

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

10825 W. Garden Lakes Parkway, Avondale, AZ 85323

Pendergast 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	Excelling
2004-05	Highly Performing
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Dr. Harold Waltman
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-8
 Web Address : www.pesd92.org./schools/glakes/index.htm
 Phone Number : (623) 772-2520
 Fax Number : (623) 877-9545
 E-mail : hwaltman@pesd92.org

Mission

Students are offered an educational program that motivates and challenges. The staff implements and integrates best practice ideas that are supported by research. We're committed to an educational environment that meets the needs of all students.
 VISION: Listen to the Mustn'ts child, Listen to the Don'ts, Listen to the Shouldn'ts, The Impossible, the Won'ts. Listen to the Never Haves, Then Listen close to me, Anything can happen child, Anything can be.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

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 help students become better readers, writers, thinkers and problem solvers. Every child will read at or above grade level at the completion of third grade.
- ü Power Standards will be established using the Arizona Academic Standards to provide a better focus for school improvement. All grade levels will perform and strive to increase their percentage of at or above the state average on AIMS/TerraNova tests.

Enrollment

October 1, 2005 School Year Student Enrollment : 1089
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 96

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Reading Resource K-8/ K-3 Intervention
- ü Math Resource K-8 /4-6 Math Intervention
- ü Speech and Language
- ü Full-Day Kindergarten (tuition based)
- ü ELL-ESL
- ü Developmental Pre-School

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/1/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Our role is to educate students by setting goals and expectations as they relate to the AZ Academic Standards. We strive to communicate effectively with parents and students and to provide a safe learning environment that reflects best practices.

Parents

We believe parents and teachers working together generate student success. Our expectations are that parents be directly involved in their child's academic and social/emotional progress; that they provide support with homework and communicate regularly with the school; that they provide proper clothing and nourishment; that they support school policies including dress code and behavior codes. Attendance is of utmost importance in contributing to the success of a child's outcome in school.

Transportation Policy

Transportation is a privilege. Busing is provided for students in the attendance area who live more than one mile from school. Busing is also provided for students with disabilities who require transportation as indicated in their IEP. Students accepted under the open enrollment policy must provide their own transportation. Good student behavior is expected in order to retain bus privileges.

School Honors

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

Award/Honor	Year
ü Golden Gator Award Excellence in Teaching	2005
ü Sam's Club Teacher of the Year Award - Local	2005
ü Geography Bee /Poetry Contest /Science Fair winners	2005
ü Milken Family Foundation Award/Best in West Award	2002

