

MINUTES OF THE REGULAR MEETING OF THE GOVERNING BOARD
School District No. 40 of Maricopa County, Arizona
District Office Governing Board Room
January 14, 2016

Present: Ms. Mary Ann Wilson, President
Ms. Brenda Bartels, Clerk
Mr. Jamie Aldama, Member
Mr. Martin Samaniego, Member
Ms. Sara Smith, Member

CALL TO ORDER

The meeting was called to order by Ms. Wilson at 4:30 p.m. She noted the presence of all five Board members, constituting a quorum.

OPENING EXERCISES

Ms. Wilson welcomed everyone and thanked them for coming. Ms. Bartels moved to approve the meeting agenda and Mr. Samaniego seconded the motion. Upon call to vote the motion carried.

STUDY SESSION

The Governing Board and Administration participated in a study session to review in-depth information regarding student assessment and academic achievement data.

Ms. Segotta-Jones gave an overview of the structure of the information included in the data binders provided to the Governing Board. This data is attached as an addendum to the meeting minutes for reference.

Mr. Samaniego noted the high mobility rate at Challenger Middle School and asked why the number was so high. Ms. Segotta-Jones explained some contributing factors could be the large number of refugees who enter and then leave the District continuously throughout the school year; there are also approximately 15 apartment complexes and one or two mobile home parks, which typically have higher mobility rates than those in neighborhoods of single-family homes. Mr. Samaniego noted this number is something completely outside of our control.

Ms. Smith and Mr. Samaniego asked further questions related to how unstable students' test scores are handled in the state's accountability calculations for the District. Ms. Segotta-Jones offered to research this further and follow up with more details for the Board.

When reviewing the District's free and reduced meal program numbers, Mr. Samaniego asked how high poverty rates impact student test scores. Ms. Segotta-Jones stated students coming from poverty are known to have deficits, and it's up to the District to identify where these exist and to address them as soon as possible to ensure students are caught up with their peers. Mr. Aldama asked how students with deficits are identified and supported. Ms. Segotta-Jones said one of the primary areas she had focused on since coming to GESD was to establish a balanced assessment program to ensure issues are identified early and specifically. She added the assessments must be followed by targeted interventions to ensure learning gaps do not go on.

Ms. Castillo provided an overview of the 120-minute blocks for English Language Learners mandated by the Office of Civil Rights.

Mr. Samaniego asked whether the District tracks the success of our students, both ELL and general education, in completion of high school. Ms. Segotta-Jones' team agreed to work with the High School District to assemble this data.

Mr. Aldama asked if students in ELL classrooms are receiving the same level of educational services as students in the regular classroom. Ms. Castillo explained the 120 and 240 minute blocks required for ELL's make it difficult to ensure students are able to participate in all of the other classes outside of English/Language Arts with their grade-level peers.

Ms. Segotta-Jones explained how student with sub-group achievement requirements, students who fall under multiple subgroups will count against their schools' accountability results multiple times.

Mr. Samaniego thanked Ms. Segotta-Jones for providing the Board with the extensive level of details regarding student academic achievement results.

Ms. Smith asked about how schools are held accountable for Benchmark assessment results given the different variables impacting the school's test scores.

Ms. Segotta-Jones stated even if the scores were only pulled for general ed students who were there from the first day of school, the data wouldn't look much different than it does now. The bottom line is, when Benchmark scores show students

aren't making progress as they should be, intensive interventions must be implemented to get those students on track right away.

Ms. Smith asked how the scores show growth for students who may not be meeting grade level targets, but are making growth nonetheless. Ms. Segotta-Jones pointed out the chart showing growth in DIBELS average composite scores in kindergarten.

Mr. Aldama asked what was standing in the District's way of getting to where we need to be with students academically.

Ms. Segotta-Jones reviewed her goals and next-steps based upon where the data shows we currently stand. Leadership capacity needs to be cultivated among teachers at the site levels. An adoption cycle needs to be developed, implemented, and kept current to ensure a guaranteed and viable curriculum at all District schools.

The meeting recessed at 6:00 to transition to the regular meeting. The meeting resumed at 6:15 p.m.

ORGANIZATIONAL MEETING

Board President Ms. Wilson called for nominations for the Board President. Ms. Smith moved to nominate Ms. Bartels for Board President, noting her extensive knowledge and training, and the time she has available to devote to the position. Mr. Samaniego seconded the motion. Upon roll call vote, Ms. Bartels was elected the Board's President with votes in favor from Mr. Samaniego, Ms. Smith, and Ms. Bartels, and votes opposed from Mr. Aldama and Ms. Wilson.

Board Clerk Ms. Bartels called for nominations for the Board Clerk. Ms. Smith moved to nominate Ms. Wilson for Board Clerk. Mr. Aldama moved to nominate Mr. Samaniego. Ms. Bartels seconded Ms. Smith's motion. Mr. Aldama's motion was not seconded and the motion failed. Upon roll call vote, Ms. Wilson was unanimously voted Board Clerk.

OPENING EXERCISES (continued)

Ms. Bartels called for a moment of silence followed by the Pledge of Allegiance. Ms. Smith moved to adopt the meeting agenda and Ms. Wilson seconded the motion. Upon call to vote, the motion carried.

SPECIAL RECOGNITION

Student Recognition The Governing Board recognized Ehab Noarah, an eighth grade English Language Learner (ELL) at Challenger Middle School, for being selected by the Arizona Department of Education's Office of English Language Acquisition Services as a 2015 Arizona ELL Success Story. Mr. Jeremy Smith, the teacher who nominated Ehab for the honor, was also present, and said a few words about why he chose to nominate this inspiring and remarkable young man. Ms. Molina also commended Ehab and his family for their success.

VISITOR QUESTIONS AND/OR COMMENTS

None at this time.

CONSENT AGENDA

Ms. Bartels requested Item 7.H. be pulled. Mr. Samaniego moved to approve the consent agenda with item 7.H. set aside. Ms. Smith seconded the motion. Upon call the vote, the motion carried and the following items were approved:

Approval of Minutes The Governing Board approved the minutes of the December 8, 2015 Regular Meeting.

Ratification of Vouchers The Governing Board ratified and approved the expense and payroll vouchers as presented.

Acceptance of Gifts The Governing Board ratified and approved acceptance of gifts offered to the District as presented.

