective Action

(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
 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, 2005 School Year Student Enrollment : 956
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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	195	1433	79306	100	100	99	469	478	504	31	26	13	31	28	20	32	38	49	7	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	102	711	38845	100	100	99	472	478	505	26	23	11	33	30	20	34	40	50	6	7	18
Male	92	721	40383	99	100	98	466	477	504	36	29	14	27	26	19	29	36	47	8	10	19
African American	16	121	4171	100	100	98	456	466	485	31	35	20	38	28	26	31	35	44	NA	2	10
Hispanic	154	985	32673	99	100	99	468	474	487	32	28	18	32	29	25	30	36	46	6	7	10
Asian/Pacific Islander	NC	37	2147	NC	95	99	NC	497	539	NC	11	5	NC	30	10	NC	43	46	NC	16	40
American Indian/Alaskan Native	NC	16	4034	NC	100	97	NC	460	479	NC	44	22	NC	25	29	NC	31	43	NC	NA	7
White	23	274	36234	100	100	99	490	494	523	17	16	6	22	23	13	48	46	52	13	15	28
Students with Disabilities	27	203	10286	100	100	91	430	437	462	81	66	41	4	19	27	15	14	27	NA	1	5
Students without Disabilities	168	1230	69020	100	100	100	475	484	510	23	19	9	35	29	18	35	42	52	8	10	21
Limited English Proficient Students	87	489	10291	99	96	96	455	462	458	38	36	38	37	33	34	23	28	26	2	3	2
Migrant Students	NC	22	630	NC	100	95	NC	473	478	NC	27	24	NC	36	27	NC	27	43	NC	9	6
Economically Disadvantaged	161	1078	37437	97	98	97	466	472	486	33	29	19	30	29	26	31	35	46	6	6	9
Non-Economically Disadvantaged	34	355	41869	100	100	100	481	495	521	21	16	7	32	25	14	35	45	51	12	15	27

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	195	1437	79000	100	100	98	456	464	489	23	21	10	43	33	24	34	43	58	1	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	102	713	38774	100	100	99	460	468	494	16	17	7	48	33	22	36	46	61	NA	3	10
Male	92	723	40150	99	100	98	451	460	485	30	25	12	37	32	25	32	39	55	1	3	8
African American	16	121	4153	100	100	98	459	463	476	19	19	13	56	41	30	25	37	53	NA	2	4
Hispanic	154	987	32508	99	100	98	453	459	472	24	24	15	42	34	33	34	41	49	NA	1	3
Asian/Pacific Islander	NC	38	2142	NC	97	99	NC	476	510	NC	8	4	NC	42	14	NC	42	67	NC	8	16
American Indian/Alaskan Native	NC	16	4016	NC	100	96	NC	461	467	NC	31	14	NC	19	37	NC	50	46	NC	NA	2
White	23	275	36135	100	100	98	474	482	508	13	14	4	39	25	14	43	53	67	4	8	15
Students with Disabilities	27	207	9991	100	100	88	423	424	449	67	60	33	22	26	36	11	14	29	NA	1	2
Students without Disabilities	168	1230	69009	100	100	100	461	471	495	15	15	6	46	34	22	38	48	62	1	3	10
Limited English Proficient Students	87	489	10199	99	96	95	443	446	439	31	33	35	46	39	47	23	28	18	NA	0	0
Migrant Students	NC	22	629	NC	100	95	NC	453	457	NC	27	22	NC	41	41	NC	32	37	NC	NA	1
Economically Disadvantaged	161	1082	37234	97	99	97	453	459	472	24	24	15	43	34	33	32	40	50	NA	2	3
Non-Economically Disadvantaged	34	355	41766	100	100	99	467	480	505	15	13	5	38	28	16	44	52	65	3	7	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	194	1432	79611	99	100	99	491	484	496	10	10	7	31	39	37	59	50	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	102	713	39016	100	100	99	507	499	511	7	7	4	25	32	29	69	61	66	NA	0	1
Male	91	718	40519	98	99	98	473	469	482	13	14	10	37	47	44	49	39	46	NA	NA	0
African American	16	121	4188	100	100	98	496	484	486	13	12	9	31	42	40	56	46	50	NA	NA	0
Hispanic	153	983	32855	99	99	99	489	481	481	10	10	10	31	41	43	58	49	47	NA	0	0
Asian/Pacific Islander	NC	38	2149	NC	97	100	NC	488	519	NC	11	4	NC	37	24	NC	53	70	NC	NA	2
American Indian/Alaskan Native	NC	16	3992	NC	100	96	NC	458	478	NC	19	10	NC	31	46	NC	50	44	NC	NA	0
White	23	274	36380	100	100	99	505	496	511	4	8	4	22	35	30	74	57	65	NA	0	1
Students with Disabilities	27	207	10664	100	100	94	417	419	440	37	32	23	41	52	54	22	16	22	NA	0	1
Students without Disabilities	167	1225	68947	99	99	100	503	494	504	5	6	4	29	37	34	65	56	61	NA	0	1
Limited English Proficient Students	87	486	10362	99	96	97	475	461	438	11	16	22	46	47	57	43	36	21	NA	NA	NA
Migrant Students	NC	22	636	NC	100	96	NC	441	467	NC	32	14	NC	27	47	NC	41	38	NC	NA	0
Economically Disadvantaged	160	1078	37626	96	98	98	492	480	479	10	12	10	32	40	45	58	49	45	NA	0	0
Non-Economically Disadvantaged	34	354	41985	100	100	100	487	496	511	9	6	4	26	39	30	65	55	65	NA	NA	1