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	106	1169	80010	97	99	99	480	437	447	3	14	10	9	21	18	46	54	53	42	11	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	586	38935	98	100	99	479	437	447	4	14	9	6	20	19	45	57	55	45	10	17
Male	53	583	40974	96	99	98	480	437	448	2	14	11	13	23	18	47	51	52	38	12	19
African American	NC	105	4201	NC	100	99	NC	423	430	NC	20	17	NC	23	23	NC	53	51	NC	4	9
Hispanic	38	735	34545	95	99	99	466	430	432	5	16	14	11	24	24	55	52	53	29	7	9
Asian/Pacific Islander	--	24	2068	--	100	99	--	457	474	--	4	4	--	17	10	--	50	50	--	29	36
American Indian/Alaskan Native	--	15	3979	--	100	96	--	440	424	--	7	17	--	13	30	--	73	47	--	7	6
White	60	290	35142	98	99	99	490	457	465	2	7	5	10	14	11	37	57	56	52	21	28
Students with Disabilities	NC	141	10161	NC	96	93	NC	396	419	NC	48	28	NC	31	28	NC	19	36	NC	2	8
Students without Disabilities	99	1028	69849	100	100	100	484	442	451	2	9	7	7	20	17	47	58	56	43	12	19
Limited English Proficient Students	NC	210	14013	NC	98	97	NC	402	413	NC	37	24	NC	33	34	NC	30	39	NC	0	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	22	652	39029	96	99	98	457	428	432	9	16	14	5	26	25	59	51	52	27	6	9
Non-Economically Disadvantaged	84	517	40981	98	100	100	486	448	462	1	11	6	11	16	13	43	56	54	45	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	106	1163	79438	97	99	98	478	442	451	1	12	9	20	27	24	51	54	56	28	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	584	38775	98	99	99	485	448	457	NA	9	7	19	25	22	45	58	58	36	8	13
Male	53	579	40560	96	98	97	471	436	446	2	15	12	21	29	25	57	50	54	21	6	9
African American	NC	105	4178	NC	100	98	NC	435	439	NC	13	13	NC	32	29	NC	51	52	NC	3	6
Hispanic	38	731	34297	95	99	98	463	434	434	NA	14	14	34	31	31	47	50	50	18	5	5
Asian/Pacific Islander	--	24	2063	--	100	99	--	460	475	--	8	3	--	13	15	--	67	63	--	13	20
American Indian/Alaskan Native	--	15	3940	--	100	95	--	456	429	--	7	14	--	13	36	--	80	47	--	NA	3
White	60	288	34887	98	98	98	491	463	471	2	6	4	10	19	15	52	61	63	37	14	18
Students with Disabilities	NC	135	9588	NC	92	88	NC	389	416	NC	49	30	NC	30	32	NC	21	34	NC	NA	5
Students without Disabilities	99	1028	69850	100	100	100	483	449	456	NA	7	7	18	27	23	52	58	59	30	8	12
Limited English Proficient Students	NC	207	13856	NC	96	96	NC	397	407	NC	34	27	NC	43	43	NC	22	29	NC	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	22	647	38685	96	98	97	460	434	435	NA	14	14	23	30	32	68	52	50	9	4	5
Non-Economically Disadvantaged	84	516	40753	98	99	99	483	453	467	1	9	5	19	23	16	46	56	62	33	11	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	106	1169	79971	97	99	99	456	413	423	NA	9	8	24	48	41	71	41	49	6	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	587	38974	98	100	99	466	427	437	NA	6	5	13	40	33	77	51	57	9	3	4
Male	53	582	40895	96	98	98	447	399	410	NA	12	10	34	55	47	64	32	41	2	1	2
African American	NC	105	4203	NC	100	99	NC	409	411	NC	8	11	NC	50	45	NC	40	43	NC	2	2
Hispanic	38	733	34481	95	99	99	454	409	410	NA	10	10	26	49	46	71	39	43	3	2	1
Asian/Pacific Islander	--	24	2067	--	100	99	--	422	449	--	8	4	--	38	28	--	54	60	--	NA	8
American Indian/Alaskan Native	--	15	3995	--	100	96	--	412	409	--	13	10	--	40	47	--	47	42	--	NA	1
White	60	292	35150	98	100	99	457	423	437	NA	7	5	22	43	35	70	47	56	8	3	5
Students with Disabilities	NC	142	10258	NC	97	94	NC	338	377	NC	37	23	NC	49	51	NC	14	25	NC	NA	1
Students without Disabilities	99	1027	69713	100	100	100	460	423	429	NA	5	5	18	47	39	76	45	52	6	2	3
Limited English Proficient Students	NC	210	13985	NC	98	97	NC	365	382	NC	23	18	NC	62	54	NC	15	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	22	650	38994	96	98	98	452	406	409	NA	10	10	18	51	47	82	38	41	NA	0	1
Non-Economically Disadvantaged	84	519	40977	98	100	100	457	422	437	NA	8	5	25	43	34	68	45	56	7	4	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	111	1182	80147	97	99	99	494	473	482	5	12	11	15	21	17	50	50	49	30	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	602	39281	98	100	99	494	477	483	5	9	9	10	21	17	59	52	50	26	19	24