<u>Donor</u>	<u>Gift</u>	<u>Recipient</u>
ASD Reading For Education	\$126 Gift to School	American
Donors Choose	Classroom "Stability Ball Chairs" project Est. Value \$98	American
Donors Choose	Field Trip Project "Exploring Phoenix Heritage" Est. Value \$366	Challenger
Donors Choose	Field Trip Project "He Named Me Malala" Est. Value \$3,000	Challenger
Challenger PTSA	\$174.85 Field trip	Challenger
Chipotle	\$149.77 Student Council Fundraiser	Discovery
Urban Energy Solutions	\$200 luminaries for District Office	District Office

Donor	Gift	Recipient
Palo Verde Dentistry Dr. Phan	\$500 Fry's Gift Card - motivational items for classroom / Holiday Events	GSA
3 R Tucson Landscaping	2 turkeys Thanksgiving Feast	GSA
Home Depot	Food Items (canned, boxed) Thanksgiving Feast	GSA
Sprouts	\$25 Gift Card Thanksgiving Feast	GSA
Albertsons	10 cases of bottled water (24 packs) Thanksgiving Feast	GSA
Donors Choose	Classroom "Quality Clarinet for a Growing Band" project. Est. Value \$424	Horizon
Our Lady of Perpetual Help	15 Holiday turkeys for families	Imes
Barbara Park Memorial Literacy Grant Program	New books for school library Est. Value \$346	Jack
William C. Jack PTA	New books for school library, Est. Value \$1,000	Jack
Safeway	\$20 Gift Card Garden Fun Run Event	Jack
Ranch Market	13 cases bottled water & 3 turkeys Garden Fun Run Event	Jack
Camelback Vending	\$230 Gift to School	Landmark
Donors Choose	Classroom "Marvelous Math Centers for My Mathematicians" project Est. Value \$380	Landmark
Dorian Studios	\$282.97 Gift to School	Landmark
D-Backs Foundation	\$5,000 for the Computer Science Career Camp	Landmark
Donors Choose	Classroom "Let's Get Reading!" project Est. Value \$1,100	Landmark
Anita Piazza	\$50 Employee Incentive Fund	Sine
Sunset Vista PTO	\$476 Transportation for Field Trip to ASU	Sunset Vista

Certified Personnel The Governing Board approved the employments, resignations, retirements, promotions, leaves of absence, and/or terminations of certified personnel as follows:

New Employment*

Dayton, Andrea	Teacher	\$17,611.39*	01/04/16
McGrath, Margaret	Teacher	\$20,952.97*	01/04/16
Quintana, Ralph	Teacher	\$23,205.57	01/11/16
Richeson, Brittney	Teacher	\$21,212.03*	12/09/15
Sanchez, Fabian	Teacher	\$17,611.39	01/04/16

*Salary is subject to change pending employment and transcript verification.

Resignation

Donnelly, Kelsey*	Teacher	Other Employment	01/22/16
Karst, Stephany*	Teacher	Other Employment	12/18/15
Sallee, Loni*	Teacher	Personal	12/18/15
Shepherd, Theresa	Teacher	Personal	01/14/16
Vega, Violeta*	Teacher	Personal	01/08/16
Wilson, Ashante*	Teacher	Personal	01/08/16

*Recommend liquidated damages fee applied per contract

Change of Position

Reinhold, Susan E.	from SUBSTITUTE to Regular Teacher	\$35,575 prorated	01/04/16
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Guest Teacher – New Hire

Mashburn, Daven M.	Guest Teacher		12/17/15
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Guest Teacher – Resignation

Hustead, Taylor S.	Guest Teacher	Other Employment	12/18/15
Maher, Margaret A.	Guest Teacher	Relocation	12/18/15

Leave of Absence

Bacha, Carly	Certified Teacher	11/28/15 –12/16/15
Fatima, Farzana	Certified Teacher	11/12/15 –01/22/16
Sueyoshi, Ann L.	Certified Teacher	11/09/15 -05/27/16

Classified Personnel The Governing Board approved the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, and/or terminations of classified personnel as follows:

New Employment

Avalos, Priscilia	Lunch Monitor	\$8.65	01/11/16
Barajas, Ana	Sub Cleaner	\$9.79	12/07/15
Brownridge, Keisha	Sub School Bus Operator	\$13.49	01/11/16
Ditzler, Candace	Administrative Secretary	\$13.49	01/04/16
Edwards, Janaea	Crossing Guard	\$8.65	01/11/16
Esquer, Michelle	Crossing Guard	\$8.65	01/11/16
Farley, Michelle	Educational Assistant	\$10.41	12/14/16
Feyma, Ryan	Sub School Bus Operator	\$13.49	01/11/16
Finch, Richard	Groundskeeper	\$11.93	01/11/16
Gaskill, Kevin	Groundskeeper	\$11.93	01/11/16
Guzman, Will	Trainee School Bus	\$11.93	12/07/15
Hitchner, Brandon	Sub Cleaner	\$9.79	01/11/16
Jimenez, Selena	Sub Cleaner	\$9.79	12/07/15
Johnson, Matthew	Food Service Worker	\$8.44	01/11/16
Leiva, Carmen	Sub Cleaner	\$9.79	12/07/15
Martinez, Casey	LPN Nurse	\$19.17	01/04/16
Martinez, Vianca	Sub Cleaner	\$9.79	12/07/15
Pacheo, Monica	Educational Assistant	\$9.55	01/18/16
Ramirez, Priscilla	Sub School Bus Operator	\$13.49	01/11/16
Ramirez, Yaneis	SUB Cleaner	\$9.79	12/07/15
Venable, Tiffany	Educational Assistant	\$9.55	12/14/15
Williamson, Kristin	Educational Assistant	\$9.55	01/04/16
Yaris, Shari	Educational Assistant	\$11.35	01/18/16

Position Change

McAllister, Prince	School Bus Operator Trainee to Bus Operator	01/04/16
McGinnis, Dion	Sub School Bus Monitor to School Bus Monitor	01/04/16

Resignation

Adley, Marena	Educational Assistant	Personal	12/18/15
Brown, Kenandre	Educational Assistant	Personal	12/11/15
Campos, Vanessa	Educational Assistant	Other Employment	12/11/15
Cummings, Deanna M	Bus Monitor	Education	12/18/15
Fabre, Zina	School Bus Operator	Personal	01/06/16
Lipska, Bellie D.	Crossing Guard	Personal	12/10/15
Lopes, Alyssa	Educational Assistant	Personal	12/04/15
Summers, Teresa	Educational Assistant	Personal	12/04/15
Thomas, Jacqueline	Educational Assistant	Personal	12/04/15
Yazzie, Tammy	Sub Bus Monitor	Without Notice	12/01/15

Termination

Bates, Tammy M.	Food Service Worker	Abandonment of position 12/10/15
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Increase in Hours

Isaguirre, Jeannette	4.5 hours to 5.5 hours	01/04/16
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Leave of Absences

Carballo, Petra	Cleaner II	01/26/16 – 02/08/16
Castro, Michelle Renee-Nalley	Family Services Advocate	01/04/16 - 04/08/16
Cole, Rick M.	Network Engineer	11/30/15 – 12/18/15
Otero, Margaret A.	Food Service Worker	10/22/15 – 12/18/15
Marruffo, Blanca L.	Food Service Worker	10/19/15 – 12/18/15
Ramirez, Arelia	Educational Assistant – SPED Panda	11/30/15 – 12/04/15

Correction to Leave of Absence

Worley, Tammy	School Secretary	Not on Leave of Absence
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Surplus Property
Disposal

The Governing Board approved the items listed as surplus property and granted permission to dispose of them through public auction, trade-in, or salvage company.

Travel

The Governing Board approved employee requests for out of county and out of state travel.

The following item was pulled for separate discussion and action:

Request for Proposals Mr. Quintana recommended the Governing Board approve the award of Request for Proposals 16.02.20 for After School Enrichment Programs to: After Cool Fitness; Alpert, Gary (The Fly Guy); AlphaBest Education; Arizona Kids Think Too; Be Kind People Project; Morgan, Eileen; Phoenix Conservatory of Music; Surf N Chess; Valley of the Sun YMCA and Young Rembrandts; with the right to renew for four (4) additional years. The total amount expended is not to exceed \$140,000 for the 2015-2016 school year.

