

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

678 South Gollob Road, Tucson, AZ 85710

Tucson Unified 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	Excelling
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Ms. Paula Branum Godfrey
 Schedule : 07:00 AM to 03:30 PM
 Grades : K-5
 Web Address : edweb.tusd.k12.az.us/Gale/
 Phone Number : (520) 731-4500
 Fax Number : (520) 731-4501
 E-mail : paula.godfrey@tusd1.org

Mission

Gale's mission is to provide a nurturing and safe environment that will foster and encourage the development of capable, responsible citizens in an ever-changing world.

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 Students will demonstrate increased reading ability levels as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the AIMS.
- ü Students will demonstrate increased mastery of mathematics procedures and problem solving as measured by pre and post grade level testing and AIMS testing.
- ü Students will demonstrate increased writing skill as measured on the Quarterly Writing Scores.
- ü English Language Learners will demonstrate increased oral language ability as measured on the Oral Reading Fluency on the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Benchmark assessments.

Enrollment

October 1, 2005 School Year Student Enrollment : 361
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 52

Instructional Programs

- ü Full Day Kindergarten
- ü After-School Tutoring
- ü Art Program
- ü DESERT Science Inquiry Instruction
- ü Special Ed Preschool (ABLE)
- ü Structured English Immersion Instruction
- ü Resource Gifted and Talented Classes
- ü PE Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Gale Elementary provides an environment that is safe and orderly. The school works to educate each child to his/her potential. We maintain a child-centered environment that encourages all students to be responsible and self-directed.

Parents

Parents send their children to school healthy and ready to learn. They encourage the value of education. Parents maintain communication with their child's teacher, and are encouraged to participate in volunteering in the school.

Transportation Policy

Gale boundaries are from Camino Seco on the west to Houghton on the east. The north boundary is Broadway Road and the south boundary is 22nd Street. Transportation is provided for students living east of Harrison Road.