Male	50	580	40780	96	99	98	494	470	482	4	14	12	22	21	17	40	49	48	34	16	24
African American	NC	101	4249	NC	99	99	NC	456	464	NC	18	17	NC	24	22	NC	50	48	NC	8	13
Hispanic	44	734	33494	96	100	99	475	469	466	11	13	15	23	23	23	45	49	49	20	15	14
Asian/Pacific Islander	NC	23	2103	NC	100	99	NC	492	515	NC	NA	4	NC	26	8	NC	35	44	NC	39	45
American Indian/Alaskan Native	NC	18	4117	NC	100	96	NC	453	456	NC	11	19	NC	33	27	NC	50	46	NC	6	8
White	53	306	36122	98	99	99	514	490	501	NA	7	5	8	13	10	53	54	50	40	25	35
Students with Disabilities	18	148	10295	86	99	92	471	433	443	11	36	33	22	29	26	44	30	33	22	5	8
Students without Disabilities	93	1034	69852	100	100	100	499	479	488	3	8	7	14	19	16	52	53	51	31	19	26
Limited English Proficient Students	NC	187	12722	NC	98	97	NC	436	441	NC	26	27	NC	42	33	NC	30	37	NC	2	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	30	666	38371	100	99	97	475	466	465	13	13	15	20	24	23	50	48	49	17	14	13
Non-Economically Disadvantaged	81	516	41776	96	100	100	501	483	498	1	9	6	14	16	11	51	53	49	35	22	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	111	1176	79686	97	99	98	485	461	470	7	13	11	13	28	24	68	55	57	12	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	602	39163	98	100	99	494	469	475	3	8	9	11	27	22	72	59	60	13	5	10
Male	50	574	40438	96	98	97	473	451	465	12	17	13	14	30	25	64	50	54	10	3	7
African American	NC	101	4228	NC	99	98	NC	447	458	NC	18	15	NC	32	28	NC	50	53	NC	NA	4
Hispanic	44	727	33299	96	99	98	465	455	452	11	14	17	16	31	32	70	52	47	2	2	3
Asian/Pacific Islander	NC	23	2097	NC	100	99	NC	475	490	NC	4	5	NC	17	13	NC	70	68	NC	9	14
American Indian/Alaskan Native	NC	18	4087	NC	100	96	NC	444	446	NC	17	16	NC	28	38	NC	56	44	NC	NA	2
White	53	307	35914	98	100	98	504	479	489	2	8	5	9	21	15	68	61	67	21	11	14
Students with Disabilities	18	141	9808	86	94	87	460	425	432	22	35	35	17	33	32	56	30	30	6	1	3
Students without Disabilities	93	1035	69878	100	100	100	490	465	475	4	9	8	12	28	23	71	58	61	13	5	9
Limited English Proficient Students	NC	183	12594	NC	96	96	NC	418	422	NC	31	34	NC	55	45	NC	14	21	NC	1	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	30	662	38095	100	99	97	462	452	452	17	16	17	20	33	32	60	49	48	3	2	3
Non-Economically Disadvantaged	81	514	41591	96	99	99	493	473	486	4	8	6	10	22	16	72	62	65	15	7	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	113	1186	80372	99	100	99	489	469	475	2	4	4	23	38	30	72	57	64	4	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	603	39452	100	100	99	499	485	488	NA	1	3	16	26	22	79	70	72	5	2	3
Male	51	583	40836	98	100	98	476	452	464	4	6	6	31	50	37	63	44	56	2	0	1
African American	NC	102	4264	NC	100	99	NC	461	465	NC	4	5	NC	38	35	NC	57	59	NC	1	1
Hispanic	46	736	33608	100	100	99	475	463	462	4	5	6	28	41	36	65	53	57	2	1	1
Asian/Pacific Islander	NC	23	2098	NC	100	99	NC	490	500	NC	NA	2	NC	26	16	NC	70	75	NC	4	7
American Indian/Alaskan Native	NC	18	4128	NC	100	97	NC	454	464	NC	6	4	NC	44	39	NC	50	56	NC	NA	1
White	53	307	36213	98	100	99	503	484	489	NA	1	2	19	31	22	75	67	72	6	2	3
Students with Disabilities	20	153	10526	95	100	94	455	421	427	10	16	15	35	59	53	55	25	31	NA	NA	1
Students without Disabilities	93	1033	69846	100	100	100	496	475	482	NA	2	3	20	35	26	75	62	69	4	1	2
Limited English Proficient Students	10	190	12747	100	99	97	NA	424	432	NA	13	12	NA	63	52	NA	24	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	30	669	38521	100	100	98	476	462	461	3	4	6	33	44	38	63	51	55	NA	0	1
Non-Economically Disadvantaged	83	517	41851	99	100	100	493	478	489	1	3	3	19	30	22	75	65	72	5	2	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	128	1193	79306	100	99	99	518	495	504	7	15	13	12	23	20	56	49	49	25	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	588	38845	100	99	99	514	495	505	12	14	11	10	23	20	53	51	50	25	12	18
Male	60	605	40383	100	99	98	522	495	504	2	16	14	13	23	19	60	48	47	25	14	19
African American	NC	98	4171	NC	98	98	NC	476	485	NC	27	20	NC	28	26	NC	38	44	NC	8	10
Hispanic	47	761	32673	100	99	99	500	490	487	13	16	18	15	25	25	62	49	46	11	10	10
