



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7910 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Underperforming
2001-02	Underperforming

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

### School Overview

Principal/Administrator : Mrs. Carolyn J. Rogers  
 Schedule : 7:30 AM to 4:00 PM  
 Grades : Pre-K-8  
 2004 Enrollment : 840  
 Web Address : www.gesd40.org  
 Phone Number : (623) 842-8213  
 Fax Number : (623) 842-8255  
 E-mail : croggers@gesd40.org

### Mission

All learners are respected for who they are and learning environments are provided in which all students can build confidence, take risks and accept more intensive challenges. Our goal is for our students to develop a lifelong love for learning.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

#### School Improvement Status (b)

2003-04	Out of Improvement
2002-03	Year 1
2001-02	N/A

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

### School / Academic Goals

- ü Increase the literacy achievement of all students by 21% over 3 years in the areas of comprehension strategies and directions as defined by the Az Academic Standards and measured by the annual AIMS assessment.
- ü Increase the mathematical achievement of all students by 21% over 3 years in the areas of number sense and patterns/algebra/functions as defined by the Az Academic Standards and measured by the annual AIMS assessment

### Enrollment

October 1, 2003 School Year Student Enrollment : 837  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 61

Instructional Programs

- Ü Dual Language Instruction K-2
- Ü Multiage Classrooms
- Ü Structured English Immersion
- Ü Limited 7th & 8th Grade (120 Students)

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/2/2004
Last Day of School :	6/9/2005

Shared Responsibilities

School

Discovery School is responsible to parents for providing a school environment where students feel safe, valued and encouraged to take risks in their academic learning. All staff are available for consultation regarding parental concerns or questions.

Parents

Parents are responsible for: Supporting the literacy of their child through reading with them daily, attending parent/teacher conferences and reading all communications sent home.

Transportation Policy

Students living north of Glendale Avenue that are in Discovery's attendance area are the only students transported by bus to and from school.

School Honors

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

Award/Honor	Year
Ü Teacher Venture Grants for Indoor River Project	2000
Ü Inspirational Educator Award to Teacher	2003
Ü \$1 Million 21st Century Grant for After School Program	2003

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	114	1490	75509	100	100	100	499	491	521	21	27	13	29	33	23	33	24	33	18	16	31
All Students (Prior Year)	101	1442	75372	100	100	100	535	495	523	3	20	9	29	38	25	32	28	36	35	14	30
Female	41	741	37013	100	100	100	509	488	522	13	28	12	33	34	24	33	25	33	20	13	31
Male	73	749	38430	100	100	99	494	494	521	25	26	14	26	32	22	33	24	33	16	18	31
African American	16	116	3660	100	98	99	482	473	496	29	39	24	36	31	31	29	26	28	7	5	18
Hispanic	62	989	30486	100	100	99	488	486	505	28	29	18	30	36	29	32	20	32	11	15	21
Asian/Pacific Islander	NC	29	1780	NC	94	98	NC	520	549	NC	20	5	NC	27	13	NC	27	33	NC	27	50
American Indian/Alaskan Native	NC	26	4075	NC	100	100	NC	470	486	NC	26	28	NC	48	34	NC	26	26	NC	0	12
White	32	321	35192	100	98	99	528	505	534	4	20	8	21	29	19	39	30	35	36	22	39
Students with Disabilities	14	171	9708	100	100	100	496	467	489	33	42	32	33	38	27	17	14	24	17	6	17
Students without Disabilities	100	1319	65801	100	98	98	499	493	525	20	26	11	28	33	23	34	25	34	18	17	33
Limited English Proficient Students	16	584	16928	100	100	100	NA	518	485	NA	0	29	NA	50	33	NA	25	26	NA	25	12
Migrant Students	--	19	750				--	421	499	--	100	21	--	0	29	--	0	30	--	0	20
Economically Disadvantaged	64	1097	36411				489	482	503	23	31	19	32	36	29	38	23	32	6	10	20
Non-Economically Disadvantaged	50	393	39040				510	506	534	18	20	8	25	28	19	27	27	34	30	24	39