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

6th 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	213	1460	79327	98	100	98	477	492	518	46	34	19	24	22	20	28	37	46	2	6	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	108	704	38961	98	100	98	489	495	520	34	29	16	26	25	20	36	39	48	4	7	16
Male	105	755	40295	98	100	97	464	490	516	57	39	21	22	19	19	20	36	44	1	6	16
African American	23	132	4247	96	99	98	475	480	499	57	43	27	22	22	24	17	33	41	4	2	8
Hispanic	159	1009	32327	98	100	98	476	488	499	45	36	27	26	24	25	28	35	41	2	5	8
Asian/Pacific Islander	NC	36	1939	NC	100	99	NC	518	556	NC	17	6	NC	17	10	NC	50	47	NC	17	36
American Indian/Alaskan Native	NC	39	4391	NC	100	96	NC	504	489	NC	23	32	NC	21	27	NC	54	36	NC	3	4
White	24	242	36373	96	100	98	495	512	538	38	25	10	8	16	14	50	46	52	4	13	25
Students with Disabilities	39	218	9321	98	99	87	446	450	467	79	71	54	10	15	22	10	14	21	NA	0	3
Students without Disabilities	174	1242	70006	98	100	100	484	499	524	38	28	14	27	23	19	32	42	49	3	7	18
Limited English Proficient Students	94	468	9431	97	95	95	465	475	466	53	46	53	26	25	27	21	28	18	NA	2	1
Migrant Students	NC	28	635	NC	100	94	NC	478	488	NC	46	31	NC	18	29	NC	32	36	NC	4	4
Economically Disadvantaged	176	1102	37097	96	98	97	474	487	498	48	37	27	24	23	25	26	34	41	2	5	7
Non-Economically Disadvantaged	37	358	42230	100	100	99	492	508	535	35	24	11	22	19	15	38	47	50	5	10	24