Asian/Pacific Islander	NC	22	2147	NC	100	99	NC	537	539	NC	5	5	NC	NA	10	NC	64	46	NC	32	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	485	479	NC	17	22	NC	13	29	NC	65	43	NC	4	7
White	63	289	36234	100	99	99	534	513	523	3	8	6	8	19	13	51	52	52	38	22	28
Students with Disabilities	15	138	10286	100	95	91	484	449	462	27	52	41	27	23	27	27	22	27	20	3	5
Students without Disabilities	113	1055	69020	100	100	100	522	501	510	4	10	9	10	23	18	60	53	52	26	14	21
Limited English Proficient Students	NC	150	10291	NC	97	96	NC	451	458	NC	43	38	NC	36	34	NC	21	26	NC	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	37	656	37437	100	99	97	507	488	486	11	17	19	16	26	26	57	47	46	16	10	9
Non-Economically Disadvantaged	91	537	41869	100	99	100	522	504	521	5	12	7	10	19	14	56	52	51	29	17	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	128	1190	79000	100	99	98	502	480	489	2	12	10	21	29	24	68	55	58	9	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	590	38774	100	100	99	500	483	494	3	9	7	28	28	22	60	58	61	9	5	10
Male	60	600	40150	100	98	98	504	476	485	2	14	12	13	30	25	77	51	55	8	5	8
African American	NC	97	4153	NC	97	98	NC	465	476	NC	19	13	NC	35	30	NC	45	53	NC	1	4
Hispanic	47	760	32508	100	99	98	493	474	472	4	14	15	26	32	33	62	50	49	9	4	3
Asian/Pacific Islander	NC	22	2142	NC	100	99	NC	507	510	NC	5	4	NC	5	14	NC	77	67	NC	14	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	477	467	NC	4	14	NC	39	37	NC	57	46	NC	NA	2
White	63	288	36135	100	99	98	510	498	508	2	4	4	14	19	14	73	68	67	11	9	15
Students with Disabilities	15	135	9991	100	92	88	476	439	449	13	44	33	40	35	36	33	19	29	13	2	2
Students without Disabilities	113	1055	69009	100	100	100	505	484	495	1	7	6	19	28	22	73	59	62	8	5	10
Limited English Proficient Students	NC	152	10199	NC	99	95	NC	433	439	NC	43	35	NC	43	47	NC	14	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	37	651	37234	100	98	97	494	472	472	3	14	15	24	33	33	65	49	50	8	4	3
Non-Economically Disadvantaged	91	539	41766	100	99	99	505	488	505	2	8	5	20	24	16	69	61	65	9	6	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	128	1202	79611	100	100	99	497	483	496	1	8	7	52	47	37	48	44	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	592	39016	100	100	99	508	498	511	NA	5	4	40	39	29	60	55	66	NA	0	1
Male	60	610	40519	100	100	98	484	468	482	2	12	10	65	55	44	33	33	46	NA	0	0
African American	NC	99	4188	NC	99	98	NC	470	486	NC	12	9	NC	52	40	NC	35	50	NC	1	0
Hispanic	47	767	32855	100	100	99	493	480	481	NA	9	10	55	48	43	45	43	47	NA	NA	0
Asian/Pacific Islander	NC	22	2149	NC	100	100	NC	510	519	NC	NA	4	NC	36	24	NC	64	70	NC	NA	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	481	478	NC	4	10	NC	65	46	NC	30	44	NC	NA	0
White	63	290	36380	100	99	99	500	492	511	2	7	4	48	43	30	51	50	65	NA	0	1
Students with Disabilities	15	148	10664	100	100	94	471	426	440	NA	28	23	80	55	54	20	16	22	NA	1	1
Students without Disabilities	113	1054	68947	100	100	100	500	490	504	1	6	4	48	46	34	51	48	61	NA	0	1
Limited English Proficient Students	NC	155	10362	NC	100	97	NC	435	438	NC	22	22	NC	65	57	NC	14	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	37	659	37626	100	100	98	491	478	479	NA	9	10	59	51	45	41	40	45	NA	0	0
Non-Economically Disadvantaged	91	543	41985	100	100	100	499	489	511	1	7	4	48	43	30	51	50	65	NA	0	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	146	1172	79327	100	98	98	556	506	518	4	24	19	8	21	20	55	44	46	33	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	557	38961	100	98	98	560	506	520	1	22	16	7	24	20	58	44	48	33	10	16
Male	79	615	40295	100	98	97	553	506	516	6	26	21	9	19	19	52	44	44	33	12	16
African American	15	131	4247	100	96	98	548	487	499	7	38	27	13	24	24	53	31	41	27	6	8
Hispanic	58	694	32327	100	98	98	540	499	499	5	26	27	10	24	25	66	43	41	19	7	8
Asian/Pacific Islander	NC	16	1939	NC	100	99	NC	527	556	NC	6	6	NC	19	10	NC	56	47	NC	19	36
American Indian/Alaskan Native	--	14	4391	--	100	96	--	492	489	--	43	32	--	7	27	--	43	36	--	7	4
White	72	317	36373	100	99	98	571	528	538	3	15	10	6	14	14	46	50	52	46	21	25