Ms. Bartels asked how the District was evaluating the effectiveness of these programs and their alignment to strategic goals to determine their continuation. Ms. Segotta-Jones offered to pull data for programs. Principals were asked to speak to programs at their individual schools. Mr. Samuel Vasquez, the former 21st Century Grant Coordinator, addressed the Board to explain the structure of enrichment programs within the grant.

Dr. Rick Alvarez explained at Smith academic standards are woven into the after school enrichment program activities. Ms. Michelle Brady also commented on the academic benefits of the after school programs.

Ms. Bartels asked for items like this in the future to include more specific details about their correlation with our academic goals and initiatives, with supporting data to illustrate the impact.

Mr. Aldama moved to approve the recommendation as presented and Mr. Samaniego seconded the motion. Upon call to vote, the motion carried.

REPORTS AND INFORMATION ITEMS

Food Services
Program

Ms. Shannon Gleave provided the Governing Board with an overview of the Food Services Departments' operations and programs. The Prezi presentation reviewed is attached as an addendum to the meeting minutes for reference.

Mr. Aldama suggested using bottle fillers at schools rather than drinking fountains.

Ms. Bartels inquired about the professional development program requirements for Food Services Staff. She also asked if the District was still utilizing online applications for free and reduced meals. Ms. Gleave said applications received this way have steadily increased since the first year of implementation.

Mr. Aldama asked how we can encourage more staff members to purchase their breakfasts and lunches from our school cafeterias. He suggested having opportunities for parents and community members to come in for meals served in our schools. He would also like to see the meals served for Board meetings come from the District's Food Services department.

Mr. Parcels addressed the Board and Ms. Gleave to thank them for their work implementing Breakfast in the Classroom at William C. Jack this year.

Ms. Smith expressed her hope the District will sometime soon make it possible for parents to pay for student meals online.

ACTION ITEMS

None at this time.

FUTURE MEETINGS AND EVENTS

Future Meetings: The Board reviewed the list of upcoming meetings and planned agenda items.

Mr. Quintana noted the need for the Board's special meeting to be held on January 28th for the Superintendent's evaluation process to begin.

Mr. Aldama encouraged the new Board President to keep the Board's meetings to the one regular meeting each month, whenever possible.

Agenda Item Requests: Governing Board Members were given the opportunity to request items to be included on future meeting agendas for discussion, information and/or action.

SUMMARY OF BOARD AND SUPERINTENDENT CURRENT EVENTS

Mr. Quintana commended Ms. Segotta-Jones and the Educational Services team for their work to prepare for tonight's study session. He announced two schools who have recently received recognition for their accomplishments. Sunset Vista is being recognized by the Beat the Odds program, and Isaac E. Imes is a finalist for the Governor's Award for the work they've done with the TAP program. Mr. Quintana noted today is GESD's Governing Board Appreciation Day and pointed out the various ways students and staff had expressed their gratitude to Board members for their service to the District.

Mr. Quintana noted services for Bicentennial South's teacher Robert Brown were taking place this evening and tomorrow morning. He commended administration and other staff members for the manner in which everyone pulled together to support one another in dealing with the loss of a beloved staff member.

Mr. Aldama thanked the students who wrote thank you notes to him. He also announced a street dedication would be taking place tomorrow morning at 11 am on 95th Avenue out at Westgate.

Ms. Smith thanked Ms. Wilson for her work as Board President the last two years. She also expressed appreciation for the cards and study session.

Ms. Wilson thanked everyone for recognizing the Board and for the study session. She also commended the District on the Business Breakfast held the morning before.

Ms. Bartels thanked the Board for electing her President. She was also very pleased with the Business Breakfast Wednesday morning. She asked everyone to keep those who have experienced losses this week in their thoughts and prayers.

ADJOURNMENT

Mr. Aldama moved to adjourn the meeting and Ms. Smith seconded the motion. Upon call to a vote, the motion carried and the regular meeting adjourned at 7:24 p.m.

Submitted by:

Elizabeth Powell, Executive Assistant

Approved By:

Mary Ann Wilson, Clerk of the Board

Date: February 11, 2016

Student Achievement

Glendale Elementary School District

Glendale Elementary School District

SCHOOL PROFILES

Stability and Mobility Report for sy 2014-2015 (as of 1/12/2016)

School	Students Enrolled on 10th Day	Students Enrolled on Last Day	Students Enrolled Late	Students Withdrawn Early	Stable Students	Total Enrollments in Window	Stability	Mobility
Bicentennial North	828	813	95	110	731	923	88.29%	22.21%
Bicentennial South	656	641	84	99	579	740	88.26%	24.73%
Challenger	680	654	175	201	527	855	77.50%	43.98%
Coyote Ridge	865	869	97	93	798	962	92.25%	19.75%
Desert Garden	702	733	212	181	577	914	82.19%	43.00%
Desert Spirit	899	905	183	177	780	1082	86.76%	33.27%
Discovery	749	739	144	154	643	893	85.85%	33.37%
Don Mensendick	993	1021	214	186	864	1207	87.01%	33.14%
Glendale American	786	811	222	197	652	1008	82.95%	41.57%
Glendale Landmark	799	815	256	240	650	1055	81.35%	47.01%
Glenn F Burton	800	795	144	149	684	944	85.50%	31.04%
Harold W Smith	921	919	186	188	793	1107	86.10%	33.79%
Horizon	870	875	91	86	801	961	92.07%	18.42%
Isaac E Imes	553	552	105	106	471	658	85.17%	32.07%
Melvin E Sine	673	664	169	178	553	842	82.17%	41.21%
Sunset Vista	920	915	190	195	778	1110	84.57%	34.68%
William C Jack	822	862	220	180	702	1042	85.40%	38.39%
DISTRICT	13516	13583	2787	2720	11583	16303	85.70%	33.78%

GESD Research and Evaluation

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Stability and Mobility Report for sy 2015-2016 (as of 1/11/2016)

School	Students Enrolled on 10th Day	Students Enrolled on Last Day	Students Enrolled Late	Students Withdrawn Early	Stable Students	Total Enrollments in Window	Stability	Mobility
Bicentennial North	803	814	76	65	751	879	93.52%	16.04%
Bicentennial South	597	603	64	58	550	661	92.13%	18.46%
Challenger	676	662	96	110	580	772	85.80%	26.68%
Coyote Ridge	832	828	60	64	782	892	93.99%	13.90%
Desert Garden	712	745	120	87	636	832	89.33%	24.88%
Desert Spirit	927	938	107	96	847	1034	91.37%	19.63%
Discovery	764	793	115	86	701	879	91.75%	22.87%
Don Mensendick	996	991	96	101	917	1092	92.07%	18.04%
Glendale American	776	783	117	110	688	893	88.66%	25.42%
Glendale Landmark	826	845	134	115	735	960	88.98%	25.94%
Glenn F Burton	784	795	107	96	702	891	89.54%	22.78%
Harold W Smith	873	888	131	116	782	1004	89.58%	24.60%
Horizon	880	888	60	52	837	940	95.11%	11.91%
Isaac E Imes	527	542	69	54	486	596	92.22%	20.64%
Melvin E Sine	686	703	105	88	616	791	89.80%	24.40%
Sunset Vista	943	952	119	110	848	1062	89.93%	21.56%
William C Jack	781	805	107	83	710	888	90.91%	21.40%
DISTRICT	13383	13575	1683	1491	12168	15066	90.92%	21.07%