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	213	1461	79501	98	100	98	462	470	497	27	24	10	39	32	25	33	42	60	0	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	108	704	39062	98	100	99	474	476	502	16	19	8	38	32	23	46	48	64	NA	1	5
Male	105	756	40368	98	100	98	450	464	491	38	29	13	41	33	27	20	36	57	1	1	3
African American	23	134	4279	96	100	99	456	461	485	39	31	14	30	31	30	30	38	54	NA	NA	2
Hispanic	159	1009	32389	98	100	98	462	466	478	24	26	16	43	36	34	33	38	48	NA	1	1
Asian/Pacific Islander	NC	36	1936	NC	100	99	NC	492	519	NC	8	3	NC	19	14	NC	72	73	NC	NA	9
American Indian/Alaskan Native	NC	39	4401	NC	100	96	NC	473	473	NC	23	17	NC	31	40	NC	44	43	NC	3	1
White	24	241	36446	96	100	99	481	489	516	25	16	4	21	22	15	50	59	73	4	4	7
Students with Disabilities	39	220	9411	98	100	88	432	427	453	62	63	36	26	25	36	13	12	26	NA	0	1
Students without Disabilities	174	1241	70090	98	100	100	469	477	502	19	17	7	43	34	24	38	47	65	1	1	5
Limited English Proficient Students	94	468	9401	97	95	94	448	451	443	30	36	40	50	39	46	20	25	14	NA	NA	0
Migrant Students	NC	28	642	NC	100	95	NC	447	465	NC	39	24	NC	32	41	NC	29	35	NC	NA	0
Economically Disadvantaged	176	1101	37183	96	98	97	458	464	479	30	27	16	40	34	34	30	38	49	1	1	1
Non-Economically Disadvantaged	37	360	42318	100	100	99	482	487	513	14	14	5	38	28	17	49	54	70	NA	3	7

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	215	1461	80000	99	100	99	532	544	564	5	5	3	20	14	11	74	78	75	0	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	108	705	39288	98	100	99	554	559	579	2	3	2	11	10	6	86	82	77	1	5	16
Male	107	755	40644	100	100	98	510	531	549	8	7	4	29	18	15	63	73	74	NA	2	7
African American	23	130	4307	96	97	99	524	532	551	4	5	4	26	21	13	70	74	75	NA	1	7
Hispanic	161	1013	32672	99	100	99	535	542	548	5	5	4	20	14	14	74	78	76	1	3	6
Asian/Pacific Islander	NC	36	1945	NC	100	99	NC	579	592	NC	NA	1	NC	3	4	NC	86	69	NC	11	25
American Indian/Alaskan Native	NC	38	4424	NC	97	97	NC	545	549	NC	5	3	NC	11	14	NC	82	77	NC	3	5
White	24	242	36602	96	100	99	525	557	579	4	3	2	17	12	7	79	77	75	NA	8	16
Students with Disabilities	40	217	9919	100	98	93	477	487	505	13	14	9	50	39	35	38	47	54	NA	NA	2
Students without Disabilities	175	1244	70081	99	100	100	545	554	571	3	3	2	13	10	7	83	83	79	1	4	12
Limited English Proficient Students	94	468	9571	97	95	96	519	523	502	6	7	10	28	22	29	66	69	60	NA	2	1
Migrant Students	NC	28	654	NC	100	97	NC	519	534	NC	14	7	NC	18	16	NC	64	74	NC	4	3
Economically Disadvantaged	178	1100	37534	97	98	98	532	540	547	5	5	4	20	16	15	75	76	76	NA	2	5
Non-Economically Disadvantaged	37	361	42466	100	100	100	531	559	578	5	3	2	19	9	7	73	81	75	3	7	16

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

7th 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	238	1396	78546	100	100	97	517	519	543	25	25	15	24	26	18	47	43	52	4	6	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	126	707	38645	100	100	98	525	522	545	18	23	13	23	25	18	55	46	54	4	6	15
Male	111	686	39792	100	100	97	508	515	542	32	28	17	25	27	17	38	40	50	5	5	15
African American	20	126	4205	100	100	97	503	507	524	35	29	22	30	32	22	30	38	49	5	1	7
Hispanic	183	948	31177	100	100	97	517	516	524	23	27	22	25	27	23	50	42	48	3	5	7
Asian/Pacific Islander	NC	36	1940	NC	100	99	NC	546	580	NC	11	5	NC	19	9	NC	53	53	NC	17	33
American Indian/Alaskan Native	NC	31	4689	NC	100	95	NC	528	515	NC	19	28	NC	13	25	NC	65	43	NC	3	4
White	25	252	36450	96	100	97	529	532	563	32	20	7	12	23	12	40	47	57	16	10	23
Students with Disabilities	31	153	8093	94	100	82	460	471	489	87	66	50	13	29	24	NA	5	23	NA	NA	2
Students without Disabilities	207	1243	70453	100	100	100	525	524	549	16	20	11	26	26	17	54	48	56	5	6	16
Limited English Proficient Students	84	428	9323	97	94	94	511	506	491	26	30	47	29	33	28	44	34	24	1	3	1
Migrant Students	NC	17	674	NC	100	95	NC	509	515	NC	24	28	NC	41	27	NC	29	40	NC	6	5
Economically Disadvantaged	196	1005	34694	97	98	96	514	515	524	26	27	23	26	28	23	45	40	48	3	5	7
Non-Economically Disadvantaged	42	391	43852	100	100	99	528	529	559	21	20	10	14	21	13	55	51	56	10	8	22