Students with Disabilities	16	130	9321	100	90	87	500	450	467	25	75	54	31	12	22	38	12	21	6	1	3
Students without Disabilities	130	1042	70006	100	99	100	563	513	524	2	18	14	5	22	19	57	48	49	36	12	18
Limited English Proficient Students	NC	148	9431	NC	96	95	NC	463	466	NC	57	53	NC	26	27	NC	16	18	NC	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	24	629	37097	100	98	97	532	495	498	4	29	27	25	24	25	58	41	41	13	6	7
Non-Economically Disadvantaged	122	543	42230	100	99	99	561	520	535	4	18	11	5	18	15	54	47	50	37	17	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	146	1180	79501	100	99	98	512	485	497	2	12	10	22	33	25	70	53	60	6	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	557	39062	100	98	99	522	489	502	1	10	8	12	30	23	78	57	64	9	3	5
Male	79	623	40368	100	100	98	504	481	491	3	14	13	30	36	27	63	49	57	4	1	3
African American	15	135	4279	100	99	99	507	475	485	7	16	14	13	40	30	80	43	54	NA	1	2
Hispanic	58	697	32389	100	98	98	498	478	478	2	13	16	34	37	34	60	48	48	3	1	1
Asian/Pacific Islander	NC	16	1936	NC	100	99	NC	505	519	NC	NA	3	NC	19	14	NC	75	73	NC	6	9
American Indian/Alaskan Native	--	14	4401	--	100	96	--	465	473	--	29	17	--	50	40	--	21	43	--	NA	1
White	72	318	36446	100	100	99	525	504	516	1	7	4	13	21	15	76	69	73	10	4	7
Students with Disabilities	16	136	9411	100	94	88	462	435	453	13	49	36	50	40	36	38	11	26	NA	NA	1
Students without Disabilities	130	1044	70090	100	100	100	518	491	502	1	7	7	18	32	24	74	59	65	7	2	5
Limited English Proficient Students	NC	148	9401	NC	96	94	NC	439	443	NC	40	40	NC	53	46	NC	7	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	24	635	37183	100	99	97	483	475	479	4	16	16	50	39	34	42	45	49	4	1	1
Non-Economically Disadvantaged	122	545	42318	100	99	99	517	496	513	2	7	5	16	26	17	75	63	70	7	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	146	1186	80000	100	99	99	572	550	564	1	3	3	9	15	11	74	73	75	16	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	565	39288	100	100	99	590	564	579	NA	2	2	3	10	6	75	75	77	22	13	16
Male	79	621	40644	100	99	98	557	537	549	3	3	4	14	20	15	73	72	74	10	5	7
African American	15	136	4307	100	100	99	555	543	551	7	4	4	7	15	13	80	74	75	7	7	7
Hispanic	58	702	32672	100	99	99	571	546	548	NA	3	4	9	17	14	83	74	76	9	6	6
Asian/Pacific Islander	NC	16	1945	NC	100	99	NC	544	592	NC	6	1	NC	NA	4	NC	88	69	NC	6	25
American Indian/Alaskan Native	--	13	4424	--	93	97	--	569	549	--	NA	3	--	23	14	--	62	77	--	15	5
White	72	319	36602	100	100	99	577	560	579	1	2	2	10	13	7	65	72	75	24	13	16
Students with Disabilities	16	143	9919	100	99	93	500	480	505	13	10	9	25	49	35	56	38	54	6	2	2
Students without Disabilities	130	1043	70081	100	99	100	580	559	571	NA	2	2	7	11	7	76	78	79	17	9	12
Limited English Proficient Students	NC	153	9571	NC	99	96	NC	492	502	NC	10	10	NC	37	29	NC	52	60	NC	1	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	24	640	37534	100	99	98	565	543	547	NA	3	4	17	17	15	83	75	76	NA	5	5
Non-Economically Disadvantaged	122	546	42466	100	99	100	574	558	578	2	2	2	7	13	7	72	72	75	19	12	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	161	1151	78546	100	99	97	577	540	543	6	14	15	11	20	18	56	54	52	27	12	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	567	38645	100	100	98	584	544	545	4	12	13	10	19	18	52	56	54	35	13	15
Male	80	584	39792	100	98	97	570	537	542	9	17	17	13	21	17	60	52	50	19	11	15
African American	17	116	4205	100	98	97	570	528	524	NA	16	22	24	28	22	59	53	49	18	4	7
Hispanic	68	685	31177	100	99	97	559	535	524	13	17	22	13	21	23	54	52	48	19	10	7
Asian/Pacific Islander	NC	24	1940	NC	100	99	NC	559	580	NC	8	5	NC	8	9	NC	58	53	NC	25	33
American Indian/Alaskan Native	--	14	4689	--	93	95	--	526	515	--	21	28	--	NA	25	--	79	43	--	NA	4
White	72	312	36450	100	99	97	592	557	563	1	8	7	7	16	12	57	57	57	35	19	23
Students with Disabilities	26	122	8093	100	95	82	520	489	489	27	44	50	35	35	24	38	20	23	NA	NA	2
Students without Disabilities	135	1029	70453	100	100	100	584	546	549	2	11	11	7	18	17	59	58	56	32	13	16
