ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Bicentennial South School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7240 W Colter St, Glendale, AZ 85303

Glendale Elementary District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	PreK-2

(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	Not Evaluated
2002-03	Met

School Improvement Status (b)

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

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

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.

School Overview

Principal/Administrator :	Ms. Sue Pederson
Schedule :	07:45 AM to 04:00 PM
Grades :	Pre-K-3
2005 Enrollment :	658
Web Address :	gesd40.org
Phone Number :	(623) 842-8295
Fax Number :	(623) 848-6578
E-mail :	spederson@gesd40.org

Mission

We are committed to utilizing resources to deliver high quality education with challenging academic expectations. Our mission is to promote the success of all students through the development of skills that empower them to be successful citizens who are good problem solvers and committed to making a contribution to society.

School / Academic Goals

- To utilize the diverse resources of the school community to strengthen the educational program and align systemic support.
- To implement the Arizona Academic Standards and GESD curriculum through focused work in the classrooms. To meet the academic and social needs of our students through focused instruction and a student-centered approach to education.
- To increase student achievement in every classroom at every grade level.

Enrollment

October 1, 2004 School Year Student Enrollment : 756

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 4

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Developmentally Appropriate Practices
- Social Skills Program
- SEI-SIOP starategies
- Zoo Phonics
- Harcourt Reading
- Scott-Foresman Mathematics
- Six Traits Writing

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	6/7/2006

Shared Responsibilities

School

The school's responsibility to parents is to provide an environment conducive to learning for their children, promote collaboration and team work and to foster open, honest communication with children at the center of all that we do. We consider it our responsibility to increse student achievement through on-going data collection, differentiated instruction, effective teaching methods and sound instructional programs.

Parents

Parents are expected to send their child to school every day well-rested and ready to learn; support literacy, provide consistent homework support; practice open communication; make sure their child has good attendance; and be actively involved in the school.

Transportation Policy

Transportation services are provided for regular education students residing farther than one mile from school or in areas where hazardous conditions exist. Special education students are provided transportation services as required by their IEP's.

School Honors

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

Award/Honor	Year
Arizona Literacy Site Award	1992
Artists-in-Residence Grant	1994
Artists-in-Residence Grant	1995
Artist-in-Residence Grant	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	184	1579	79306	100	100	99	443	420	445	11	20	10	21	29	18	54	42	51	14	9	20
All Students (Prior Year)	--	1490	75509	--	100	100	--	491	521	--	27	13	--	33	23	--	24	33	--	16	31
Female	104	769	38691	100	99	99	444	418	446	8	21	10	25	29	18	52	42	52	15	8	20
Male	80	810	40583	100	100	99	441	423	445	15	19	11	16	28	18	56	43	50	13	10	21
African American	20	142	4041	95	95	99	420	414	426	23	22	17	23	27	23	54	47	50	0	4	10
Hispanic	120	1080	32869	98	100	99	438	416	429	12	21	15	25	33	25	49	40	51	13	6	10
Asian/Pacific Islander	NC	41	1935	NC	100	99	NC	445	474	NC	11	3	NC	24	9	NC	43	48	NC	22	40
American Indian/Alaskan Native	NC	41	4264	NC	100	100	NC	433	419	NC	13	19	NC	20	30	NC	60	45	NC	7	6
White	32	275	36197	100	100	99	464	432	463	4	15	5	15	17	11	56	48	53	26	19	31
Students with Disabilities	21	192	10321	100	100	100	403	362	389	33	41	30	39	32	27	22	23	34	6	4	9
Students without Disabilities	163	1392	69060	99	99	98	448	429	454	7	17	7	19	28	17	58	45	54	16	10	22
Limited English Proficient Students	64	627	15509	100	100	100	434	403	406	12	24	20	23	37	30	58	34	45	8	5	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	127	1234	39415	97	98	96	438	414	431	12	22	15	24	31	25	52	40	50	12	7	10
Non-Economically Disadvantaged	57	350	39966	100	100	100	450	440	459	8	14	6	18	21	12	57	51	52	18	14	30