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	238	1397	79045	100	100	98	487	488	512	18	17	10	32	37	25	49	44	58	NA	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	126	707	38860	100	100	98	498	496	519	13	13	7	27	33	22	60	52	62	NA	3	8
Male	111	687	40075	100	100	97	475	479	505	25	22	12	38	41	28	37	37	54	NA	1	6
African American	20	126	4250	100	100	98	476	480	500	30	21	12	25	41	31	45	37	54	NA	1	3
Hispanic	183	948	31314	100	100	98	487	484	493	17	18	16	34	39	34	48	41	48	NA	1	2
Asian/Pacific Islander	NC	36	1949	NC	100	99	NC	510	536	NC	8	4	NC	25	15	NC	67	66	NC	NA	15
American Indian/Alaskan Native	NC	31	4719	NC	100	96	NC	493	489	NC	6	15	NC	39	39	NC	52	45	NC	3	2
White	25	253	36730	96	100	98	497	503	532	24	14	4	16	27	16	60	55	68	NA	4	12
Students with Disabilities	31	154	8552	94	100	87	435	440	463	65	59	35	35	36	40	NA	5	23	NA	NA	1
Students without Disabilities	207	1243	70493	100	100	100	495	493	517	12	12	7	32	37	24	57	49	62	NA	2	8
Limited English Proficient Students	84	428	9355	97	94	95	475	470	456	21	25	37	43	47	48	36	28	15	NA	NA	0
Migrant Students	NC	17	682	NC	100	96	NC	475	480	NC	29	23	NC	41	37	NC	29	39	NC	NA	1
Economically Disadvantaged	196	1005	34922	97	98	96	484	483	493	19	20	15	34	39	34	46	40	48	NA	1	3
Non-Economically Disadvantaged	42	392	44123	100	100	99	501	500	527	14	11	6	24	31	18	62	54	66	NA	4	11

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	240	1399	79657	100	100	99	548	554	566	7	5	3	9	9	8	84	85	87	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	126	706	39120	100	99	99	564	571	580	5	2	2	6	5	4	89	92	92	NA	1	2
Male	113	690	40423	100	100	98	530	536	553	10	8	5	11	13	12	80	79	83	NA	0	1
African American	20	126	4290	100	100	99	555	555	560	NA	3	4	20	9	9	80	87	86	NA	1	1
Hispanic	185	952	31642	100	100	99	550	551	552	6	5	5	9	10	11	85	85	84	NA	0	0
Asian/Pacific Islander	NC	36	1948	NC	100	99	NC	556	589	NC	6	1	NC	11	3	NC	83	91	NC	NA	4
American Indian/Alaskan Native	NC	30	4760	NC	97	97	NC	551	547	NC	7	5	NC	3	14	NC	90	81	NC	NA	0
White	25	252	36929	96	100	99	544	563	579	12	5	2	NA	8	5	88	87	91	NA	1	2
Students with Disabilities	33	155	9069	100	100	92	472	487	508	30	20	11	24	32	30	45	48	58	NA	NA	1
Students without Disabilities	207	1244	70588	100	100	100	560	562	573	3	3	2	6	6	5	90	90	91	NA	0	1
Limited English Proficient Students	84	426	9521	97	94	96	542	537	507	6	7	13	13	13	24	81	80	63	NA	NA	0
Migrant Students	NC	17	694	NC	100	98	NC	551	546	NC	NA	5	NC	6	12	NC	94	82	NC	NA	1
Economically Disadvantaged	198	1006	35341	98	98	97	546	549	551	8	6	5	9	10	12	83	84	83	NA	0	0
Non-Economically Disadvantaged	42	393	44316	100	100	100	558	567	578	2	3	2	7	7	5	90	90	90	NA	1	2