Limited English Proficient Students	11	146	9323	100	97	94	508	494	491	27	42	47	55	30	28	18	27	24	NA	NA	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	46	622	34694	100	98	96	555	533	524	11	15	23	24	23	23	52	52	48	13	9	7
Non-Economically Disadvantaged	115	529	43852	100	100	99	584	549	559	4	13	10	6	15	13	57	57	56	32	15	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	159	1152	79045	99	99	98	535	505	512	8	11	10	11	27	25	71	59	58	11	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	569	38860	99	100	98	546	513	519	6	9	7	5	21	22	78	65	62	11	5	8
Male	79	583	40075	99	98	97	525	498	505	9	13	12	16	33	28	65	52	54	10	3	6
African American	16	115	4250	94	97	98	537	500	500	NA	12	12	6	26	31	88	60	54	6	2	3
Hispanic	67	686	31314	99	100	98	521	498	493	15	14	16	12	30	34	67	53	48	6	2	2
Asian/Pacific Islander	NC	24	1949	NC	100	99	NC	528	536	NC	4	4	NC	21	15	NC	63	66	NC	13	15
American Indian/Alaskan Native	--	14	4719	--	93	96	--	495	489	--	14	15	--	21	39	--	64	45	--	NA	2
White	72	313	36730	100	99	98	545	523	532	3	4	4	11	21	16	72	69	68	14	6	12
Students with Disabilities	24	123	8552	92	95	87	461	456	463	42	38	35	38	43	40	21	19	23	NA	NA	1
Students without Disabilities	135	1029	70493	100	100	100	543	511	517	1	7	7	6	25	24	80	63	62	13	4	8
Limited English Proficient Students	10	146	9355	91	97	95	NA	457	456	NA	36	37	NA	49	48	NA	15	15	NA	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	45	623	34922	98	98	96	521	497	493	13	13	15	22	32	34	60	53	48	4	2	3
Non-Economically Disadvantaged	114	529	44123	99	100	99	540	515	527	5	8	6	6	22	18	75	65	66	13	5	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	161	1151	79657	100	99	99	596	567	566	4	3	3	4	9	8	85	86	87	7	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	568	39120	100	100	99	613	582	580	4	2	2	NA	4	4	84	91	92	12	3	2
Male	80	583	40423	100	98	98	579	552	553	4	4	5	8	14	12	86	82	83	3	1	1
African American	17	115	4290	100	97	99	580	564	560	NA	3	4	12	10	9	88	88	86	NA	NA	1
Hispanic	68	686	31642	100	100	99	586	561	552	7	4	5	6	10	11	82	85	84	4	1	0
Asian/Pacific Islander	NC	23	1948	NC	96	99	NC	588	589	NC	NA	1	NC	NA	3	NC	100	91	NC	NA	4
American Indian/Alaskan Native	--	14	4760	--	93	97	--	562	547	--	NA	5	--	14	14	--	86	81	--	NA	0
White	72	313	36929	100	99	99	607	581	579	1	1	2	NA	7	5	86	88	91	13	4	2
Students with Disabilities	26	128	9069	100	99	92	554	511	508	19	14	11	15	30	30	65	56	58	NA	NA	1
Students without Disabilities	135	1023	70588	100	99	100	601	573	573	1	1	2	1	7	5	89	90	91	9	2	1
Limited English Proficient Students	11	146	9521	100	97	96	484	512	507	36	12	13	27	27	24	36	61	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	46	622	35341	100	98	97	575	560	551	11	4	5	11	10	12	76	86	83	2	1	0
Non-Economically Disadvantaged	115	529	44316	100	100	100	602	575	578	1	2	2	1	8	5	89	87	90	10	3	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	139	1150	78400	99	99	97	580	548	554	9	22	21	19	21	19	51	49	47	21	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	561	38686	99	99	98	577	549	554	7	20	20	21	22	20	50	50	49	21	8	12
Male	69	589	39636	100	99	96	583	547	554	10	23	23	17	20	18	52	48	46	20	9	13
African American	13	133	4193	100	100	97	559	536	533	23	28	32	23	27	23	38	38	40	15	7	5
Hispanic	45	680	30732	100	99	97	553	542	534	11	25	31	31	24	24	49	46	40	9	6	5
Asian/Pacific Islander	NC	27	1827	NC	93	99	NC	578	594	NC	7	8	NC	11	12	NC	63	49	NC	19	31
American Indian/Alaskan Native	--	NC	4536	--	NC	95	--	NC	528	--	NC	35	--	NC	25	--	NC	37	--	NC	4
White	72	301	37038	100	99	97	593	567	575	6	14	11	14	13	14	54	58	56	26	14	19
Students with Disabilities	21	105	7840	95	96	81	513	494	498	29	58	60	38	26	18	33	16	20	NA	NA	2
Students without Disabilities	118	1045	70560	100	99	99	586	553	560	5	18	17	16	21	19	54	52	50	25	9	14
Limited English Proficient Students	10	130	8956	100	98	95	NA	500	502	NA	53	56	NA	30	25	NA	17	18	NA	NA	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	36	569	33014	100	99	95	559	540	534	8	25	31	33	23	24	50	45	40	8	6	5
Non-Economically Disadvantaged	103	581	45386	99	99	99	586	556	569	9	18	15	15	19	15	51	52	52	25	10	18

