

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 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	Met
2003-04	Met

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	Out of Improvement

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

School Overview

Principal/Administrator : Mrs. Carolyn J. Rogers
 Schedule : 07:15 AM to 03:15 PM
 Grades : Pre-K-8
 Web Address : www.gesd40.org
 Phone Number : (623) 842-8213
 Fax Number : (623) 842-8255
 E-mail : crogers@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.

School / Academic Goals

- ü Increase the literacy achievement of all students by 8% per year 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 8% per year in the areas of data analysis and discrete math as defined by the Az Academic Standards and measured by the annual AIMS assessment
- ü Increase the writing achievement of all students by 8% per year in the areas of organization and conventions as defined by the Az Academic Standards and measured by the annual AIMS assessment.
- ü Increase academic achievement of all students through instructional environments that provide safe and secure placed to learn as defined by a 10% reduction in disciplinary referrals for disruption of the educational process and physical aggression.

Enrollment

October 1, 2005 School Year Student Enrollment : 842
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 60

Instructional Programs

- Ü Dual Language Instruction K-4
- Ü Multiage Classrooms
- Ü Structured English Immersion
- Ü Gifted Clustered Classes

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

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. In addition, 7th & 8th grade parents are responsible to check their child's planner each night for homework and communications from the teacher.

Transportation Policy

Students attending Discovery are within walking distance of the school. Transportation is provided only for children whose special education IEPs require them to be transported to and from school.

School Honors

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

Award/Honor	Year
Ü Inspirational Educator Award to Teacher	2003
Ü \$1 million 21st Century Grant for After School Programs	2003
Ü ADE Spotlight on Success AwardProgram	2005

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	79	1566	80010	100	100	99	416	428	447	25	19	10	23	26	18	49	48	53	3	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	766	38935	100	99	99	416	427	447	29	19	9	19	25	19	50	48	55	2	8	17
Male	31	799	40974	100	100	98	417	428	448	19	18	11	29	27	18	48	47	52	3	8	19
African American	13	143	4201	100	100	99	412	415	430	31	27	17	23	27	23	46	43	51	NA	2	9
Hispanic	51	1099	34545	100	100	99	416	426	432	24	19	14	22	26	24	51	49	53	4	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	10	249	35142	100	99	99	NA	443	465	NA	12	5	NA	26	11	NA	46	56	NA	16	28
Students with Disabilities	NC	213	10161	NC	100	93	NC	396	419	NC	43	28	NC	35	28	NC	22	36	NC	0	8
Students without Disabilities	72	1353	69849	100	100	100	419	432	451	21	15	7	25	24	17	51	52	56	3	9	19
Limited English Proficient Students	12	608	14013	60	96	97	424	421	413	17	22	24	25	26	34	50	47	39	8	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	52	1243	39029	100	98	98	408	424	432	29	20	14	31	27	25	37	47	52	4	6	9
Non-Economically Disadvantaged	27	323	40981	100	100	100	432	441	462	19	12	6	7	23	13	74	49	54	NA	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	79	1565	79438	100	100	98	418	425	451	27	22	9	33	32	24	38	42	56	3	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	766	38775	100	99	99	420	431	457	27	18	7	29	31	22	40	46	58	4	5	13
Male	31	798	40560	100	100	97	416	420	446	26	26	12	39	32	25	35	39	54	NA	3	9
African American	13	142	4178	100	100	98	414	416	439	15	25	13	62	38	29	23	36	52	NA	1	6
Hispanic	51	1099	34297	100	100	98	418	422	434	29	24	14	27	32	31	41	41	50	2	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	10	249	34887	100	99	98	NA	443	471	NA	18	4	NA	22	15	NA	51	63	NA	10	18
Students with Disabilities	NC	211	9588	NC	99	88	NC	374	416	NC	64	30	NC	25	32	NC	10	34	NC	0	5
Students without Disabilities	72	1354	69850	100	100	100	422	432	456	24	16	7	35	33	23	39	47	59	3	4	12
Limited English Proficient Students	12	609	13856	60	96	96	423	415	407	17	27	27	42	34	43	42	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	52	1242	38685	100	98	97	411	421	435	31	24	14	33	33	32	37	41	50	NA	3	5
Non-Economically Disadvantaged	27	323	40753	100	100	99	433	441	467	19	16	5	33	25	16	41	50	62	7	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	79	1564	79971	100	100	99	401	398	423	11	13	8	54	51	41	32	35	49	3	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	768	38974	100	99	99	408	412	437	10	9	5	56	45	33	29	45	57	4	1	4
Male	31	795	40895	100	100	98	392	385	410	13	17	10	52	57	47	35	26	41	NA	1	2
African American	13	142	4203	100	100	99	402	397	411	NA	11	11	77	60	45	23	28	43	NA	1	2
Hispanic	51	1097	34481	100	99	99	410	397	410	10	14	10	53	50	46	35	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	10	250	35150	100	100	99	NA	403	437	NA	13	5	NA	51	35	NA	35	56	NA	1	5
Students with Disabilities	NC	214	10258	NC	100	94	NC	344	377	NC	36	23	NC	53	51	NC	10	25	NC	NA	1
Students without Disabilities	72	1350	69713	100	100	100	409	406	429	8	10	5	54	50	39	35	39	52	3	1	3
Limited English Proficient Students	12	607	13985	60	96	97	409	387	382	8	18	18	42	49	54	50	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	52	1243	38994	100	98	98	400	395	409	8	14	10	63	51	47	29	34	41	NA	0	1
Non-Economically Disadvantaged	27	321	40977	100	100	100	404	409	437	19	11	5	37	48	34	37	39	56	7	2	5