GESD Research and Evaluation

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Program Placement Report for sy 2015-2016 | Overall (as of 1/11/2016)

Overall

School	ell		frn		gifted			students
	ell	sped	free	reduced	nonverbal	quantitative	verbal	
Bicentennial North	27.3% (74)	30.6% (83)	236.2% (641)	34.6% (94)	26.2% (71)	10.3% (28)	7.7% (21)	814
Bicentennial South	45.2% (109)	21.1% (51)	207.7% (501)	24.0% (58)	5.4% (13)	4.1% (10)	5.4% (13)	603
Challenger	54.4% (120)	35.8% (79)	264.7% (584)	19.0% (42)	19.0% (42)	7.7% (17)	5.4% (12)	662
Coyote Ridge	53.7% (89)	61.6% (102)	363.5% (602)	58.0% (96)	28.4% (47)	19.9% (33)	12.1% (20)	828
Desert Garden	72.5% (216)	29.9% (89)	221.1% (659)	13.1% (39)	5.7% (17)	5.4% (16)	5.7% (17)	745
Desert Spirit	97.0% (182)	51.2% (96)	414.2% (777)	34.1% (64)	30.4% (57)	13.9% (26)	10.1% (19)	938
Discovery	37.2% (59)	54.3% (86)	371.8% (589)	48.6% (77)	25.9% (41)	10.7% (17)	9.5% (15)	792
Don Mensendick	46.9% (155)	23.9% (79)	270.6% (894)	18.2% (60)	16.3% (54)	5.8% (19)	2.4% (8)	991
Glendale American	37.0% (58)	58.1% (91)	368.5% (577)	36.4% (57)	26.8% (42)	16.0% (25)	17.2% (27)	783
Glendale Landmark	72.8% (123)	57.4% (97)	441.4% (746)	26.6% (45)	20.7% (35)	14.2% (24)	13.6% (23)	845
Glenn F. Burton	98.1% (156)	66.7% (106)	459.1% (730)	24.5% (39)	23.9% (38)	7.5% (12)	8.2% (13)	795
Harold W. Smith	162.2% (288)	47.3% (84)	475.8% (845)	14.1% (25)	22.5% (40)	9.0% (16)	7.9% (14)	888
Horizon	29.8% (53)	52.4% (93)	291.7% (518)	62.5% (111)	33.2% (59)	17.5% (31)	11.3% (20)	888
Isaac E. Imes	100.6% (109)	56.3% (61)	472.3% (512)	11.1% (12)	25.8% (28)	11.1% (12)	9.2% (10)	542
Melvin E. Sine	46.9% (66)	70.4% (99)	433.1% (609)	23.5% (33)	20.6% (29)	11.4% (16)	10.7% (15)	703
Sunset Vista	54.6% (104)	49.4% (94)	416.0% (792)	33.1% (63)	18.4% (35)	16.8% (32)	12.1% (23)	952
William C. Jack	75.8% (244)	22.4% (72)	228.0% (734)	12.1% (39)	3.1% (10)	4.0% (13)	2.2% (7)	805
DISTRICT	81.2% (2205)	53.9% (1462)	416.6% (11310)	35.1% (954)	24.2% (658)	12.8% (347)	10.2% (277)	13574

GESD Research and Evaluation

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Program Placement Report for sy 2015-2016 | Overall (as of 1/12/2016)

School	ell		frn		gifted			students
	ell	free	reduced	nonverbal	quantitative	verbal		
Bicentennial North	9.1% (74)	78.9% (640)	11.6% (94)	8.8% (71)	3.5% (28)	2.6% (21)	811	
Bicentennial South	18.0% (109)	82.9% (501)	9.6% (58)	2.2% (13)	1.7% (10)	2.2% (13)	604	
Challenger	18.1% (120)	87.7% (582)	6.3% (42)	6.3% (42)	2.6% (17)	1.8% (12)	664	
Coyote Ridge	10.7% (89)	72.7% (602)	11.6% (96)	5.7% (47)	4.0% (33)	2.4% (20)	828	
Desert Garden	28.9% (215)	88.2% (656)	5.2% (39)	2.3% (17)	2.2% (16)	2.3% (17)	744	
Desert Spirit	19.4% (182)	82.7% (777)	6.8% (64)	6.1% (57)	2.8% (26)	2.0% (19)	940	
Discovery	7.4% (59)	74.1% (589)	9.7% (77)	5.2% (41)	2.1% (17)	1.9% (15)	795	
Don Mensendick	15.6% (155)	90.0% (893)	6.1% (61)	5.4% (54)	1.9% (19)	0.8% (8)	992	
Glendale American	7.4% (58)	73.8% (576)	7.3% (57)	5.4% (42)	3.2% (25)	3.5% (27)	781	
Glendale Landmark	14.5% (123)	88.2% (746)	5.3% (45)	4.1% (35)	2.8% (24)	2.7% (23)	846	
Glenn F. Burton	19.5% (155)	91.6% (729)	4.9% (39)	4.8% (38)	1.5% (12)	1.6% (13)	796	
Harold W. Smith	32.5% (289)	95.3% (848)	2.8% (25)	4.5% (40)	1.8% (16)	1.6% (14)	890	
Horizon	6.0% (53)	58.2% (518)	12.5% (111)	6.6% (59)	3.5% (31)	2.2% (20)	890	
Isaac E. Imes	20.1% (109)	93.7% (509)	2.2% (12)	5.2% (28)	2.2% (12)	1.8% (10)	543	
Melvin E. Sine	9.3% (66)	86.1% (608)	4.7% (33)	4.1% (29)	2.3% (16)	2.3% (16)	706	
Sunset Vista	10.9% (104)	83.2% (792)	6.6% (63)	3.7% (35)	3.4% (32)	2.4% (23)	952	
William C. Jack	30.2% (244)	90.8% (733)	4.7% (38)	1.2% (10)	1.6% (13)	0.9% (7)	807	
DISTRICT	16.2% (2204)	83.1% (11299)	7.0% (954)	4.8% (658)	2.6% (347)	2.0% (278)	13589	

GESD Research and Evaluation

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Program Placement Report for sy 2015-2016 | Overall (as of 1/12/2016)

School	sped		
	~Combined	resource	self contained
Bicentennial North	10.2% (83)	9.6% (78)	0.6% (5)
Bicentennial South	8.4% (51)	8.4% (51)	0.0% (0)
Challenger	11.7% (78)	8.3% (55)	3.5% (23)
Coyote Ridge	12.3% (102)	6.8% (56)	5.6% (46)
Desert Garden	11.8% (88)	8.2% (61)	3.6% (27)
Desert Spirit	10.2% (96)	6.6% (62)	3.6% (34)
Discovery	10.8% (86)	7.3% (58)	3.5% (28)
Don Mensendick	8.1% (80)	7.4% (73)	0.7% (7)
Glendale American	11.7% (91)	6.5% (51)	5.1% (40)
Glendale Landmark	11.5% (97)	8.2% (69)	3.2% (27)
Glenn F. Burton	13.2% (105)	10.1% (80)	3.1% (25)
Harold W. Smith	9.4% (84)	9.3% (83)	0.1% (1)
Horizon	10.4% (93)	7.6% (68)	2.8% (25)
Isaac E. Imes	11.2% (61)	11.2% (61)	0.0% (0)
Melvin E. Sine	13.9% (98)	10.5% (74)	3.4% (24)
Sunset Vista	9.9% (94)	6.4% (61)	3.3% (31)
William C. Jack	8.9% (72)	5.7% (46)	3.2% (26)
DISTRICT	10.7% (1459)	8.0% (1087)	2.7% (369)