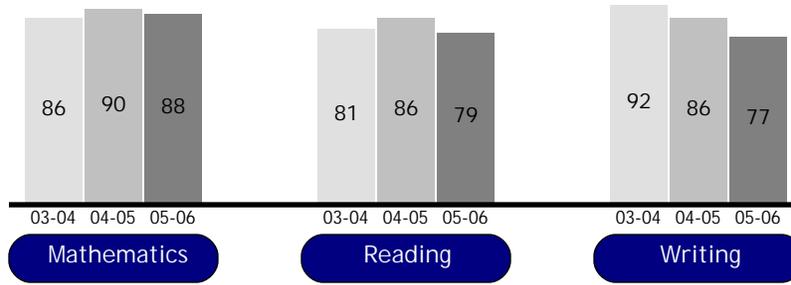
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	1153	79179	99	99	98	535	511	519	4	11	11	31	33	27	58	54	58	6	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	563	38974	99	99	99	541	517	524	1	9	8	30	30	25	60	58	61	9	3	5
Male	69	590	40124	100	99	97	528	506	513	7	13	13	32	36	28	57	50	54	4	1	4
African American	13	132	4243	100	100	98	513	510	506	15	11	14	38	30	32	46	56	51	NA	2	3
Hispanic	45	682	30987	100	99	98	513	503	498	7	14	17	44	36	36	47	49	45	2	1	1
Asian/Pacific Islander	NC	27	1832	NC	93	99	NC	524	543	NC	NA	4	NC	33	17	NC	63	69	NC	4	10
American Indian/Alaskan Native	--	NC	4573	--	NC	96	--	NC	494	--	NC	16	--	NC	41	--	NC	42	--	NC	1
White	72	303	37467	100	99	98	549	529	539	1	6	5	22	26	17	65	63	70	11	5	8
Students with Disabilities	21	106	8567	95	97	88	479	465	467	14	34	39	57	48	38	29	18	22	NA	NA	1
Students without Disabilities	118	1047	70612	100	100	99	539	515	524	3	9	7	26	32	25	64	57	62	8	2	5
Limited English Proficient Students	10	131	9013	100	98	95	NA	460	461	NA	44	40	NA	48	48	NA	8	12	NA	NA	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	36	569	33345	100	99	96	512	503	499	11	14	17	50	36	36	31	48	46	8	2	1
Non-Economically Disadvantaged	103	584	45834	99	99	99	541	519	533	2	8	7	24	30	19	68	59	67	6	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	139	1154	79734	99	99	99	595	561	554	2	2	3	6	16	19	88	82	78	3	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	563	39243	99	99	99	604	574	568	NA	1	2	7	9	12	89	89	85	4	1	1
Male	69	591	40413	100	100	98	586	548	541	4	3	4	6	23	26	88	75	70	1	0	0
African American	13	133	4285	100	100	99	588	559	548	NA	1	3	23	18	22	69	80	74	8	1	0
Hispanic	45	683	31254	100	99	99	575	553	539	4	2	5	9	19	25	87	79	70	NA	NA	0
Asian/Pacific Islander	NC	27	1837	NC	93	99	NC	581	579	NC	NA	1	NC	15	9	NC	85	87	NC	NA	2
American Indian/Alaskan Native	--	NC	4613	--	NC	97	--	NC	535	--	NC	4	--	NC	29	--	NC	67	--	NC	0
White	72	302	37668	100	99	99	606	579	569	1	1	1	3	9	13	92	89	85	4	1	1
Students with Disabilities	21	108	8943	95	99	92	554	507	495	10	4	11	29	56	51	62	40	38	NA	NA	1
Students without Disabilities	118	1046	70791	100	100	100	598	565	561	1	2	2	3	12	15	93	86	83	3	0	0
Limited English Proficient Students	10	131	9138	100	98	97	NA	495	492	NA	13	13	NA	44	46	NA	44	40	NA	NA	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	36	571	33718	100	100	97	571	551	538	6	2	5	17	20	26	78	77	69	NA	NA	0
Non-Economically Disadvantaged	103	583	46016	99	99	100	602	570	567	1	1	2	3	12	14	92	86	84	4	1	1