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	114	1485	75492	100	100	100	517	505	519	16	23	12	17	22	16	49	42	47	19	14	24
All Students (Prior Year)	101	1441	75221	100	100	100	516	505	523	14	19	8	15	24	16	52	48	56	18	8	21
Female	41	738	37014	100	99	100	545	509	523	7	22	10	10	20	15	50	42	48	33	17	27
Male	73	747	38400	100	100	99	504	501	516	20	24	14	20	23	17	48	41	47	12	11	21
African American	16	116	3665	100	98	99	508	495	505	14	29	20	29	27	22	43	38	43	14	7	14
Hispanic	62	987	30438	100	100	99	518	502	508	20	26	17	15	22	21	43	39	47	22	14	15
Asian/Pacific Islander	NC	29	1773	NC	94	98	NC	522	534	NC	13	4	NC	20	10	NC	53	50	NC	13	36
American Indian/Alaskan Native	NC	26	4081	NC	100	100	NC	489	498	NC	30	25	NC	39	26	NC	22	40	NC	9	8
White	32	318	35177	100	97	99	524	513	528	7	17	8	14	19	13	61	48	49	18	17	31
Students with Disabilities	14	169	9707	100	100	100	495	477	495	20	53	33	40	16	21	40	27	33	0	4	13
Students without Disabilities	100	1316	65785	100	98	98	519	507	522	15	20	10	15	22	16	49	43	49	20	15	26
Limited English Proficient Students	16	583	16905	100	100	100	NA	498	489	NA	25	34	NA	0	28	NA	75	32	NA	0	6
Migrant Students	--	20	763				--	445	499	--	100	21	--	0	30	--	0	40	--	0	8
Economically Disadvantaged	64	1093	36302				508	497	507	15	28	18	21	23	21	55	40	46	9	9	14
Non-Economically Disadvantaged	50	392	39164				528	517	528	16	15	8	12	19	13	42	45	48	30	21	31

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	114	1476	75053	100	99	99	581	558	597	10	13	7	21	17	12	59	63	72	10	6	9
All Students (Prior Year)	100	1407	73654	100	99	99	524	510	530	6	19	9	25	22	13	63	56	70	6	3	7
Female	41	732	36872	100	99	99	677	578	621	7	11	5	3	15	9	63	65	74	27	9	12
Male	73	744	38109	100	99	99	533	537	573	12	16	10	30	20	14	57	61	69	2	3	6
African American	16	115	3636	100	97	99	565	552	568	14	15	12	14	16	16	71	66	67	0	4	6
Hispanic	62	981	30235	100	99	98	556	551	575	13	14	9	28	19	14	50	61	70	9	6	6
Asian/Pacific Islander	NC	28	1768	NC	90	98	NC	639	651	NC	0	3	NC	7	5	NC	71	72	NC	21	19
American Indian/Alaskan Native	NC	25	4044	NC	100	99	NC	507	550	NC	23	13	NC	14	17	NC	64	66	NC	0	4
White	32	319	35028	100	98	99	630	571	613	4	11	6	14	17	10	64	65	73	18	7	11
Students with Disabilities	14	170	9625	100	100	100	490	489	530	20	30	21	20	24	21	60	45	55	0	0	4
Students without Disabilities	100	1306	65428	100	97	98	586	565	604	9	12	6	21	17	11	59	65	73	11	7	10
Limited English Proficient Students	16	574	16765	100	99	100	NA	507	525	NA	0	17	NA	25	20	NA	75	60	NA	0	2
Migrant Students	--	20	752				--	394	562	--	100	9	--	0	18	--	0	68	--	0	5
Economically Disadvantaged	64	1086	36077				564	542	566	9	15	10	21	19	16	64	62	69	6	4	5
Non-Economically Disadvantaged	50	390	38950				599	582	618	12	11	5	21	15	9	53	64	73	14	10	12