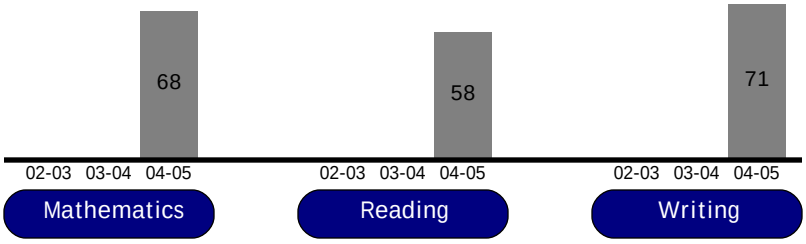
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	184	1580	79395	100	0	99	440	422	446	9	17	9	32	35	25	54	44	55	4	4	11
All Students (Prior Year)	--	1485	75492	--	100	100	--	505	519	--	23	12	--	22	16	--	42	47	--	14	24
Female	104	770	38743	100	0	100	443	426	451	8	14	7	29	34	24	58	48	57	5	4	12
Male	80	810	40618	100	0	99	436	419	440	11	20	11	36	37	27	49	40	53	3	3	9
African American	20	142	4052	95	0	100	432	426	434	8	13	11	46	35	29	46	51	54	0	1	6
Hispanic	120	1081	32915	98	0	99	435	417	426	11	20	15	34	39	35	51	39	47	4	3	4
Asian/Pacific Islander	NC	41	1936	NC	0	99	NC	430	468	NC	14	3	NC	30	14	NC	54	63	NC	3	19
American Indian/Alaskan Native	NC	41	4271	NC	0	100	NC	452	420	NC	0	15	NC	27	42	NC	70	41	NC	3	2
White	32	275	36221	100	0	99	457	436	465	7	12	4	22	22	15	63	55	63	7	11	17
Students with Disabilities	21	191	10331	100	0	100	401	362	388	22	33	25	67	43	37	11	23	34	0	1	4
Students without Disabilities	163	1394	69139	99	0	99	446	431	454	7	15	7	27	34	24	61	47	58	5	4	11
Limited English Proficient Students	64	627	15545	100	0	100	427	399	399	13	25	21	38	42	42	46	32	35	2	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	127	1234	39484	97	0	96	432	415	429	12	19	14	34	38	35	52	41	47	2	2	4
Non-Economically Disadvantaged	57	351	39986	100	0	100	454	446	461	4	10	4	29	26	16	59	54	63	8	10	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	184	1570	78869	100	99	99	441	413	442	6	10	6	23	33	21	66	54	63	5	3	10
All Students (Prior Year)	--	1476	75053	--	99	99	--	558	597	--	13	7	--	17	12	--	63	72	--	6	9
Female	104	767	38536	100	99	99	460	426	458	1	6	4	16	28	15	76	61	67	6	5	14
Male	80	803	40302	100	99	99	417	399	428	11	14	8	31	37	26	54	47	60	3	2	7
African American	20	141	4015	95	95	99	433	414	430	8	8	8	31	35	24	62	55	61	0	2	7
Hispanic	120	1074	32606	98	99	98	444	411	426	6	10	8	20	36	27	70	51	60	4	3	5
Asian/Pacific Islander	NC	41	1925	NC	100	99	NC	427	471	NC	11	3	NC	16	11	NC	68	64	NC	5	22
American Indian/Alaskan Native	NC	41	4245	NC	100	100	NC	441	423	NC	3	9	NC	20	26	NC	73	61	NC	3	4
White	32	273	36078	100	100	99	434	412	459	7	11	4	26	26	16	56	60	66	11	3	14
Students with Disabilities	21	191	10246	100	100	100	353	332	367	33	30	18	50	36	39	17	34	40	0	1	4
Students without Disabilities	163	1384	68697	99	99	98	455	424	454	2	7	4	19	32	18	74	57	67	6	4	11
Limited English Proficient Students	64	621	15339	100	100	100	428	389	399	8	15	11	29	36	31	62	47	54	2	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	127	1225	39106	97	97	95	440	405	427	6	11	8	22	35	28	70	51	59	2	2	5
Non-Economically Disadvantaged	57	350	39837	100	100	100	445	436	457	6	6	4	24	25	14	61	63	67	10	6	15

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

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

3rd Grade Proficiency



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?	Not Evaluated
	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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	86	37	32	50	96	47	NA	58	100	35	34	47
	Language	97	32	26	43	96	35	34	50	100	41	36	47
	Mathematics	96	42	36	57	99	52	47	64	100	46	39	50
3	Reading	--	--	28	47	--	--	NA	55	100	37	32	44
	Language	--	--	35	54	--	--	42	61	100	36	32	44
	Mathematics	--	--	32	54	--	--	39	61	100	44	38	51

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	Council Duties
2 School Administrator(s)	ü Goal Setting
1 Non-certified Employee(s)	ü Parent/Educator Relations
7 Teacher(s)	ü Curriculum Development
2 Parent(s)	ü Instructional Strategies
0 Community Member(s)	ü School Safety Issues
0 Student(s)	ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	39.00
Other Professional Staff	3.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
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 Library/Media Center
- ü Computer Research/Publishing Lab

Extracurricular Activities

- ü Afterschool Tutoring
- ü PIE Program
- ü Extended Library Hours
- ü Junior Student Council
- ü Summer school
- ü Intersessions

Social Services

- ü Extended-day Program
- ü Afterschool Program
- ü Breakfast Program
- ü Lunch Program
- ü Social Worker
- ü Intervention Person (Social Skills)

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Bicentennial South School has established action planning committees to address school goals including curriculum and assessment review and development.

- Bicentennial South is implementing research-based curriculum as well as utilizing 'Best Practices' instructional strategies.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	94	95	94	95
Transfers Out Rate [5]	19	12	12	17
Transfers In Rate [6]	51	28	28	37
Stability Rate [7]	80	87	87	82
Promotion Rate [8]	97	96	95	81
Retention Rate [9]	0	1	1	3
Dropout Rate [10]	2	0	1	6
Status Unknown [11]	2	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

Staff members wear ID badges. All visitors to our campus must check-in at the office for a visitor pass. Our established Crisis Plan is practiced frequently and fire drills are practiced monthly.

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) : 0

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	Sue Pederson	(623) 842-8295
Transportation Policy	Eric Kissel	(623) 842-8180
Community Resources	Sue Pederson	(623) 842-8295
School Nutrition Programs	Barry Leimkuehler	(623) 842-8180
Parent Organization	Nancy Maccarone	(623) 842-8295
Student Health/Nurse	Jeanne Bertuna	(623) 842-8295

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."

ACHIEVEMENT PROFILES

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 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.