School Honors

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

Award/Honor	Year
ü Outstanding Decision Maker from State Library Assoc.	2005
ü Two Teachers Honored for Excellence in Education	2004
ü AIMS and Terra Nova scores	2005
ü Attendance	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	51	4704	80010	93	99	99	463	443	447	NA	11	10	20	20	18	57	54	53	24	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2282	38935	92	99	99	465	444	447	NA	9	9	13	20	19	67	57	55	21	14	17
Male	27	2422	40974	93	99	98	460	441	448	NA	12	11	26	21	18	48	52	52	26	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	NC	2729	34545	NC	99	99	NC	435	432	NC	12	14	NC	24	24	NC	54	53	NC	10	9
Asian/Pacific Islander	NC	111	2068	NC	97	99	NC	472	474	NC	5	4	NC	12	10	NC	54	50	NC	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	39	1370	35142	93	99	99	469	462	465	NA	6	5	15	12	11	56	57	56	28	26	28
Students with Disabilities	NC	594	10161	NC	94	93	NC	415	419	NC	30	28	NC	27	28	NC	37	36	NC	6	8
Students without Disabilities	46	4110	69849	100	100	100	465	446	451	NA	8	7	17	19	17	57	57	56	26	16	19
Limited English Proficient Students	NC	739	14013	NC	98	97	NC	410	413	NC	27	24	NC	35	34	NC	35	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	NC	2469	39029	NC	99	98	NC	435	432	NC	12	14	NC	24	25	NC	54	52	NC	9	9
Non-Economically Disadvantaged	42	2235	40981	95	99	100	468	451	462	NA	9	6	17	16	13	55	54	54	29	20	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	56	4701	79438	100	99	98	472	446	451	7	10	9	16	27	24	50	55	56	27	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	2284	38775	100	99	99	488	453	457	8	8	7	4	24	22	50	58	58	38	11	13
Male	30	2417	40560	100	99	97	459	440	446	7	13	12	27	29	25	50	52	54	17	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	NC	2723	34297	NC	99	98	NC	438	434	NC	12	14	NC	30	31	NC	52	50	NC	5	5
Asian/Pacific Islander	NC	111	2063	NC	97	99	NC	474	475	NC	4	3	NC	14	15	NC	65	63	NC	17	20
American Indian/Alaskan Native	NC	186	3940	NC	99	95	NC	432	429	NC	14	14	NC	34	36	NC	49	47	NC	3	3
White	43	1369	34887	100	99	98	477	465	471	7	5	4	12	18	15	51	62	63	30	15	18
Students with Disabilities	10	585	9588	100	93	88	NA	410	416	NA	30	30	NA	36	32	NA	32	34	NA	3	5
Students without Disabilities	46	4116	69850	100	100	100	483	451	456	NA	8	7	15	25	23	54	58	59	30	9	12
Limited English Proficient Students	NC	734	13856	NC	98	96	NC	403	407	NC	29	27	NC	44	43	NC	26	29	NC	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	11	2460	38685	100	98	97	439	437	435	18	12	14	27	30	32	45	53	50	9	4	5
Non-Economically Disadvantaged	45	2241	40753	100	99	99	480	456	467	4	8	5	13	23	16	51	57	62	31	13	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	50	4706	79971	91	99	99	445	420	423	NA	7	8	40	43	41	50	48	49	10	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2287	38974	92	99	99	461	432	437	NA	5	5	29	36	33	54	57	57	17	2	4
Male	26	2419	40895	90	99	98	431	408	410	NA	9	10	50	50	47	46	40	41	4	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	NC	2724	34481	NC	99	99	NC	416	410	NC	7	10	NC	46	46	NC	46	43	NC	1	1
Asian/Pacific Islander	NC	113	2067	NC	98	99	NC	438	449	NC	6	4	NC	37	28	NC	51	60	NC	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	39	1373	35150	93	99	99	445	430	437	NA	5	5	44	38	35	44	54	56	13	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	45	4102	69713	100	99	100	447	426	429	NA	5	5	38	41	39	51	52	52	11	2	3
Limited English Proficient Students	NC	741	13985	NC	99	97	NC	378	382	NC	19	18	NC	56	54	NC	25	27	NC	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	NC	2467	38994	NC	99	98	NC	414	409	NC	8	10	NC	47	47	NC	45	41	NC	1	1
Non-Economically Disadvantaged	42	2239	40977	95	99	100	445	427	437	NA	6	5	40	39	34	50	53	56	10	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	50	4554	80147	93	98	99	512	474	482	NA	13	11	2	20	17	64	48	49	34	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2200	39281	91	98	99	506	475	483	NA	11	9	3	22	17	71	48	50	26	19	24
Male	19	2352	40780	95	97	98	521	473	482	NA	14	12	NA	19	17	53	48	48	47	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	12	2529	33494	100	98	99	496	466	466	NA	15	15	8	24	23	67	47	49	25	14	14
Asian/Pacific Islander	NC	109	2103	NC	99	99	NC	508	515	NC	7	4	NC	6	8	NC	49	44	NC	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	31	1383	36122	89	98	99	519	492	501	NA	7	5	NA	14	10	61	51	50	39	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	45	3965	69852	100	100	100	508	479	488	NA	10	7	2	20	16	69	50	51	29	21	26
Limited English Proficient Students	NC	669	12722	NC	97	97	NC	439	441	NC	27	27	NC	35	33	NC	34	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	10	2431	38371	91	97	97	NA	464	465	NA	16	15	NA	24	23	NA	47	49	NA	13	13
Non-Economically Disadvantaged	40	2123	41776	93	98	100	517	485	498	NA	9	6	NA	16	11	60	49	49	40	25	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	54	4563	79686	100	98	98	500	463	470	2	13	11	9	27	24	72	53	57	17	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2214	39163	100	99	99	502	468	475	NA	10	9	6	25	22	79	57	60	15	8	10
Male	20	2347	40438	100	97	97	496	457	465	5	16	13	15	30	25	60	49	54	20	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	12	2525	33299	100	98	98	479	454	452	NA	16	17	25	32	32	75	48	47	NA	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	35	1388	35914	100	99	98	509	482	489	3	6	5	6	19	15	69	63	67	23	12	14
Students with Disabilities	NC	593	9808	NC	88	87	NC	425	432	NC	37	35	NC	32	32	NC	28	30	NC	3	3
Students without Disabilities	45	3970	69878	100	100	100	505	468	475	NA	9	8	9	27	23	73	57	61	18	7	9
Limited English Proficient Students	NC	666	12594	NC	97	96	NC	420	422	NC	34	34	NC	47	45	NC	19	21	NC	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	11	2438	38095	100	98	97	479	452	452	NA	17	17	18	32	32	82	48	48	NA	3	3
Non-Economically Disadvantaged	43	2125	41591	100	98	99	505	475	486	2	9	6	7	23	16	70	59	65	21	10	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	52	4592	80372	96	99	99	506	474	475	NA	4	4	15	31	30	77	64	64	8	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2219	39452	97	99	99	511	485	488	NA	3	3	15	22	22	76	72	72	9	2	3
Male	19	2371	40836	95	98	98	497	463	464	NA	5	6	16	38	37	79	56	56	5	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	12	2551	33608	100	99	99	500	469	462	NA	5	6	17	33	36	83	61	57	NA	1	1
Asian/Pacific Islander	NC	110	2098	NC	100	99	NC	487	500	NC	3	2	NC	19	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	33	1388	36213	94	99	99	506	486	489	NA	2	2	18	26	22	73	69	72	9	3	3
Students with Disabilities	NC	628	10526	NC	93	94	NC	427	427	NC	14	15	NC	53	53	NC	32	31	NC	1	1
Students without Disabilities	45	3964	69846	100	100	100	507	480	482	NA	3	3	13	27	26	80	69	69	7	2	2
Limited English Proficient Students	NC	674	12747	NC	98	97	NC	426	432	NC	14	12	NC	51	52	NC	34	36	NC	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	11	2454	38521	100	98	98	499	463	461	NA	6	6	18	35	38	82	59	55	NA	1	1
Non-Economically Disadvantaged	41	2138	41851	95	99	100	508	485	489	NA	2	3	15	26	22	76	69	72	10	3	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	54	4552	79306	90	98	99	551	496	504	4	16	13	NA	23	20	46	47	49	50	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	2186	38845	100	98	99	548	496	505	4	14	11	NA	24	20	50	49	50	46	14	18
Male	28	2365	40383	82	97	98	554	496	504	4	18	14	NA	22	19	43	45	47	54	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	NC	2530	32673	NC	98	99	NC	485	487	NC	19	18	NC	27	25	NC	45	46	NC	9	10
Asian/Pacific Islander	NC	131	2147	NC	98	99	NC	532	539	NC	5	5	NC	11	10	NC	49	46	NC	35	40
American Indian/Alaskan Native	--	194	4034	--	100	97	--	469	479	--	31	22	--	27	29	--	41	43	--	2	7
White	37	1420	36234	100	97	99	552	517	523	3	8	6	NA	16	13	51	51	52	46	25	28
Students with Disabilities	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	49	3979	69020	100	100	100	555	501	510	2	12	9	NA	22	18	45	50	52	53	16	21
Limited English Proficient Students	--	593	10291	--	96	96	--	456	458	--	41	38	--	32	34	--	26	26	--	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	14	2380	37437	82	98	97	535	484	486	7	20	19	NA	26	26	57	45	46	36	9	9
Non-Economically Disadvantaged	40	2172	41869	93	98	100	557	508	521	3	11	7	NA	18	14	43	49	51	55	21	27