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

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	103	1431	76019	100	99	100	485	469	499	23	26	14	36	47	39	17	13	14	23	14	33
All Students (Prior Year)	119	1513	76230	100	100	100	478	466	498	27	28	12	39	46	38	10	11	12	24	14	37
Female	53	735	37207	100	99	100	499	472	499	12	25	12	38	47	41	21	13	14	29	16	33
Male	49	695	38677	100	99	100	472	467	498	33	28	15	35	47	38	14	13	13	19	12	34
African American	15	136	3817	100	98	100	463	454	475	38	36	23	31	50	47	23	7	11	8	7	18
Hispanic	59	902	29458	100	99	100	491	465	480	20	30	20	41	47	48	11	10	12	28	13	20
Asian/Pacific Islander	NC	33	1673	NC	100	99	NC	494	531	NC	4	4	NC	52	29	NC	24	14	NC	20	53
American Indian/Alaskan Native	NC	36	4735	NC	100	100	NC	469	466	NC	20	28	NC	57	49	NC	17	10	NC	7	13
White	21	313	35880	100	99	100	491	484	515	20	18	7	25	42	32	30	19	16	25	21	45
Students with Disabilities	19	165	9786	100	100	100	428	434	457	71	58	39	21	33	40	0	6	7	7	3	13
Students without Disabilities	84	1266	66233	99	99	99	496	472	503	14	24	11	39	48	39	21	13	14	26	15	35
Limited English Proficient Students	28	476	15206	90	100	100	479	458	459	43	36	31	21	44	53	7	8	7	29	11	9
Migrant Students	--	20	745				--	477	473	--	31	22	--	38	53	--	15	11	--	15	15
Economically Disadvantaged	68	1046	35714				477	464	480	32	31	20	32	45	47	13	12	12	23	12	20
Non-Economically Disadvantaged	35	385	40266				498	480	513	9	17	9	42	50	33	24	15	15	24	18	43

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	103	1431	76020	100	99	100	495	493	503	31	40	25	23	24	23	44	32	40	3	4	12
All Students (Prior Year)	119	1512	76202	100	100	100	495	494	505	30	33	19	23	28	24	46	36	46	1	4	11
Female	53	736	37213	100	100	100	501	495	504	12	33	22	34	27	23	51	35	42	2	4	13
Male	49	694	38666	100	99	100	489	490	501	53	48	29	9	20	22	35	28	38	3	4	12
African American	15	138	3819	100	99	100	496	487	494	27	51	37	18	20	26	55	26	31	0	3	6
Hispanic	59	899	29442	100	98	99	495	490	494	32	44	37	27	25	26	37	29	31	5	3	6
Asian/Pacific Islander	NC	33	1672	NC	100	99	NC	500	513	NC	16	12	NC	28	19	NC	48	49	NC	8	20
American Indian/Alaskan Native	NC	36	4735	NC	100	100	NC	491	489	NC	38	48	NC	24	25	NC	38	24	NC	0	3
White	21	314	35890	100	99	100	494	500	511	39	29	15	11	24	20	50	39	48	0	8	18
Students with Disabilities	19	165	9784	100	100	100	494	476	485	33	72	58	33	15	19	33	13	19	0	0	4
Students without Disabilities	84	1266	66236	99	99	99	496	494	504	31	38	23	22	25	23	44	33	42	3	4	13
Limited English Proficient Students	28	474	15198	90	100	100	485	486	483	42	53	59	33	27	25	25	19	14	0	1	1
Migrant Students	--	20	743				--	492	488	--	33	50	--	25	28	--	42	19	--	0	3
Economically Disadvantaged	68	1046	35703				490	490	494	43	45	37	22	25	26	33	27	31	2	3	6
Non-Economically Disadvantaged	35	385	40274				505	499	509	10	29	17	24	22	20	62	42	47	3	7	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	102	1409	75673	100	98	100	522	495	530	12	24	12	22	28	25	64	44	58	3	3	4
All Students (Prior Year)	118	1482	74692	100	99	99	476	474	502	32	37	18	32	30	27	34	30	47	1	2	8
Female	52	730	37099	98	99	100	538	514	548	8	18	8	15	29	22	75	49	64	3	5	6
Male	49	678	38441	100	97	99	504	474	513	18	32	16	29	27	29	50	39	52	3	2	3
African American	15	135	3791	100	97	99	510	482	506	18	25	18	18	32	29	64	41	50	0	2	3
Hispanic	58	886	29305	98	97	99	525	491	507	10	26	16	25	28	31	63	43	51	3	3	2
Asian/Pacific Islander	NC	33	1665	NC	100	99	NC	532	573	NC	28	6	NC	12	16	NC	44	67	NC	16	10
American Indian/Alaskan Native	NC	36	4707	NC	100	100	NC	452	492	NC	38	19	NC	28	33	NC	31	46	NC	3	1
White	21	309	35760	100	97	99	534	511	550	11	18	9	17	30	21	67	49	64	6	3	6
Students with Disabilities	19	161	9706	100	99	100	530	445	462	33	48	36	0	28	32	67	22	31	0	2	1
Students without Disabilities	83	1248	65967	98	98	99	522	499	536	11	22	10	23	28	25	63	46	60	3	3	5
Limited English Proficient Students	28	468	15115	90	100	100	473	470	471	25	34	26	33	30	38	42	34	35	0	2	1
Migrant Students	--	20	738				--	505	488	--	15	23	--	31	33	--	54	43	--	0	1
Economically Disadvantaged	67	1029	35541				498	483	504	18	28	17	24	31	31	58	39	50	0	3	2
Non-Economically Disadvantaged	35	380	40091				559	521	550	3	17	9	17	23	21	72	55	64	7	5	6