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

4th 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	98	1550	80147	100	100	99	450	458	482	19	21	11	31	25	17	45	43	49	5	12	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	757	39281	100	100	99	452	458	483	16	19	9	34	27	17	44	43	50	6	11	24
Male	48	792	40780	100	100	98	447	457	482	23	22	12	27	23	17	46	43	48	4	12	24
African American	15	143	4249	100	100	99	431	448	464	33	26	17	33	24	22	33	43	48	NA	8	13
Hispanic	62	1083	33494	100	100	99	451	454	466	16	23	15	34	26	23	45	41	49	5	10	14
Asian/Pacific Islander	--	37	2103	--	97	99	--	488	515	--	14	4	--	11	8	--	46	44	--	30	45
American Indian/Alaskan Native	NC	35	4117	NC	97	96	NC	466	456	NC	9	19	NC	23	27	NC	60	46	NC	9	8
White	20	251	36122	100	100	99	461	473	501	20	13	5	20	22	10	50	46	50	10	20	35
Students with Disabilities	13	220	10295	100	100	92	427	423	443	54	52	33	15	22	26	23	20	33	8	5	8
Students without Disabilities	85	1330	69852	100	100	100	453	463	488	14	16	7	33	25	16	48	46	51	5	13	26
Limited English Proficient Students	NC	521	12722	NC	95	97	NC	442	441	NC	30	27	NC	29	33	NC	35	37	NC	6	3
Migrant Students	--	22	622	--	100	97	--	444	454	--	23	19	--	41	30	--	27	43	--	9	8
Economically Disadvantaged	68	1192	38371	100	99	97	440	452	465	25	24	15	38	26	23	35	41	49	1	9	13
Non-Economically Disadvantaged	30	358	41776	100	100	100	473	476	498	7	11	6	13	20	11	67	50	49	13	19	33