GESD Research and Evaluation

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Program Placement Report for sy 2015-2016 | Kinder (as of 1/12/2016)

School	frm			gifted			students
	ell	free	reduced	nonverbal	quantitative	verbal	
Bicentennial South	20.2% (24)	81.5% (97)	11.8% (14)	0.0% (0)	0.0% (0)	0.0% (0)	119
Coyote Ridge	7.9% (5)	73.0% (46)	7.9% (5)	0.0% (0)	0.0% (0)	0.0% (0)	63
Desert Garden	28.8% (57)	86.9% (172)	6.6% (13)	0.0% (0)	0.0% (0)	0.0% (0)	198
Desert Spirit	28.4% (23)	81.5% (66)	4.9% (4)	0.0% (0)	0.0% (0)	0.0% (0)	81
Discovery	15.9% (14)	73.9% (65)	10.2% (9)	0.0% (0)	0.0% (0)	0.0% (0)	88
Glendale American	15.7% (13)	72.3% (60)	7.2% (6)	0.0% (0)	0.0% (0)	0.0% (0)	83
Glendale Landmark	23.0% (20)	87.4% (76)	4.6% (4)	0.0% (0)	0.0% (0)	0.0% (0)	87
Glenn F. Burton	29.4% (25)	88.2% (75)	8.2% (7)	0.0% (0)	0.0% (0)	0.0% (0)	85
Harold W. Smith	42.4% (39)	92.4% (85)	4.3% (4)	0.0% (0)	0.0% (0)	0.0% (0)	92
Horizon	9.2% (8)	57.5% (50)	8.0% (7)	0.0% (0)	0.0% (0)	0.0% (0)	87
Isaac E. Imes	40.0% (22)	98.2% (54)	1.8% (1)	0.0% (0)	0.0% (0)	0.0% (0)	55
Melvin E. Sine	8.1% (5)	80.6% (50)	4.8% (3)	0.0% (0)	0.0% (0)	0.0% (0)	62
Sunset Vista	13.9% (15)	74.1% (80)	9.3% (10)	0.0% (0)	0.0% (0)	0.0% (0)	108
William C. Jack	33.3% (58)	90.8% (158)	4.6% (8)	0.0% (0)	0.0% (0)	0.0% (0)	174
DISTRICT	23.7% (328)	82.1% (1134)	6.9% (95)	0.0% (0)	0.0% (0)	0.0% (0)	1382

GESD Research and Evaluation

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Program Placement Report for sy 2015-2016 | Kinder (as of 1/12/2016)

School	sped		
	~Combined	resource	self contained
Bicentennial South	10.1% (12)	10.1% (12)	0.0% (0)
Coyote Ridge	14.3% (9)	7.9% (5)	6.3% (4)
Desert Garden	10.6% (21)	5.6% (11)	5.1% (10)
Desert Spirit	8.6% (7)	6.2% (5)	2.5% (2)
Discovery	4.5% (4)	1.1% (1)	3.4% (3)
Glendale American	14.5% (12)	14.5% (12)	0.0% (0)
Glendale Landmark	0.0% (0)	0.0% (0)	0.0% (0)
Glenn F. Burton	12.9% (11)	7.1% (6)	5.9% (5)
Harold W. Smith	1.1% (1)	1.1% (1)	0.0% (0)
Horizon	10.3% (9)	6.9% (6)	3.4% (3)
Isaac E. Imes	5.5% (3)	5.5% (3)	0.0% (0)
Melvin E. Sine	11.3% (7)	11.3% (7)	0.0% (0)
Sunset Vista	6.5% (7)	1.9% (2)	3.7% (4)
William C. Jack	5.2% (9)	3.4% (6)	1.7% (3)
DISTRICT	8.1% (112)	5.6% (77)	2.5% (34)

Program Placement Report for sy 2015-2016 | Grade 1 (as of 1/12/2016)

School	frm			gifted			students
	ell	free	reduced	nonverbal	quantitative	verbal	
Bicentennial South	23.1% (36)	85.9% (134)	5.1% (8)	0.0% (0)	0.6% (1)	0.0% (0)	156
Coyote Ridge	18.8% (16)	71.8% (61)	15.3% (13)	2.4% (2)	0.0% (0)	3.5% (3)	85
Desert Garden	33.9% (63)	88.7% (165)	3.8% (7)	0.5% (1)	1.6% (3)	1.1% (2)	186
Desert Spirit	31.1% (28)	88.9% (80)	5.6% (5)	1.1% (1)	0.0% (0)	1.1% (1)	90
Discovery	11.3% (9)	71.3% (57)	10.0% (8)	0.0% (0)	0.0% (0)	0.0% (0)	80
Glendale American	6.9% (7)	71.6% (73)	9.8% (10)	3.9% (4)	2.9% (3)	3.9% (4)	102
Glendale Landmark	20.8% (21)	86.1% (87)	5.0% (5)	0.0% (0)	0.0% (0)	0.0% (0)	101
Glenn F. Burton	32.9% (24)	89.0% (65)	4.1% (3)	0.0% (0)	0.0% (0)	0.0% (0)	73
Harold W. Smith	39.6% (40)	96.0% (97)	1.0% (1)	1.0% (1)	0.0% (0)	1.0% (1)	101
Horizon	8.9% (8)	64.4% (58)	11.1% (10)	3.3% (3)	1.1% (1)	2.2% (2)	90
Isaac E. Imes	20.8% (15)	93.1% (67)	0.0% (0)	0.0% (0)	4.2% (3)	2.8% (2)	72
Melvin E. Sine	11.2% (10)	87.6% (78)	3.4% (3)	1.1% (1)	1.1% (1)	1.1% (1)	89
Sunset Vista	18.5% (22)	82.4% (98)	5.0% (6)	0.8% (1)	0.8% (1)	2.5% (3)	119
William C. Jack	35.6% (67)	92.0% (173)	3.2% (6)	1.6% (3)	2.1% (4)	1.1% (2)	188
DISTRICT	23.9% (366)	84.4% (1293)	5.5% (85)	1.1% (17)	1.1% (17)	1.4% (21)	1532

Program Placement Report for sy 2015-2016 | Grade 1 (as of 1/12/2016)

School	sped		
	~Combined	resource	self contained
Bicentennial South	4.5% (7)	4.5% (7)	0.0% (0)
Coyote Ridge	12.9% (11)	7.1% (6)	5.9% (5)
Desert Garden	7.5% (14)	5.4% (10)	2.2% (4)
Desert Spirit	7.8% (7)	4.4% (4)	3.3% (3)
Discovery	13.8% (11)	12.5% (10)	1.3% (1)
Glendale American	8.8% (9)	3.9% (4)	4.9% (5)
Glendale Landmark	9.9% (10)	9.9% (10)	0.0% (0)
Glenn F. Burton	11.0% (8)	8.2% (6)	2.7% (2)
Harold W. Smith	6.9% (7)	6.9% (7)	0.0% (0)
Horizon	7.8% (7)	4.4% (4)	3.3% (3)
Isaac E. Imes	9.7% (7)	9.7% (7)	0.0% (0)
Melvin E. Sine	12.4% (11)	9.0% (8)	3.4% (3)
Sunset Vista	4.2% (5)	0.8% (1)	3.4% (4)
William C. Jack	6.4% (12)	3.2% (6)	3.2% (6)
DISTRICT	8.2% (126)	5.9% (90)	2.3% (36)