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	304	1437	78400	99	99	97	523	528	554	37	33	21	25	26	19	36	38	47	2	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	147	720	38686	99	99	98	526	528	554	33	32	20	27	28	20	37	38	49	3	3	12
Male	157	717	39636	99	99	96	520	528	554	41	34	23	22	25	18	35	38	46	1	3	13
African American	33	150	4193	100	98	97	525	522	533	33	38	32	24	24	23	39	36	40	3	2	5
Hispanic	215	926	30732	99	99	97	520	522	534	40	37	31	26	28	24	33	33	40	1	2	5
Asian/Pacific Islander	NC	38	1827	NC	100	99	NC	564	594	NC	11	8	NC	18	12	NC	58	49	NC	13	31
American Indian/Alaskan Native	NC	32	4536	NC	100	95	NC	521	528	NC	44	35	NC	25	25	NC	31	37	NC	NA	4
White	44	290	37038	96	99	97	534	546	575	30	19	11	23	24	14	45	51	56	2	6	19
Students with Disabilities	35	180	7840	95	97	81	472	480	498	89	77	60	3	14	18	9	9	20	NA	NA	2
Students without Disabilities	269	1257	70560	100	99	99	530	535	560	30	27	17	28	28	19	40	42	50	2	4	14
Limited English Proficient Students	105	383	8956	96	97	95	507	510	502	49	44	56	30	32	25	22	24	18	NA	0	1
Migrant Students	NC	20	676	NC	87	95	NC	508	523	NC	50	38	NC	25	25	NC	25	36	NC	NA	1
Economically Disadvantaged	211	943	33014	99	97	95	520	522	534	42	37	31	24	28	24	31	34	40	2	2	5
Non-Economically Disadvantaged	93	494	45386	100	100	99	531	540	569	26	25	15	26	23	15	47	46	52	1	5	18

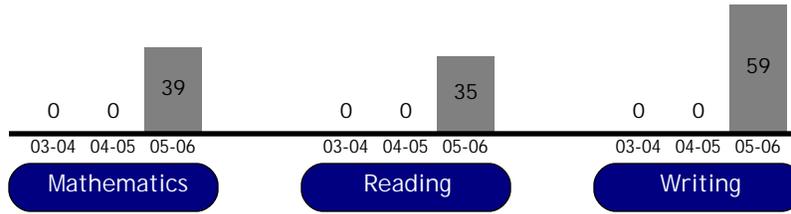
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	304	1439	79179	99	99	98	491	493	519	22	20	11	36	36	27	41	43	58	1	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	147	722	38974	99	99	99	497	499	524	18	17	8	35	35	25	46	48	61	1	1	5
Male	157	717	40124	99	99	97	486	488	513	25	23	13	38	38	28	37	38	54	NA	1	4
African American	33	150	4243	100	98	98	494	491	506	21	23	14	33	32	32	45	44	51	NA	1	3
Hispanic	215	928	30987	99	99	98	486	486	498	23	22	17	40	41	36	37	37	45	NA	0	1
Asian/Pacific Islander	NC	38	1832	NC	100	99	NC	536	543	NC	5	4	NC	18	17	NC	66	69	NC	11	10
American Indian/Alaskan Native	NC	32	4573	NC	100	96	NC	489	494	NC	16	16	NC	44	41	NC	41	42	NC	NA	1
White	44	290	37467	96	99	98	509	512	539	16	13	5	23	28	17	59	57	70	2	2	8
Students with Disabilities	35	180	8567	95	97	88	443	446	467	66	60	39	26	30	38	9	10	22	NA	NA	1
Students without Disabilities	269	1259	70612	100	99	99	497	500	524	16	14	7	38	37	25	46	47	62	1	1	5
Limited English Proficient Students	105	383	9013	96	97	95	467	469	461	32	32	40	50	48	48	17	20	12	NA	NA	0
Migrant Students	NC	20	680	NC	87	96	NC	478	487	NC	30	20	NC	50	43	NC	20	36	NC	NA	1
Economically Disadvantaged	211	945	33345	99	98	96	486	486	499	23	23	17	42	41	36	34	37	46	0	0	1
Non-Economically Disadvantaged	93	494	45834	100	100	99	503	507	533	18	15	7	23	29	19	58	55	67	1	2	7