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	98	1551	79686	100	100	98	439	444	470	22	22	11	41	35	24	35	40	57	2	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	757	39163	100	100	99	447	449	475	16	18	9	46	35	22	36	43	60	2	3	10
Male	48	793	40438	100	100	97	430	439	465	29	26	13	35	35	25	33	37	54	2	2	7
African American	15	142	4228	100	100	98	414	441	458	40	23	15	40	36	28	20	40	53	NA	1	4
Hispanic	62	1083	33299	100	100	98	437	439	452	21	25	17	48	37	32	29	36	47	2	2	3
Asian/Pacific Islander	--	37	2097	--	97	99	--	459	490	--	19	5	--	22	13	--	54	68	--	5	14
American Indian/Alaskan Native	NC	35	4087	NC	97	96	NC	451	446	NC	9	16	NC	43	38	NC	43	44	NC	6	2
White	20	253	35914	100	100	98	464	462	489	15	13	5	20	27	15	60	54	67	5	6	14
Students with Disabilities	13	222	9808	100	100	87	412	408	432	62	56	35	23	26	32	8	17	30	8	1	3
Students without Disabilities	85	1329	69878	100	100	100	443	450	475	16	17	8	44	36	23	39	44	61	1	3	9
Limited English Proficient Students	NC	521	12594	NC	95	96	NC	425	422	NC	36	34	NC	39	45	NC	24	21	NC	1	0
Migrant Students	--	22	611	--	100	95	--	433	439	--	27	22	--	41	39	--	32	37	--	NA	2
Economically Disadvantaged	68	1191	38095	100	99	97	426	439	452	28	25	17	51	37	32	21	37	48	NA	2	3
Non-Economically Disadvantaged	30	360	41591	100	100	99	469	461	486	10	14	6	17	29	16	67	51	65	7	6	13

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	98	1544	80372	100	100	99	461	458	475	5	6	4	39	41	30	54	53	64	2	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	757	39452	100	100	99	479	469	488	NA	4	3	22	34	22	76	62	72	2	1	3
Male	48	786	40836	100	100	98	443	447	464	10	8	6	56	48	37	31	44	56	2	1	1
African American	15	142	4264	100	100	99	453	456	465	13	6	5	47	42	35	27	51	59	13	2	1
Hispanic	62	1076	33608	100	100	99	463	455	462	3	6	6	37	43	36	60	51	57	NA	0	1
Asian/Pacific Islander	--	36	2098	--	95	99	--	467	500	--	11	2	--	17	16	--	69	75	--	3	7
American Indian/Alaskan Native	NC	35	4128	NC	97	97	NC	468	464	NC	3	4	NC	29	39	NC	69	56	NC	NA	1
White	20	254	36213	100	100	99	461	468	489	5	4	2	40	38	22	55	58	72	NA	1	3
Students with Disabilities	13	221	10526	100	100	94	393	409	427	31	18	15	62	63	53	8	19	31	NA	0	1
Students without Disabilities	85	1323	69846	100	100	100	471	465	482	1	4	3	35	37	26	61	59	69	2	1	2
Limited English Proficient Students	NC	513	12747	NC	94	97	NC	439	432	NC	10	12	NC	49	52	NC	41	36	NC	0	0
Migrant Students	--	21	621	--	95	97	--	441	452	--	5	9	--	67	40	--	29	51	--	NA	0
Economically Disadvantaged	68	1183	38521	100	98	98	453	453	461	6	6	6	43	43	38	50	50	55	1	0	1
Non-Economically Disadvantaged	30	361	41851	100	100	100	480	472	489	3	4	3	30	32	22	63	63	72	3	1	4