Program Placement Report for sy 2015-2016 | Grade 2 (as of 1/12/2016)

School	frm			gifted			students
	ell	free	reduced	nonverbal	quantitative	verbal	
Bicentennial South	12.3% (20)	82.1% (133)	10.5% (17)	2.5% (4)	1.9% (3)	1.9% (3)	162
Coyote Ridge	20.2% (18)	76.4% (68)	7.9% (7)	4.5% (4)	4.5% (4)	4.5% (4)	89
Desert Garden	29.9% (60)	86.6% (174)	5.5% (11)	3.5% (7)	3.5% (7)	4.0% (8)	201
Desert Spirit	20.3% (26)	82.8% (106)	4.7% (6)	0.8% (1)	1.6% (2)	0.0% (0)	128
Discovery	20.3% (16)	75.9% (60)	5.1% (4)	2.5% (2)	0.0% (0)	1.3% (1)	79
Glendale American	7.3% (8)	71.6% (78)	4.6% (5)	1.8% (2)	1.8% (2)	2.8% (3)	109
Glendale Landmark	13.8% (13)	91.5% (86)	4.3% (4)	1.1% (1)	4.3% (4)	5.3% (5)	94
Glenn F. Burton	28.4% (25)	92.0% (81)	3.4% (3)	1.1% (1)	1.1% (1)	2.3% (2)	88
Harold W. Smith	29.7% (30)	98.0% (99)	1.0% (1)	4.0% (4)	3.0% (3)	2.0% (2)	101
Horizon	10.9% (10)	59.8% (55)	13.0% (12)	5.4% (5)	4.3% (4)	2.2% (2)	92
Isaac E. Imes	30.0% (18)	93.3% (56)	1.7% (1)	3.3% (2)	1.7% (1)	1.7% (1)	60
Melvin E. Sine	16.7% (16)	86.5% (83)	4.2% (4)	2.1% (2)	1.0% (1)	0.0% (0)	96
Sunset Vista	16.7% (18)	75.9% (82)	9.3% (10)	0.9% (1)	2.8% (3)	5.6% (6)	108
William C. Jack	35.5% (83)	89.7% (210)	7.3% (17)	1.3% (3)	1.3% (3)	1.3% (3)	234
DISTRICT	22.0% (361)	83.5% (1371)	6.2% (102)	2.4% (39)	2.3% (38)	2.4% (40)	1641

Program Placement Report for sy 2015-2016 | Grade 2 (as of 1/12/2016)

School	sped		
	~Combined	resource	self contained
Bicentennial South	6.8% (11)	6.8% (11)	0.0% (0)
Coyote Ridge	7.9% (7)	4.5% (4)	3.4% (3)
Desert Garden	11.9% (24)	10.0% (20)	2.0% (4)
Desert Spirit	8.6% (11)	7.8% (10)	0.8% (1)
Discovery	13.9% (11)	7.6% (6)	6.3% (5)
Glendale American	7.3% (8)	2.8% (3)	4.6% (5)
Glendale Landmark	8.5% (8)	8.5% (8)	0.0% (0)
Glenn F. Burton	12.5% (11)	10.2% (9)	2.3% (2)
Harold W. Smith	6.9% (7)	6.9% (7)	0.0% (0)
Horizon	9.8% (9)	5.4% (5)	4.3% (4)
Isaac E. Imes	11.7% (7)	11.7% (7)	0.0% (0)
Melvin E. Sine	12.5% (12)	8.3% (8)	4.2% (4)
Sunset Vista	6.5% (7)	6.5% (7)	0.0% (0)
William C. Jack	8.5% (20)	6.4% (15)	2.1% (5)
DISTRICT	9.3% (153)	7.3% (120)	2.0% (33)

Program Placement Report for sy 2015-2016 | Grade 3 (as of 1/12/2016)

School	frm			gifted			students
	ell	free	reduced	nonverbal	quantitative	verbal	
Bicentennial South	17.4% (29)	82.0% (137)	11.4% (19)	5.4% (9)	3.6% (6)	6.0% (10)	167
Coyote Ridge	13.9% (15)	74.1% (80)	11.1% (12)	5.6% (6)	5.6% (6)	3.7% (4)	108
Desert Garden	22.0% (35)	91.2% (145)	5.0% (8)	5.7% (9)	3.8% (6)	4.4% (7)	159
Desert Spirit	18.8% (21)	85.7% (96)	7.1% (8)	4.5% (5)	3.6% (4)	2.7% (3)	112
Discovery	6.8% (6)	75.0% (66)	11.4% (10)	3.4% (3)	1.1% (1)	3.4% (3)	88
Glendale American	5.1% (4)	73.1% (57)	6.4% (5)	2.6% (2)	1.3% (1)	6.4% (5)	78
Glendale Landmark	16.8% (17)	90.1% (91)	5.0% (5)	2.0% (2)	5.0% (5)	3.0% (3)	101
Glenn F. Burton	11.4% (10)	88.6% (78)	4.5% (4)	2.3% (2)	2.3% (2)	5.7% (5)	88
Harold W. Smith	42.5% (45)	93.4% (99)	5.7% (6)	0.0% (0)	0.9% (1)	1.9% (2)	106
Horizon	3.9% (4)	65.0% (67)	13.6% (14)	1.0% (1)	1.0% (1)	2.9% (3)	103
Isaac E. Imes	16.7% (11)	95.5% (63)	1.5% (1)	4.5% (3)	1.5% (1)	3.0% (2)	66
Melvin E. Sine	10.6% (9)	89.4% (76)	2.4% (2)	3.5% (3)	4.7% (4)	4.7% (4)	85
Sunset Vista	5.2% (5)	87.6% (85)	5.2% (5)	2.1% (2)	6.2% (6)	5.2% (5)	97
William C. Jack	17.1% (36)	91.0% (192)	3.3% (7)	1.9% (4)	2.8% (6)	0.9% (2)	211
DISTRICT	15.7% (247)	84.9% (1332)	6.8% (106)	3.3% (51)	3.2% (50)	3.7% (58)	1569

Program Placement Report for sy 2015-2016 | Grade 3 (as of 1/12/2016)

School	sped		
	~Combined	resource	self contained
Bicentennial South	12.6% (21)	12.6% (21)	0.0% (0)
Coyote Ridge	14.8% (16)	7.4% (8)	7.4% (8)
Desert Garden	18.2% (29)	12.6% (20)	5.7% (9)
Desert Spirit	7.1% (8)	3.6% (4)	3.6% (4)
Discovery	6.8% (6)	4.5% (4)	2.3% (2)
Glendale American	15.4% (12)	3.8% (3)	11.5% (9)
Glendale Landmark	8.9% (9)	8.9% (9)	0.0% (0)
Glenn F. Burton	12.5% (11)	8.0% (7)	4.5% (4)
Harold W. Smith	9.4% (10)	9.4% (10)	0.0% (0)
Horizon	6.8% (7)	4.9% (5)	1.9% (2)
Isaac E. Imes	13.6% (9)	13.6% (9)	0.0% (0)
Melvin E. Sine	11.8% (10)	9.4% (8)	2.4% (2)
Sunset Vista	11.3% (11)	6.2% (6)	5.2% (5)
William C. Jack	14.7% (31)	9.0% (19)	5.7% (12)
DISTRICT	12.1% (190)	8.6% (133)	3.6% (67)