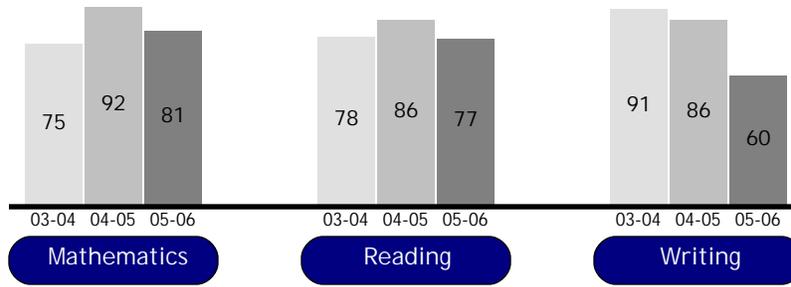
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	4596	79000	100	99	98	522	483	489	2	11	10	8	28	24	68	54	58	22	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2204	38774	100	99	99	526	488	494	NA	7	7	NA	27	22	85	57	61	15	8	10
Male	33	2391	40150	97	98	98	519	479	485	3	14	12	15	28	25	55	53	55	27	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	11	2553	32508	100	99	98	518	473	472	NA	13	15	18	34	33	55	49	49	27	4	3
Asian/Pacific Islander	NC	134	2142	NC	100	99	NC	503	510	NC	3	4	NC	21	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	--	195	4016	--	100	96	--	467	467	--	13	14	--	39	37	--	46	46	--	2	2
White	37	1435	36135	100	98	98	526	503	508	3	6	4	5	17	14	70	64	67	22	13	15
Students with Disabilities	11	617	9991	100	91	88	474	442	449	9	38	33	45	37	36	36	24	29	9	2	2
Students without Disabilities	49	3979	69009	100	100	100	533	489	495	NA	7	6	NA	26	22	76	59	62	24	8	10
Limited English Proficient Students	--	604	10199	--	97	95	--	439	439	--	34	35	--	47	47	--	18	18	--	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	17	2403	37234	100	98	97	515	472	472	6	14	15	12	34	33	59	49	50	24	3	3
Non-Economically Disadvantaged	43	2193	41766	100	99	99	525	495	505	NA	8	5	7	21	16	72	60	65	21	11	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	56	4607	79611	93	99	99	529	500	496	4	5	7	11	36	37	86	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2206	39016	100	99	99	546	514	511	NA	3	4	7	26	29	93	70	66	NA	1	1
Male	29	2400	40519	85	99	98	513	488	482	7	7	10	14	44	44	79	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	NC	2557	32855	NC	99	99	NC	495	481	NC	6	10	NC	39	43	NC	55	47	NC	0	0
Asian/Pacific Islander	NC	134	2149	NC	100	100	NC	524	519	NC	2	4	NC	28	24	NC	69	70	NC	1	2
American Indian/Alaskan Native	--	192	3992	--	99	96	--	489	478	--	5	10	--	45	46	--	49	44	--	1	0
White	37	1445	36380	100	99	99	525	510	511	5	4	4	14	29	30	81	66	65	NA	1	1
Students with Disabilities	NC	643	10664	NC	95	94	NC	442	440	NC	20	23	NC	57	54	NC	22	22	NC	1	1
Students without Disabilities	49	3964	68947	100	100	100	533	509	504	2	3	4	10	32	34	88	64	61	NA	0	1
Limited English Proficient Students	--	609	10362	--	98	97	--	448	438	--	17	22	--	58	57	--	25	21	--	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	15	2415	37626	88	99	98	502	492	479	13	6	10	13	41	45	73	52	45	NA	0	0
Non-Economically Disadvantaged	41	2192	41985	95	99	100	539	510	511	NA	4	4	10	30	30	90	65	65	NA	1	1