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	84	1433	79306	99	100	99	485	478	504	14	26	13	31	28	20	48	38	49	7	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	711	38845	100	100	99	489	478	505	11	23	11	35	30	20	43	40	50	11	7	18
Male	47	721	40383	98	100	98	482	477	504	17	29	14	28	26	19	51	36	47	4	10	19
African American	13	121	4171	100	100	98	464	466	485	38	35	20	23	28	26	38	35	44	NA	2	10
Hispanic	49	985	32673	100	100	99	488	474	487	12	28	18	31	29	25	49	36	46	8	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	--	16	4034	--	100	97	--	460	479	--	44	22	--	25	29	--	31	43	--	NA	7
White	19	274	36234	95	100	99	495	494	523	5	16	6	32	23	13	53	46	52	11	15	28
Students with Disabilities	10	203	10286	100	100	91	NA	437	462	NA	66	41	NA	19	27	NA	14	27	NA	1	5
Students without Disabilities	74	1230	69020	99	100	100	490	484	510	11	19	9	30	29	18	51	42	52	8	10	21
Limited English Proficient Students	NC	489	10291	NC	96	96	NC	462	458	NC	36	38	NC	33	34	NC	28	26	NC	3	2
Migrant Students	--	22	630	--	100	95	--	473	478	--	27	24	--	36	27	--	27	43	--	9	6
Economically Disadvantaged	52	1078	37437	98	98	97	484	472	486	19	29	19	25	29	26	46	35	46	10	6	9
Non-Economically Disadvantaged	32	355	41869	100	100	100	487	495	521	6	16	7	41	25	14	50	45	51	3	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	84	1437	79000	99	100	98	469	464	489	13	21	10	37	33	24	48	43	58	2	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	713	38774	100	100	99	479	468	494	8	17	7	35	33	22	51	46	61	5	3	10
Male	47	723	40150	98	100	98	462	460	485	17	25	12	38	32	25	45	39	55	NA	3	8
African American	13	121	4153	100	100	98	460	463	476	23	19	13	46	41	30	23	37	53	8	2	4
Hispanic	49	987	32508	100	100	98	468	459	472	14	24	15	33	34	33	53	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	--	16	4016	--	100	96	--	461	467	--	31	14	--	19	37	--	50	46	--	NA	2
White	19	275	36135	95	100	98	474	482	508	5	14	4	42	25	14	47	53	67	5	8	15
Students with Disabilities	10	207	9991	100	100	88	NA	424	449	NA	60	33	NA	26	36	NA	14	29	NA	1	2
Students without Disabilities	74	1230	69009	99	100	100	475	471	495	9	15	6	35	34	22	53	48	62	3	3	10
Limited English Proficient Students	NC	489	10199	NC	96	95	NC	446	439	NC	33	35	NC	39	47	NC	28	18	NC	0	0
Migrant Students	--	22	629	--	100	95	--	453	457	--	27	22	--	41	41	--	32	37	--	NA	1
Economically Disadvantaged	52	1082	37234	98	99	97	470	459	472	13	24	15	31	34	33	54	40	50	2	2	3
Non-Economically Disadvantaged	32	355	41766	100	100	99	468	480	505	13	13	5	47	28	16	38	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	84	1432	79611	99	100	99	503	484	496	2	10	7	37	39	37	61	50	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	713	39016	100	100	99	523	499	511	NA	7	4	19	32	29	81	61	66	NA	0	1
Male	47	718	40519	98	99	98	487	469	482	4	14	10	51	47	44	45	39	46	NA	NA	0
African American	13	121	4188	100	100	98	508	484	486	NA	12	9	31	42	40	69	46	50	NA	NA	0
Hispanic	49	983	32855	100	99	99	498	481	481	4	10	10	41	41	43	55	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	--	16	3992	--	100	96	--	458	478	--	19	10	--	31	46	--	50	44	--	NA	0
White	19	274	36380	95	100	99	508	496	511	NA	8	4	37	35	30	63	57	65	NA	0	1
Students with Disabilities	10	207	10664	100	100	94	NA	419	440	NA	32	23	NA	52	54	NA	16	22	NA	0	1
Students without Disabilities	74	1225	68947	99	99	100	509	494	504	1	6	4	34	37	34	65	56	61	NA	0	1
Limited English Proficient Students	NC	486	10362	NC	96	97	NC	461	438	NC	16	22	NC	47	57	NC	36	21	NC	NA	NA
Migrant Students	--	22	636	--	100	96	--	441	467	--	32	14	--	27	47	--	41	38	--	NA	0
Economically Disadvantaged	52	1078	37626	98	98	98	505	480	479	2	12	10	37	40	45	62	49	45	NA	0	0
Non-Economically Disadvantaged	32	354	41985	100	100	100	500	496	511	3	6	4	38	39	30	59	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	81	1460	79327	99	100	98	500	492	518	21	34	19	26	22	20	51	37	46	2	6	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	704	38961	100	100	98	504	495	520	18	29	16	26	25	20	54	39	48	3	7	16