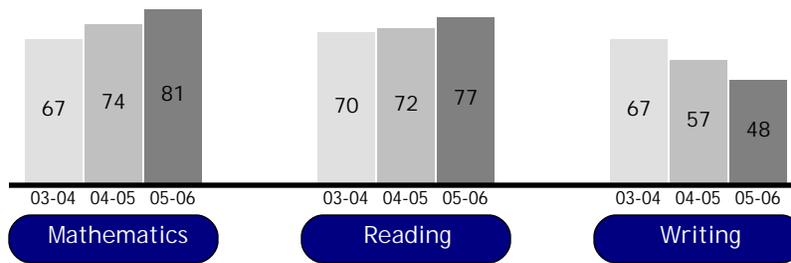
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

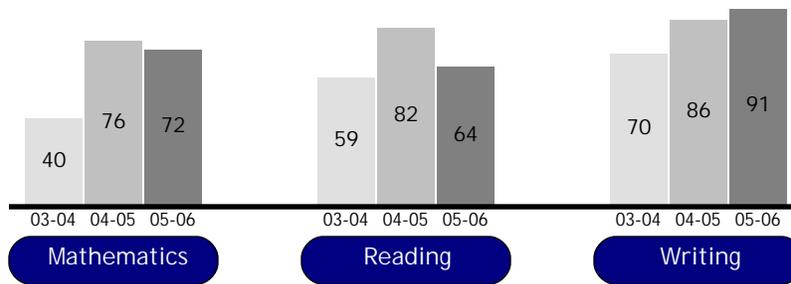
3rd Grade Proficiency



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?	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	100	60	NA	58	97	52	42	47	100	54	39	46
	Language	100	58	37	50	97	49	40	47	100	61	41	48
	Mathematics	100	77	54	64	97	59	47	50	100	73	46	52
3	Reading	100	72	NA	55	100	57	41	44	97	65	39	46
	Language	100	79	58	61	100	58	42	44	97	65	41	46
	Mathematics	100	82	55	61	99	64	47	51	97	75	44	52
4	Reading	98	71	NA	56	98	59	46	48	97	67	46	52
	Language	99	64	47	52	98	59	46	49	99	68	48	52
	Mathematics	99	81	56	61	98	69	49	53	97	70	54	58
5	Reading	98	68	NA	55	99	54	45	50	99	67	48	56
	Language	98	60	44	49	99	55	47	50	99	65	46	54
	Mathematics	98	81	57	63	99	54	45	49	99	58	44	52
6	Reading	100	71	NA	56	99	60	48	51	99	67	48	56
	Language	100	56	42	48	99	63	44	47	99	63	43	50
	Mathematics	100	73	60	66	100	69	49	52	99	79	50	58
7	Reading	96	63	NA	54	89	57	47	50	93	68	50	54
	Language	95	61	53	58	89	62	50	52	94	76	56	58
	Mathematics	96	68	53	62	89	58	48	50	94	70	50	54
8	Reading	93	65	NA	55	94	65	50	51	91	68	54	58
	Language	91	66	51	52	94	61	49	50	91	67	52	56
	Mathematics	92	70	56	61	94	69	50	53	91	72	54	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."

Garden Lakes Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 4 Non-certified Employee(s)
- 5 Teacher(s)
- 7 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Strategic Plan
- Ü Technology and Support
- Ü Communications
- Ü School Calendar
- Ü Instructional Strategies
- Ü Curriculum Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	57.50
Other Professional Staff	3.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	7	7	0	0
7 to 9 years	0	6	0	0
10 or more years	20	14	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	180
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	2%

Resources Available at School Site

Special Facilities

- Ü Media Center with Media Studio
- Ü Cafetorium with Stage
- Ü Computer Lab
- Ü Outdoor Amphitheater

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council/Yearbook
- Ü Jazz Band/Full Band/Choir
- Ü Volleyball Intramurals
- Ü Chess Club
- Ü Fitness Club
- Ü Kickball Intramurals
- Ü Basketball Intramurals

Social Services

- Ü Counseling Services/Mediation
- Ü Health Services
- Ü Breakfast/Lunch Programs
- Ü Before & After School Child Care/YMCA

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Hosted a celebration for Veteran's Day. Guest speakers were here to view our decorated campus and talk to students about pride and patriotism and the significance of Veteran's Day. School and community barbeque are part of the schoolwide celebration.
- ü Fourth grade students participated in a four-concert series sponsored by West Valley Fine Arts Council. Grants were received to help fund.
- ü Students in 3rd/4th grade visit local retirement homes to 'buddy' with Senior Citizens. It is an intergenerational and enriching experience for both students and seniors.
- ü Students participated in a Living History Museum and depicted Arizona heroes and characters for parents and fellow students. They did research and wrote a report then dressed the part and did presentations for visitors.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	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

High expectations for student behavior have been established and maintained. Strong parental support and dedicated teachers have been instrumental in creating a safe, positive learning environment with a focus on a positive character traits program.

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	Harold Waltman	(623) 772-2520
Transportation Policy	Dean Humphrey	(623) 772-2275
Community Resources	JoAnna Christopher	(623) 772-2520
School Nutrition Programs	James Capen	(623) 772-2270
Parent Organization	Judy Cozza	(623) 772-2520
Student Health/Nurse	Barb Olson	(623) 772-2529

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.

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

Total cost of printing: 16 Pages X .0243 Per page X 880 Copies = \$342.00

** 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.