Program Placement Report for sy 2015-2016 | Grade 4 (as of 1/12/2016)

School	frm			gifted			students
	ell	free	reduced	nonverbal	quantitative	verbal	
Bicentennial North	14.0% (24)	80.2% (138)	10.5% (18)	7.6% (13)	5.8% (10)	4.1% (7)	172
Challenger	20.7% (29)	86.4% (121)	7.1% (10)	3.6% (5)	3.6% (5)	2.1% (3)	140
Coyote Ridge	10.6% (10)	77.7% (73)	10.6% (10)	2.1% (2)	2.1% (2)	2.1% (2)	94
Desert Spirit	19.6% (19)	83.5% (81)	6.2% (6)	5.2% (5)	7.2% (7)	6.2% (6)	97
Discovery	5.1% (5)	79.6% (78)	7.1% (7)	4.1% (4)	4.1% (4)	3.1% (3)	98
Don Mensendick	24.7% (47)	91.6% (174)	5.3% (10)	2.6% (5)	3.7% (7)	2.6% (5)	190
Glendale American	7.5% (6)	80.0% (64)	6.3% (5)	6.3% (5)	3.8% (3)	5.0% (4)	80
Glendale Landmark	15.1% (14)	89.2% (83)	5.4% (5)	3.2% (3)	2.2% (2)	3.2% (3)	93
Glenn F. Burton	15.5% (17)	93.6% (103)	5.5% (6)	5.5% (6)	2.7% (3)	1.8% (2)	110
Harold W. Smith	35.4% (34)	94.8% (91)	2.1% (2)	2.1% (2)	0.0% (0)	1.0% (1)	96
Horizon	6.9% (8)	59.5% (69)	15.5% (18)	7.8% (9)	4.3% (5)	0.9% (1)	116
Isaac E. Imes	24.6% (16)	90.8% (59)	6.2% (4)	9.2% (6)	4.6% (3)	4.6% (3)	85
Melvin E. Sine	9.4% (8)	90.6% (77)	3.5% (3)	5.9% (5)	4.7% (4)	7.1% (6)	85
Sunset Vista	11.2% (12)	87.9% (94)	3.7% (4)	1.9% (2)	4.7% (5)	0.9% (1)	107
DISTRICT	16.1% (249)	84.6% (1305)	7.0% (108)	4.7% (72)	3.9% (60)	3.0% (47)	1543

Program Placement Report for sy 2015-2016 | Grade 4 (as of 1/12/2016)

School	sped		
	~Combined	resource	self contained
Bicentennial North	9.3% (16)	8.7% (15)	0.6% (1)
Challenger	12.9% (18)	8.6% (12)	4.3% (6)
Coyote Ridge	11.7% (11)	6.4% (6)	5.3% (5)
Desert Spirit	16.5% (16)	8.2% (8)	8.2% (8)
Discovery	15.3% (15)	10.2% (10)	5.1% (5)
Don Mensendick	9.5% (18)	9.5% (18)	0.0% (0)
Glendale American	8.8% (7)	3.8% (3)	5.0% (4)
Glendale Landmark	16.1% (15)	11.8% (11)	4.3% (4)
Glenn F. Burton	17.3% (19)	14.5% (16)	2.7% (3)
Harold W. Smith	12.5% (12)	12.5% (12)	0.0% (0)
Horizon	14.7% (17)	9.5% (11)	5.2% (6)
Isaac E. Imes	13.8% (9)	13.8% (9)	0.0% (0)
Melvin E. Sine	12.9% (11)	9.4% (8)	3.5% (3)
Sunset Vista	8.4% (9)	5.6% (6)	2.8% (3)
DISTRICT	12.5% (193)	9.4% (145)	3.1% (48)

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Program Placement Report for sy 2015-2016 | Grade 5 (as of 1/12/2016)

School	frm			gifted			students
	ell	free	reduced	nonverbal	quantitative	verbal	
Bicentennial North	12.0% (18)	79.3% (119)	14.7% (22)	8.7% (13)	3.3% (5)	3.3% (5)	150
Challenger	21.9% (30)	89.8% (123)	4.4% (6)	5.1% (7)	1.5% (2)	2.2% (3)	137
Coyote Ridge	7.7% (8)	74.0% (77)	15.4% (16)	8.7% (9)	1.9% (2)	1.0% (1)	104
Desert Spirit	18.8% (22)	79.5% (93)	6.8% (8)	12.0% (14)	0.9% (1)	3.4% (4)	117
Discovery	3.5% (3)	74.4% (64)	10.5% (9)	14.0% (12)	5.8% (5)	2.3% (2)	86
Don Mensendick	22.4% (46)	92.7% (190)	4.4% (9)	8.3% (17)	1.0% (2)	1.0% (2)	205
Glendale American	8.6% (6)	72.9% (51)	10.0% (7)	7.1% (5)	5.7% (4)	2.9% (2)	70
Glendale Landmark	8.6% (9)	91.4% (96)	4.8% (5)	8.6% (9)	3.8% (4)	3.8% (4)	105
Glenn F. Burton	21.2% (18)	92.9% (79)	4.7% (4)	9.4% (8)	2.4% (2)	0.0% (0)	85
Harold W. Smith	35.0% (36)	99.0% (102)	0.0% (0)	8.7% (9)	1.9% (2)	1.0% (1)	103
Horizon	4.7% (5)	52.8% (56)	17.0% (18)	6.6% (7)	5.7% (6)	2.8% (3)	106
Isaac E. Imes	10.4% (7)	95.5% (64)	1.5% (1)	9.0% (6)	0.0% (0)	0.0% (0)	67
Melvin E. Sine	9.0% (7)	89.7% (70)	2.6% (2)	6.4% (5)	3.8% (3)	1.3% (1)	78
Sunset Vista	11.5% (12)	87.5% (91)	6.7% (7)	4.8% (5)	1.0% (1)	1.0% (1)	104
DISTRICT	15.0% (227)	84.0% (1275)	7.5% (114)	8.3% (126)	2.6% (39)	1.9% (29)	1517

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Program Placement Report for sy 2015-2016 | Grade 5 (as of 1/12/2016)

School	sped		
	~Combined	resource	self contained
Bicentennial North	9.3% (14)	9.3% (14)	0.0% (0)
Challenger	14.6% (20)	10.2% (14)	4.4% (6)
Coyote Ridge	7.7% (8)	4.8% (5)	2.9% (3)
Desert Spirit	12.0% (14)	6.8% (8)	5.1% (6)
Discovery	9.3% (8)	5.8% (5)	3.5% (3)
Don Mensendick	10.2% (21)	8.8% (18)	1.5% (3)
Glendale American	7.1% (5)	2.9% (2)	4.3% (3)
Glendale Landmark	11.4% (12)	9.5% (10)	1.9% (2)
Glenn F. Burton	9.4% (8)	7.1% (6)	2.4% (2)
Harold W. Smith	11.7% (12)	11.7% (12)	0.0% (0)
Horizon	20.8% (22)	17.9% (19)	2.8% (3)
Isaac E. Imes	10.4% (7)	10.4% (7)	0.0% (0)
Melvin E. Sine	23.1% (18)	14.1% (11)	9.0% (7)
Sunset Vista	16.3% (17)	13.5% (14)	2.9% (3)
DISTRICT	12.3% (188)	9.6% (145)	2.7% (41)