Male	42	755	40295	98	100	97	496	490	516	24	39	21	26	19	19	48	36	44	2	6	16
African American	15	132	4247	100	99	98	482	480	499	40	43	27	20	22	24	40	33	41	NA	2	8
Hispanic	46	1009	32327	100	100	98	495	488	499	20	36	27	33	24	25	46	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	11	242	36373	92	100	98	516	512	538	9	25	10	18	16	14	73	46	52	NA	13	25
Students with Disabilities	NC	218	9321	NC	99	87	NC	450	467	NC	71	54	NC	15	22	NC	14	21	NC	0	3
Students without Disabilities	74	1242	70006	100	100	100	507	499	524	15	28	14	27	23	19	55	42	49	3	7	18
Limited English Proficient Students	13	468	9431	68	95	95	497	475	466	23	46	53	31	25	27	46	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	56	1102	37097	98	98	97	494	487	498	23	37	27	32	23	25	43	34	41	2	5	7
Non-Economically Disadvantaged	25	358	42230	100	100	99	513	508	535	16	24	11	12	19	15	68	47	50	4	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	80	1461	79501	98	100	98	481	470	497	13	24	10	31	32	25	54	42	60	3	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	704	39062	100	100	99	487	476	502	8	19	8	31	32	23	56	48	64	5	1	5
Male	41	756	40368	95	100	98	475	464	491	17	29	13	32	33	27	51	36	57	NA	1	3
African American	15	134	4279	100	100	99	463	461	485	27	31	14	27	31	30	47	38	54	NA	NA	2
Hispanic	45	1009	32389	98	100	98	478	466	478	13	26	16	38	36	34	44	38	48	4	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	11	241	36446	92	100	99	502	489	516	NA	16	4	18	22	15	82	59	73	NA	4	7
Students with Disabilities	NC	220	9411	NC	100	88	NC	427	453	NC	63	36	NC	25	36	NC	12	26	NC	0	1
Students without Disabilities	73	1241	70090	99	100	100	486	477	502	7	17	7	32	34	24	59	47	65	3	1	5
Limited English Proficient Students	13	468	9401	68	95	94	475	451	443	8	36	40	31	39	46	62	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	55	1101	37183	96	98	97	474	464	479	13	27	16	38	34	34	47	38	49	2	1	1
Non-Economically Disadvantaged	25	360	42318	100	100	99	495	487	513	12	14	5	16	28	17	68	54	70	4	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	81	1461	80000	99	100	99	556	544	564	2	5	3	5	14	11	91	78	75	1	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	705	39288	100	100	99	567	559	579	NA	3	2	3	10	6	95	82	77	3	5	16
Male	42	755	40644	98	100	98	545	531	549	5	7	4	7	18	15	88	73	74	NA	2	7
African American	15	130	4307	100	97	99	547	532	551	NA	5	4	13	21	13	87	74	75	NA	1	7
Hispanic	46	1013	32672	100	100	99	551	542	548	4	5	4	4	14	14	89	78	76	2	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	11	242	36602	92	100	99	573	557	579	NA	3	2	NA	12	7	100	77	75	NA	8	16
Students with Disabilities	NC	217	9919	NC	98	93	NC	487	505	NC	14	9	NC	39	35	NC	47	54	NC	NA	2
Students without Disabilities	74	1244	70081	100	100	100	563	554	571	1	3	2	3	10	7	95	83	79	1	4	12
Limited English Proficient Students	13	468	9571	68	95	96	556	523	502	NC	7	10	NA	22	29	100	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	56	1100	37534	98	98	98	549	540	547	4	5	4	7	16	15	88	76	76	2	2	5
Non-Economically Disadvantaged	25	361	42466	100	100	100	571	559	578	NA	3	2	NA	9	7	100	81	75	NA	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	85	1396	78546	100	100	97	505	519	543	35	25	15	25	26	18	39	43	52	1	6	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	707	38645	100	100	98	507	522	545	29	23	13	31	25	18	40	46	54	NA	6	15
Male	37	686	39792	100	100	97	502	515	542	43	28	17	16	27	17	38	40	50	3	5	15
African American	16	126	4205	100	100	97	494	507	524	50	29	22	13	32	22	38	38	49	NA	1	7
Hispanic	51	948	31177	100	100	97	504	516	524	35	27	22	27	27	23	35	42	48	2	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	14	252	36450	100	100	97	513	532	563	21	20	7	29	23	12	50	47	57	NA	10	23