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	57	1289	75001	100	98	99	442	437	468	60	63	37	28	28	36	9	6	16	2	2	10
All Students (Prior Year)	58	1210	71167	100	100	99	453	435	463	55	63	38	25	32	41	18	4	14	3	2	7
Female	23	628	36846	100	98	99	441	440	468	57	60	36	35	30	38	9	8	16	0	2	10
Male	34	660	37974	100	98	99	442	435	467	63	66	39	23	26	34	10	5	16	3	2	11
African American	NC	149	3720	NC	96	98	NC	431	446	NC	68	53	NC	24	33	NC	8	9	NC	1	4
Hispanic	31	754	26675	100	98	98	434	430	448	64	70	52	36	25	34	0	3	10	0	2	4
Asian/Pacific Islander	NC	37	1575	NC	100	99	NC	476	504	NC	31	18	NC	48	33	NC	3	20	NC	17	29
American Indian/Alaskan Native	NC	36	4731	NC	97	98	NC	425	438	NC	77	61	NC	16	30	NC	3	7	NC	3	2
White	13	305	37785	100	97	99	449	451	482	54	49	25	23	35	39	23	13	21	0	3	15
Students with Disabilities	12	162	8802	100	98	100	419	400	418	91	94	79	9	6	16	0	0	3	0	0	1
Students without Disabilities	45	1127	66199	98	98	99	448	442	472	52	59	34	33	31	38	12	7	17	2	3	11
Limited English Proficient Students	NC	332	11710	NC	100	100	NC	416	429	NC	84	70	NC	15	25	NC	1	4	NC	1	1
Migrant Students	--	25	709				--	418	442	--	76	57	--	24	34	--	0	7	--	0	2
Economically Disadvantaged	33	794	29814				434	430	448	66	70	53	28	24	33	7	5	10	0	2	4
Non-Economically Disadvantaged	24	495	45170				450	447	479	54	54	28	29	34	38	13	9	20	4	3	14