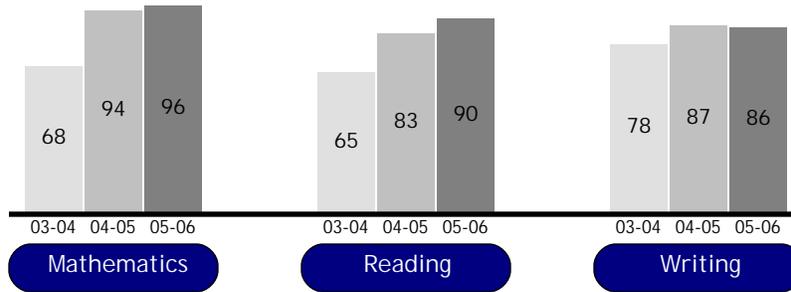
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	59	NA	58	100	55	43	47	100	68	44	46
	Language	94	58	45	50	100	52	42	47	100	63	44	48
	Mathematics	94	75	56	64	100	60	48	50	98	75	50	52
3	Reading	88	62	NA	55	100	51	41	44	100	61	43	46
	Language	90	65	56	61	100	55	40	44	95	58	43	46
	Mathematics	92	70	53	61	100	60	47	51	93	67	48	52
4	Reading	96	71	NA	56	100	64	43	48	100	67	46	52
	Language	98	67	45	52	100	61	44	49	96	72	48	52
	Mathematics	88	83	50	61	100	72	48	53	93	76	52	58
5	Reading	96	58	NA	55	98	66	46	50	98	79	50	56
	Language	92	59	41	49	98	61	46	50	92	83	50	54
	Mathematics	94	68	53	63	98	67	45	49	88	73	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

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

Council Duties

- ü Student Achievement
- ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	.50	Teacher Aide	11.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	1	0	0
10 or more years	5	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- ü Art Room
- ü Library
- ü Computer Lab

Extracurricular Activities

- ü Track Team
- ü Library Aide
- ü Pride Patrol
- ü Energy Patrol
- ü Physical Education Instruction
- ü Student Council
- ü Art Instruction
- ü Cross Country Team

Social Services

- ü Before/After School Satellite Program
- ü Full Time Health Assistant
- ü Parent Teacher Club
- ü Part Time Nurse
- ü After-School Tutoring
- ü Social Worker

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Gale School encourages parent volunteers in our school. Last year we had over 6000 hours of volunteer time. Our volunteers are recognized at a volunteer breakfast each spring.

- ü Our goal is to continually increase student achievement. We provide intervention for academic support for children both during the school day and after school.

- ü Gale School has been recognized by the State of Arizona as an Excelling School.

- ü We provide Art Instruction by a professional artist and Physical Education Instruction both paid for by our PTC and Tax Credit donations.

Student Activity Rates for School Year 2005-06

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

Our school teaches LifeSkills with student announcements made each morning. We have a weekly Recognition Lunch to honor our students. Except for our front door, all doors are locked during the day. Visitors to our school must check-in through the office and wear badges to identify themselves. We have a Volunteer Policy and volunteers must attend the orientation before they can volunteer.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

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

Contacts

	Name	Phone Number
School Site Council	Paula Godfrey	(520) 731-4500
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Paula Godfrey	(520) 731-4500
School Nutrition Programs	Pamela Palmo	(520) 225-4700
Parent Organization	Parent Teacher Club	(520) 731-4500
Student Health/Nurse	Judy Knapp	(520) 731-4500

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.