Students with Disabilities	13	153	8093	100	100	82	464	471	489	77	66	50	15	29	24	8	5	23	NA	NA	2
Students without Disabilities	72	1243	70453	100	100	100	511	524	549	28	20	11	26	26	17	44	48	56	1	6	16
Limited English Proficient Students	12	428	9323	50	94	94	515	506	491	17	30	47	42	33	28	33	34	24	8	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	55	1005	34694	100	98	96	492	515	524	44	27	23	31	28	23	24	40	48	2	5	7
Non-Economically Disadvantaged	30	391	43852	100	100	99	528	529	559	20	20	10	13	21	13	67	51	56	NA	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	85	1397	79045	100	100	98	475	488	512	25	17	10	40	37	25	35	44	58	NA	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	707	38860	100	100	98	484	496	519	17	13	7	40	33	22	44	52	62	NA	3	8
Male	37	687	40075	100	100	97	463	479	505	35	22	12	41	41	28	24	37	54	NA	1	6
African American	16	126	4250	100	100	98	459	480	500	31	21	12	50	41	31	19	37	54	NA	1	3
Hispanic	51	948	31314	100	100	98	478	484	493	22	18	16	43	39	34	35	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	14	253	36730	100	100	98	485	503	532	29	14	4	21	27	16	50	55	68	NA	4	12
Students with Disabilities	13	154	8552	100	100	87	424	440	463	92	59	35	8	36	40	NA	5	23	NA	NA	1
Students without Disabilities	72	1243	70493	100	100	100	484	493	517	13	12	7	46	37	24	42	49	62	NA	2	8
Limited English Proficient Students	12	428	9355	50	94	95	494	470	456	8	25	37	42	47	48	50	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	55	1005	34922	100	98	96	463	483	493	27	20	15	55	39	34	18	40	48	NA	1	3
Non-Economically Disadvantaged	30	392	44123	100	100	99	499	500	527	20	11	6	13	31	18	67	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	85	1399	79657	100	100	99	547	554	566	7	5	3	15	9	8	76	85	87	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	706	39120	100	99	99	570	571	580	2	2	2	8	5	4	88	92	92	2	1	2
Male	37	690	40423	100	100	98	516	536	553	14	8	5	24	13	12	62	79	83	NA	0	1
African American	16	126	4290	100	100	99	512	555	560	13	3	4	25	9	9	63	87	86	NA	1	1
Hispanic	51	952	31642	100	100	99	556	551	552	6	5	5	14	10	11	78	85	84	2	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	14	252	36929	100	100	99	564	563	579	NA	5	2	14	8	5	86	87	91	NA	1	2
Students with Disabilities	13	155	9069	100	100	92	457	487	508	31	20	11	46	32	30	23	48	58	NA	NA	1
Students without Disabilities	72	1244	70588	100	100	100	562	562	573	3	3	2	10	6	5	86	90	91	1	0	1
Limited English Proficient Students	12	426	9521	50	94	96	580	537	507	NA	7	13	8	13	24	92	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	55	1006	35341	100	98	97	542	549	551	5	6	5	18	10	12	75	84	83	2	0	0
Non-Economically Disadvantaged	30	393	44316	100	100	100	558	567	578	10	3	2	10	7	5	80	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	118	1437	78400	99	99	97	530	528	554	31	33	21	24	26	19	39	38	47	6	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	720	38686	100	99	98	528	528	554	32	32	20	22	28	20	44	38	49	2	3	12
Male	59	717	39636	97	99	96	533	528	554	31	34	23	25	25	18	34	38	46	10	3	13
African American	19	150	4193	100	98	97	518	522	533	37	38	32	26	24	23	37	36	40	NA	2	5
Hispanic	67	926	30732	100	99	97	525	522	534	33	37	31	28	28	24	36	33	40	3	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	25	290	37038	96	99	97	541	546	575	24	19	11	16	24	14	48	51	56	12	6	19
Students with Disabilities	15	180	7840	94	97	81	492	480	498	73	77	60	13	14	18	13	9	20	NA	NA	2
Students without Disabilities	103	1257	70560	100	99	99	536	535	560	25	27	17	25	28	19	43	42	50	7	4	14
Limited English Proficient Students	16	383	8956	94	97	95	520	510	502	31	44	56	44	32	25	25	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	68	943	33014	97	97	95	525	522	534	29	37	31	31	28	24	38	34	40	1	2	5
Non-Economically Disadvantaged	50	494	45386	100	100	99	538	540	569	34	25	15	14	23	15	40	46	52	12	5	18