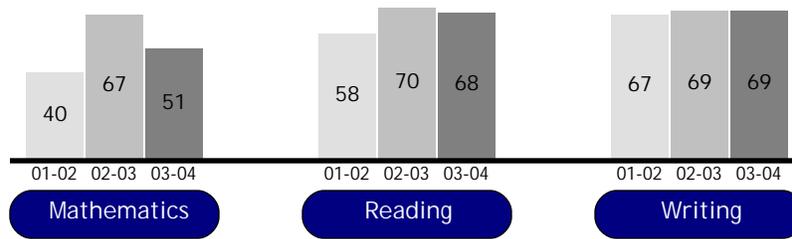
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	1292	74918	100	98	99	479	476	497	43	51	32	19	19	19	36	23	35	2	7	15
All Students (Prior Year)	58	1210	71100	100	100	99	495	485	502	25	39	25	35	23	21	35	31	40	5	7	15
Female	23	630	36805	100	99	99	480	480	501	43	47	28	22	20	19	35	24	37	0	8	16
Male	34	661	37936	100	98	99	479	471	493	43	55	35	17	17	18	37	22	33	3	6	14
African American	NC	150	3719	NC	97	98	NC	468	481	NC	58	43	NC	19	21	NC	21	29	NC	2	7
Hispanic	31	755	26645	100	98	98	479	469	478	48	58	46	15	17	20	37	21	27	0	4	6
Asian/Pacific Islander	NC	37	1571	NC	100	99	NC	498	521	NC	28	18	NC	24	15	NC	31	38	NC	17	30
American Indian/Alaskan Native	NC	37	4729	NC	100	98	NC	466	468	NC	59	57	NC	25	19	NC	6	19	NC	9	4
White	13	305	37773	100	97	99	488	492	511	31	36	20	15	21	18	46	30	41	8	14	21
Students with Disabilities	12	162	8801	100	98	100	448	430	448	73	89	75	9	7	13	18	4	10	0	1	2
Students without Disabilities	45	1130	66117	98	99	99	487	481	501	36	46	28	21	20	19	40	26	37	2	8	16
Limited English Proficient Students	NC	334	11706	NC	100	100	NC	449	454	NC	78	71	NC	17	16	NC	6	12	NC	0	1
Migrant Students	--	25	706				--	451	467	--	77	55	--	18	22	--	0	20	--	5	4
Economically Disadvantaged	33	795	29785				466	467	477	59	60	47	17	18	20	24	16	26	0	5	6
Non-Economically Disadvantaged	24	497	45115				495	487	508	25	39	23	21	19	18	50	33	39	4	9	20

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	57	1278	74503	100	97	99	514	460	491	11	15	9	34	45	32	36	35	51	19	6	8
All Students (Prior Year)	58	1133	69001	100	94	96	485	473	490	13	30	17	53	40	37	35	30	45	0	0	1
Female	23	628	36686	100	98	99	516	474	506	5	10	5	36	44	29	41	39	57	18	8	9
Male	34	649	37644	100	96	98	512	445	476	16	20	13	32	46	36	32	31	45	20	4	6
African American	NC	148	3677	NC	95	97	NC	445	475	NC	22	12	NC	45	36	NC	27	46	NC	6	5
Hispanic	31	745	26500	100	97	97	541	454	467	8	15	13	28	47	39	40	34	44	24	4	4
Asian/Pacific Islander	NC	36	1566	NC	100	99	NC	522	537	NC	10	5	NC	28	23	NC	34	55	NC	28	18
American Indian/Alaskan Native	NC	37	4695	NC	100	97	NC	452	464	NC	19	14	NC	34	39	NC	47	44	NC	0	3
White	13	304	37606	100	97	99	508	474	508	0	12	6	40	42	28	50	38	56	10	8	10
Students with Disabilities	12	159	8662	100	96	100	395	388	409	40	47	37	60	43	42	0	9	20	0	1	1
Students without Disabilities	45	1119	65841	98	98	98	528	469	499	7	11	7	31	45	32	40	38	53	21	6	8
Limited English Proficient Students	NC	329	11608	NC	99	100	NC	432	430	NC	25	23	NC	43	47	NC	29	28	NC	2	1
Migrant Students	--	25	701				--	399	449	--	29	17	--	52	43	--	19	38	--	0	1
Economically Disadvantaged	33	786	29587				499	448	465	13	17	14	39	47	40	30	32	43	17	4	4
Non-Economically Disadvantaged	24	492	44898				529	475	507	8	12	7	29	42	28	42	38	55	21	8	10

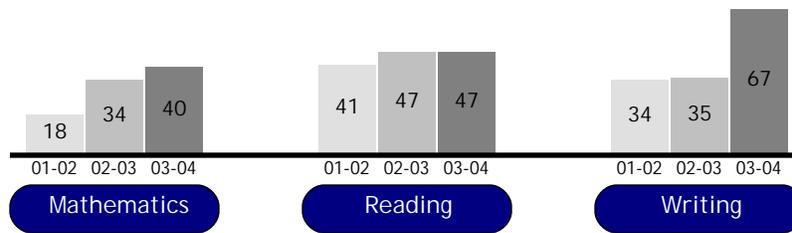
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

