

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7240 W Colter St, 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Ms. Sue Pederson  
 Schedule : 07:45 AM to 04:00 PM  
 Grades : Pre-K-3  
 Web Address : gesd40.org  
 Phone Number : (623) 866-5200  
 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.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

### School / Academic Goals

- ü To utilize the diverse resources of the school community to strengthen the educational program and align systemic support.
- ü 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.
- ü To increase student achievement in every classroom at every grade level.

### Enrollment

October 1, 2005 School Year Student Enrollment : 671  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 12

Instructional Programs

- ü Developmentally Appropriate Practices
- ü Social Skills Program
- ü SEI-SIOP strategies
- ü Zoo Phonics
- ü Harcourt Reading
- ü Scott-Foresman Mathematics
- ü Scott-Foresman Science
- ü Write From the Beginning and Six Traits

Calendar Information

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

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 increase 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
ü Artists-in-Residence Grant	1994
ü Artists-in-Residence Grant	1995
ü Artists-in-Residence Grant	2001
ü Artist-in-Residence Grant	2006

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	166	1566	80010	99	100	99	456	428	447	4	19	10	20	26	18	55	48	53	21	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	766	38935	98	99	99	458	427	447	6	19	9	17	25	19	54	48	55	23	8	17
Male	84	799	40974	100	100	98	455	428	448	1	18	11	23	27	18	57	47	52	19	8	19
African American	NC	143	4201	NC	100	99	NC	415	430	NC	27	17	NC	27	23	NC	43	51	NC	2	9
Hispanic	134	1099	34545	99	100	99	457	426	432	2	19	14	20	26	24	57	49	53	20	6	9
Asian/Pacific Islander	NC	39	2068	NC	100	99	NC	445	474	NC	15	4	NC	23	10	NC	28	50	NC	33	36
American Indian/Alaskan Native	NC	34	3979	NC	94	96	NC	426	424	NC	15	17	NC	32	30	NC	44	47	NC	9	6
White	17	249	35142	94	99	99	469	443	465	NA	12	5	18	26	11	47	46	56	35	16	28
Students with Disabilities	29	213	10161	100	100	93	419	396	419	10	43	28	41	35	28	48	22	36	NA	0	8
Students without Disabilities	137	1353	69849	99	100	100	464	432	451	2	15	7	15	24	17	57	52	56	26	9	19
Limited English Proficient Students	62	608	14013	100	96	97	457	421	413	2	22	24	15	26	34	69	47	39	15	4	3
Migrant Students	NC	38	603	NC	97	96	NC	423	417	NC	21	22	NC	29	32	NC	42	42	NC	8	4
Economically Disadvantaged	133	1243	39029	99	98	98	453	424	432	4	20	14	20	27	25	59	47	52	17	6	9
Non-Economically Disadvantaged	33	323	40981	100	100	100	469	441	462	3	12	6	18	23	13	39	49	54	39	16	27