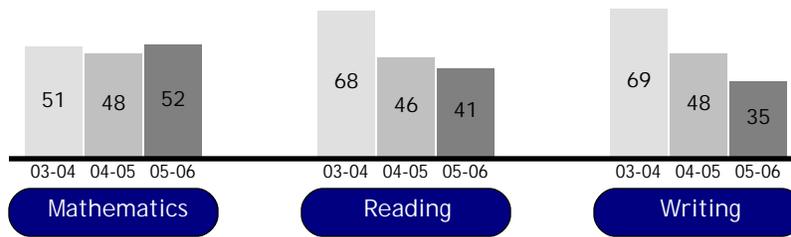
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	1439	79179	99	99	98	493	493	519	19	20	11	37	36	27	42	43	58	2	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	722	38974	100	99	99	495	499	524	19	17	8	36	35	25	46	48	61	NA	1	5
Male	59	717	40124	97	99	97	491	488	513	20	23	13	39	38	28	37	38	54	3	1	4
African American	19	150	4243	100	98	98	477	491	506	37	23	14	37	32	32	26	44	51	NA	1	3
Hispanic	67	928	30987	100	99	98	485	486	498	21	22	17	40	41	36	37	37	45	1	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	25	290	37467	96	99	98	510	512	539	8	13	5	36	28	17	56	57	70	NA	2	8
Students with Disabilities	15	180	8567	94	97	88	449	446	467	60	60	39	20	30	38	20	10	22	NA	NA	1
Students without Disabilities	103	1259	70612	100	99	99	500	500	524	14	14	7	40	37	25	45	47	62	2	1	5
Limited English Proficient Students	16	383	9013	94	97	95	471	469	461	25	32	40	56	48	48	19	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	68	945	33345	97	98	96	487	486	499	25	23	17	34	41	36	41	37	46	NA	0	1
Non-Economically Disadvantaged	50	494	45834	100	100	99	502	507	533	12	15	7	42	29	19	42	55	67	4	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	117	1438	79734	98	99	99	540	541	554	3	5	3	30	21	19	68	73	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	721	39243	100	99	99	550	552	568	3	4	2	19	16	12	78	79	85	NA	NA	1
Male	59	717	40413	97	99	98	530	531	541	2	6	4	41	27	26	58	67	70	NA	0	0
African American	19	152	4285	100	99	99	537	542	548	NA	3	3	42	23	22	58	74	74	NA	NA	0
Hispanic	66	926	31254	99	99	99	538	535	539	NA	6	5	35	24	25	65	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	25	290	37668	96	99	99	535	560	569	12	3	1	16	13	13	72	83	85	NA	0	1
Students with Disabilities	15	179	8943	94	97	92	487	483	495	13	16	11	67	54	51	20	31	38	NA	NA	1
Students without Disabilities	102	1259	70791	99	99	100	548	549	561	1	4	2	25	17	15	75	79	83	NA	0	0
Limited English Proficient Students	16	380	9138	94	96	97	532	510	492	NA	12	13	31	32	46	69	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	67	943	33718	96	97	97	538	533	538	3	7	5	28	25	26	69	68	69	NA	NA	0
Non-Economically Disadvantaged	50	495	46016	100	100	100	543	558	567	2	3	2	32	15	14	66	82	84	NA	0	1