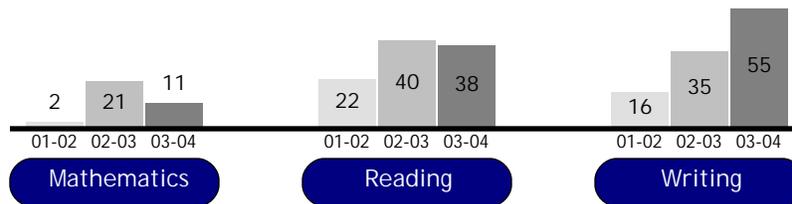
3rd Grade Proficiency



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.

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	15	24	44	97	32	32	50	91	41	NA	58
	Language	97	26	22	39	99	26	26	43	91	39	34	50
	Mathematics	97	34	32	52	100	41	36	57	91	52	47	64
3	Reading	96	28	27	43	96	36	28	47	100	36	NA	55
	Language	96	37	34	50	96	43	35	54	100	42	42	61
	Mathematics	96	26	31	50	96	39	32	54	100	43	39	61
4	Reading	92	30	26	47	97	32	33	52	100	34	NA	56
	Language	92	29	28	45	99	35	33	48	100	33	32	52
	Mathematics	91	29	29	52	99	34	35	57	100	42	36	61
5	Reading	92	33	28	46	98	33	31	50	92	39	NA	55
	Language	92	29	27	43	98	26	28	46	93	40	31	49
	Mathematics	92	30	34	54	99	36	35	57	93	44	40	63
6	Reading	87	27	33	49	96	36	34	53	96	44	NA	56
	Language	87	20	27	42	97	29	27	45	98	37	28	48
	Mathematics	87	32	40	58	97	34	42	62	98	49	44	66
7	Reading	98	49	28	48	98	39	30	51	95	40	NA	54
	Language	98	49	29	51	98	43	32	54	97	35	34	58
	Mathematics	98	45	33	54	98	40	34	58	95	30	37	62
8	Reading	93	29	30	49	98	51	35	53	93	41	NA	55
	Language	93	26	25	46	100	47	30	49	93	32	27	52
	Mathematics	93	28	34	54	98	50	39	58	93	39	36	61

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)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Monitoring of School Improvement Goals
- Ü Revision of Goals for Next School Year
- Ü Analysis of Data (Test Scores and Other)
- Ü Addressing Areas of Concern
- Ü School Environment Issues
- Ü Discussion/Analysis of Program Options

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	31.00
Other Professional Staff	12.80	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	1	0	0
4 to 6 years	5	8	1	0
7 to 9 years	1	2	0	0
10 or more years	4	10	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	35
Core academic classes taught by Highly Qualified (NCLB) teachers.	105
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Mobile Computer Labs

Extracurricular Activities

- Ü Band
- Ü Orchestra
- Ü Choir
- Ü Student Council
- Ü GEO After School Academics for At-Risk

Social Services

- Ü 2nd Step/Youth ETC
- Ü District Social Worker
- Ü Touchstone Counseling Services

## Indicators of Success Based on Historical Data from 2003-04

## School Achievements/Accomplishments 2003-04

ü Intensive staff development to increase student achievement.

ü Dual Language program begun in 2002-03 school year at kindergarten and adding another grade level each year.

## Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	93	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	2	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	100	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

## Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	68	57
Grades 3-4	62	66
Grades 4-5	59	69
Grades 5-6	81	76
Grades 6-7	59	54
Grades 7-8	78	65

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Discovery has adopted the Second Step Conflict Resolution curriculum taught in K-8 classrooms. We continue to make changes in scheduling, supervision and instruction to support a safe learning environment.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1
---

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.

## Contacts

	Name	Phone Number
School Site Council	Carolyn Rogers	(623) 842-8213
Transportation Policy	Eric Kissel	(623) 842-8108
Community Resources	Mary Jeschke	(623) 842-8215
School Nutrition Programs	Barry Leimkuehler	(623) 842-8100
Parent Organization	M. Huerta	(623) 842-8213
Student Health/Nurse	Mary K. Smith	(623) 842-8213

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/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.