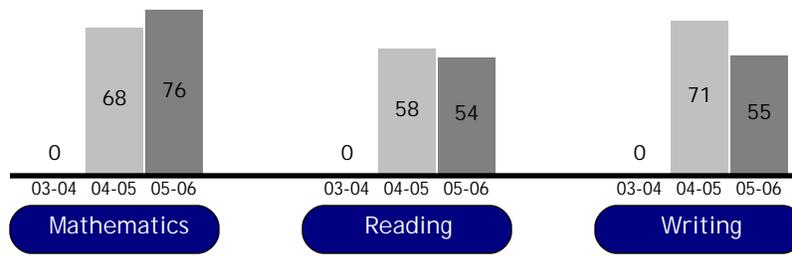
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	167	1565	79438	99	100	98	436	425	451	14	22	9	33	32	24	49	42	56	5	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	766	38775	99	99	99	445	431	457	10	18	7	30	31	22	53	46	58	7	5	13
Male	84	798	40560	100	100	97	427	420	446	18	26	12	36	32	25	44	39	54	2	3	9
African American	NC	142	4178	NC	100	98	NC	416	439	NC	25	13	NC	38	29	NC	36	52	NC	1	6
Hispanic	134	1099	34297	99	100	98	434	422	434	15	24	14	32	32	31	50	41	50	3	3	5
Asian/Pacific Islander	NC	39	2063	NC	100	99	NC	441	475	NC	5	3	NC	38	15	NC	49	63	NC	8	20
American Indian/Alaskan Native	NC	34	3940	NC	94	95	NC	425	429	NC	15	14	NC	44	36	NC	35	47	NC	6	3
White	18	249	34887	100	99	98	453	443	471	11	18	4	22	22	15	50	51	63	17	10	18
Students with Disabilities	29	211	9588	100	99	88	379	374	416	52	64	30	45	25	32	3	10	34	NA	0	5
Students without Disabilities	138	1354	69850	99	100	100	447	432	456	6	16	7	30	33	23	58	47	59	6	4	12
Limited English Proficient Students	62	609	13856	100	96	96	431	415	407	11	27	27	35	34	43	53	38	29	NA	1	1
Migrant Students	NC	38	600	NC	97	96	NC	423	418	NC	24	22	NC	37	38	NC	37	39	NC	3	2
Economically Disadvantaged	134	1242	38685	99	98	97	430	421	435	16	24	14	37	33	32	45	41	50	3	3	5
Non-Economically Disadvantaged	33	323	40753	100	100	99	457	441	467	6	16	5	18	25	16	64	50	62	12	9	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	167	1564	79971	99	100	99	426	398	423	3	13	8	43	51	41	53	35	49	2	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	768	38974	99	99	99	442	412	437	1	9	5	29	45	33	69	45	57	1	1	4
Male	84	795	40895	100	100	98	411	385	410	5	17	10	56	57	47	37	26	41	2	1	2
African American	NC	142	4203	NC	100	99	NC	397	411	NC	11	11	NC	60	45	NC	28	43	NC	1	2
Hispanic	134	1097	34481	99	99	99	426	397	410	3	14	10	42	50	46	53	36	43	2	1	1
Asian/Pacific Islander	NC	39	2067	NC	100	99	NC	399	449	NC	13	4	NC	46	28	NC	41	60	NC	NA	8
American Indian/Alaskan Native	NC	34	3995	NC	94	96	NC	395	409	NC	15	10	NC	47	47	NC	38	42	NC	NA	1
White	18	250	35150	100	100	99	435	403	437	6	13	5	33	51	35	61	35	56	NA	1	5
Students with Disabilities	29	214	10258	100	100	94	390	344	377	3	36	23	90	53	51	7	10	25	NA	NA	1
Students without Disabilities	138	1350	69713	99	100	100	434	406	429	3	10	5	33	50	39	62	39	52	2	1	3
Limited English Proficient Students	62	607	13985	100	96	97	426	387	382	3	18	18	39	49	54	58	32	27	NA	1	0
Migrant Students	NC	38	608	NC	97	97	NC	389	389	NC	16	16	NC	55	50	NC	29	33	NC	NA	0
Economically Disadvantaged	134	1243	38994	99	98	98	426	395	409	3	14	10	42	51	47	54	34	41	1	0	1
Non-Economically Disadvantaged	33	321	40977	100	100	100	428	409	437	3	11	5	45	48	34	45	39	56	6	2	5

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 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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	47	NA	58	100	35	34	47	100	32	28	46
	Language	96	35	34	50	100	41	36	47	100	43	32	48
	Mathematics	99	52	47	64	100	46	39	50	100	46	39	52
3	Reading	--	--	NA	55	100	37	32	44	99	32	27	46
	Language	--	--	42	61	100	36	32	44	99	37	28	46
	Mathematics	--	--	39	61	100	44	38	51	99	61	37	52

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/](http://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)
- 5 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Goal Setting
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü Instructional Strategies
- Ü School Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	39.60
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	18	1	0	0
4 to 6 years	2	3	0	0
7 to 9 years	1	1	0	0
10 or more years	4	10	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 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 2005-06

School Achievements/Accomplishments 2005-06

- ü Bicentennial South School has established action planning committees to address school goals including curriculum and assessment review and development.
  
- ü Bicentennial South is implementing research-based curriculum as well as utilizing 'Best Practices' instructional strategies.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	93	89	88	73
Graduation Rate <sup>6</sup>	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

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 2005-06 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	Maryconnie Gutierrez	(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](http://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](http://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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 100 Copies = \$29.00

\*\* 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.