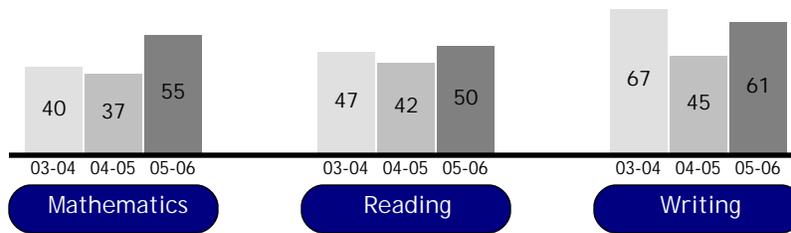
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

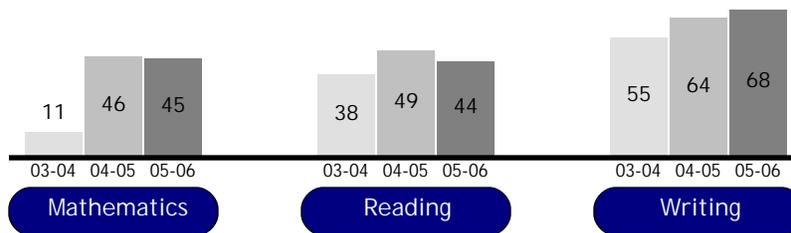
3rd Grade Proficiency



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.

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
2	Reading	91	41	NA	58	98	29	34	47	100	27	28	46
	Language	91	39	34	50	98	26	36	47	100	25	32	48
	Mathematics	91	52	47	64	98	37	39	50	100	43	39	52
3	Reading	100	36	NA	55	100	34	32	44	100	24	27	46
	Language	100	42	42	61	100	33	32	44	100	25	28	46
	Mathematics	100	43	39	61	100	37	38	51	100	28	37	52
4	Reading	100	34	NA	56	100	36	36	48	100	28	34	52
	Language	100	33	32	52	100	39	37	49	100	28	35	52
	Mathematics	100	42	36	61	100	37	39	53	100	35	41	58
5	Reading	92	39	NA	55	100	38	37	50	99	39	37	56
	Language	93	40	31	49	100	33	36	50	99	37	35	54
	Mathematics	93	44	40	63	100	38	36	49	99	44	35	52
6	Reading	96	44	NA	56	100	37	41	51	99	46	37	56
	Language	98	37	28	48	100	34	36	47	99	39	32	50
	Mathematics	98	49	44	66	100	30	39	52	99	46	37	58
7	Reading	95	40	NA	54	100	46	39	50	100	30	35	54
	Language	97	35	34	58	100	49	41	52	100	32	39	58
	Mathematics	95	30	37	62	100	42	38	50	100	30	35	54
8	Reading	93	41	NA	55	100	42	40	51	99	37	41	58
	Language	93	32	27	52	100	42	41	50	99	37	41	56
	Mathematics	93	39	36	61	100	38	39	53	99	41	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)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 2 Parent(s)
- 0 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	32.00
Other Professional Staff	12.80	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	43
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Mobile Computer Labs
- Ü Library Computer Lab
- Ü Smart Boards

Extracurricular Activities

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

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Discovery was one of fifteen schools in the state honored by the Arizona Department of Education with a "Spotlight on Success Award 2004-05" for its school improvement efforts.

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	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

Discovery School has adopted the 2nd Step Conflict Resolution program. Throughout the 2005-06 school year a discipline committee met to review disciplinary issues. Many changes were made in schedule, schoolwide rules, dress codes and school wide disciplinary plans. As a result of this committee the entire school will be teaching a Character Counts educational curriculum beginning in the 2006-07 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) :

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Carolyn Rogers	(623) 842-8213
Transportation Policy	Eric Kissel	(623) 842-8108
Community Resources	Lourdes Smith	(623) 842-8213
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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 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.