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	303	1438	79734	99	99	99	528	541	554	10	5	3	22	21	19	69	73	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	146	721	39243	99	99	99	538	552	568	10	4	2	16	16	12	74	79	85	NA	NA	1
Male	157	717	40413	99	99	98	520	531	541	10	6	4	27	27	26	64	67	70	NA	0	0
African American	33	152	4285	100	99	99	543	542	548	3	3	3	27	23	22	70	74	74	NA	NA	0
Hispanic	214	926	31254	99	99	99	524	535	539	11	6	5	22	24	25	66	70	70	NA	NA	0
Asian/Pacific Islander	NC	38	1837	NC	100	99	NC	572	579	NC	3	1	NC	8	9	NC	89	87	NC	NA	2
American Indian/Alaskan Native	NC	31	4613	NC	97	97	NC	535	535	NC	3	4	NC	32	29	NC	65	67	NC	NA	0
White	44	290	37668	96	99	99	543	560	569	5	3	1	14	13	13	82	83	85	NA	0	1
Students with Disabilities	34	179	8943	92	97	92	459	483	495	21	16	11	56	54	51	24	31	38	NA	NA	1
Students without Disabilities	269	1259	70791	100	99	100	537	549	561	8	4	2	17	17	15	74	79	83	NA	0	0
Limited English Proficient Students	105	380	9138	96	96	97	495	510	492	19	12	13	31	32	46	50	56	40	NA	NA	NA
Migrant Students	NC	21	687	NC	91	97	NC	503	528	NC	10	6	NC	38	28	NC	52	65	NC	NA	NA
Economically Disadvantaged	210	943	33718	98	97	97	520	533	538	12	7	5	23	25	26	65	68	69	NA	NA	0
Non-Economically Disadvantaged	93	495	46016	100	100	100	548	558	567	4	3	2	18	15	14	77	82	84	NA	0	1

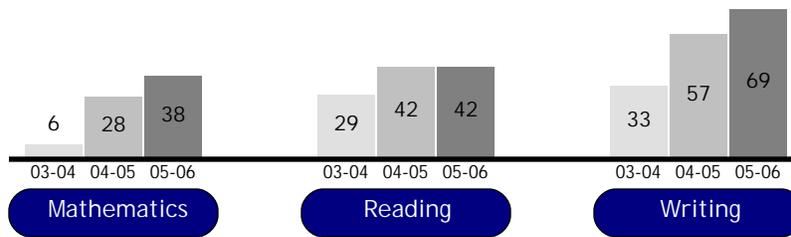
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	--	--	NA	55	--	--	37	50	99	30	37	56
	Language	--	--	31	49	--	--	36	50	99	28	35	54
	Mathematics	--	--	40	63	--	--	36	49	99	28	35	52
6	Reading	100	27	NA	56	100	38	41	51	100	30	37	56
	Language	100	20	28	48	100	36	36	47	100	25	32	50
	Mathematics	99	30	44	66	100	37	39	52	100	24	37	58
7	Reading	97	27	NA	54	99	35	39	50	100	35	35	54
	Language	95	33	34	58	99	38	41	52	100	37	39	58
	Mathematics	95	32	37	62	99	35	38	50	100	34	35	54
8	Reading	97	34	NA	55	99	37	40	51	100	39	41	58
	Language	95	28	27	52	99	38	41	50	99	39	41	56
	Mathematics	97	34	36	61	99	34	39	53	100	35	37	58

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)
- 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 Certification.	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 2005-06

School Achievements/Accomplishments 2005-06

- 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 received training in reciprocal teaching, test taking strategies, SEI strategies, curriculum mapping, writing objective, Fred Jones training and AIMS practice tests.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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 2005-06 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.

Footnotes

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 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.

6 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.