Program Placement Report for sy 2015-2016 | Grade 6 (as of 1/12/2016)

School	frm			gifted			students
	ell	free	reduced	nonverbal	quantitative	verbal	
Bicentennial North	6.3% (10)	78.8% (126)	12.5% (20)	10.0% (16)	4.4% (7)	1.9% (3)	160
Challenger	17.9% (25)	89.3% (125)	5.7% (8)	10.0% (14)	2.1% (3)	1.4% (2)	140
Coyote Ridge	9.1% (8)	69.3% (61)	14.8% (13)	4.5% (4)	4.5% (4)	3.4% (3)	88
Desert Spirit	16.2% (17)	84.8% (89)	5.7% (6)	12.4% (13)	3.8% (4)	1.9% (2)	105
Discovery	2.0% (2)	71.4% (70)	16.3% (16)	9.2% (9)	3.1% (3)	1.0% (1)	98
Don Mensendick	10.8% (22)	90.7% (185)	5.9% (12)	5.4% (11)	2.5% (5)	0.0% (0)	204
Glendale American	7.0% (6)	73.3% (63)	7.0% (6)	5.8% (5)	4.7% (4)	4.7% (4)	86
Glendale Landmark	6.3% (5)	85.0% (68)	5.0% (4)	8.8% (7)	6.3% (5)	2.5% (2)	80
Glenn F. Burton	14.7% (14)	91.6% (87)	6.3% (6)	6.3% (6)	1.1% (1)	3.2% (3)	95
Harold W. Smith	20.5% (17)	96.4% (80)	3.6% (3)	8.4% (7)	3.6% (3)	4.8% (4)	83
Horizon	1.8% (2)	52.3% (57)	12.8% (14)	11.9% (13)	4.6% (5)	5.5% (6)	109
Isaac E. Imes	19.0% (8)	88.1% (37)	4.8% (2)	14.3% (6)	2.4% (1)	0.0% (0)	42
Melvin E. Sine	6.1% (4)	81.8% (54)	7.6% (5)	6.1% (4)	1.5% (1)	0.0% (0)	66
Sunset Vista	7.7% (8)	79.8% (83)	13.5% (14)	7.7% (8)	4.8% (5)	1.9% (2)	104
DISTRICT	10.1% (148)	81.2% (1185)	8.8% (129)	8.4% (123)	3.5% (51)	2.2% (32)	1460

Program Placement Report for sy 2015-2016 | Grade 6 (as of 1/12/2016)

School	sped		
	~Combined	resource	self contained
Bicentennial North	13.1% (21)	13.1% (21)	0.0% (0)
Challenger	8.6% (12)	6.4% (9)	2.1% (3)
Coyote Ridge	17.0% (15)	9.1% (8)	8.0% (7)
Desert Spirit	13.3% (14)	9.5% (10)	3.8% (4)
Discovery	11.2% (11)	6.1% (6)	5.1% (5)
Don Mensendick	8.8% (18)	7.8% (16)	1.0% (2)
Glendale American	17.4% (15)	11.6% (10)	5.8% (5)
Glendale Landmark	15.0% (12)	7.5% (6)	7.5% (6)
Glenn F. Burton	14.7% (14)	13.7% (13)	1.1% (1)
Harold W. Smith	13.3% (11)	13.3% (11)	0.0% (0)
Horizon	3.7% (4)	3.7% (4)	0.0% (0)
Isaac E. Imes	14.3% (6)	14.3% (6)	0.0% (0)
Melvin E. Sine	18.2% (12)	16.7% (11)	1.5% (1)
Sunset Vista	11.5% (12)	9.6% (10)	1.9% (2)
DISTRICT	12.1% (177)	9.7% (141)	2.5% (36)

Program Placement Report for sy 2015-2016 | Grade 7 (as of 1/12/2016)

School	frm			gifted			students
	ell	free	reduced	nonverbal	quantitative	verbal	
Bicentennial North	7.7% (12)	78.1% (121)	10.3% (16)	5.2% (8)	1.9% (3)	0.6% (1)	155
Challenger	15.8% (18)	86.8% (99)	4.4% (5)	8.8% (10)	2.6% (3)	1.8% (2)	114
Coyote Ridge	7.5% (8)	79.4% (85)	8.4% (9)	6.5% (7)	5.6% (6)	0.0% (0)	107
Desert Spirit	20.0% (22)	81.8% (90)	8.2% (9)	8.2% (9)	3.6% (4)	0.0% (0)	110
Discovery	2.3% (2)	73.6% (64)	9.2% (8)	6.9% (6)	2.3% (2)	4.6% (4)	87
Don Mensendick	9.3% (18)	89.2% (173)	6.2% (12)	5.2% (10)	1.0% (2)	0.0% (0)	194
Glendale American	4.9% (4)	74.4% (61)	8.5% (7)	7.3% (6)	4.9% (4)	2.4% (2)	82
Glendale Landmark	13.9% (14)	88.1% (89)	6.9% (7)	7.9% (8)	1.0% (1)	3.0% (3)	101
Glenn F. Burton	22.1% (15)	94.1% (64)	2.9% (2)	7.4% (5)	2.9% (2)	0.0% (0)	68
Harold W. Smith	28.7% (33)	94.8% (109)	2.6% (3)	9.6% (11)	5.2% (6)	2.6% (3)	115
Horizon	6.1% (6)	57.6% (57)	10.1% (10)	12.1% (12)	5.1% (5)	3.0% (3)	99
Isaac E. Imes	13.3% (8)	96.7% (58)	0.0% (0)	1.7% (1)	3.3% (2)	3.3% (2)	60
Melvin E. Sine	2.7% (2)	84.0% (63)	4.0% (3)	6.7% (5)	2.7% (2)	2.7% (2)	75
Sunset Vista	7.5% (8)	86.9% (93)	3.7% (4)	12.1% (13)	6.5% (7)	3.7% (4)	107
DISTRICT	11.5% (170)	83.2% (1226)	6.4% (85)	7.5% (111)	3.3% (49)	1.8% (26)	1474

Program Placement Report for sy 2015-2016 | Grade 7 (as of 1/12/2016)

School	sped		
	~Combined	resource	self contained
Bicentennial North	12.3% (19)	10.3% (16)	1.9% (3)
Challenger	8.8% (10)	6.1% (7)	2.6% (3)
Coyote Ridge	13.1% (14)	5.6% (6)	7.5% (8)
Desert Spirit	10.0% (11)	7.3% (8)	2.7% (3)
Discovery	13.8% (12)	11.5% (10)	2.3% (2)
Don Mensendick	5.7% (11)	5.2% (10)	0.5% (1)
Glendale American	9.8% (8)	3.7% (3)	6.1% (5)
Glendale Landmark	13.9% (14)	7.9% (8)	5.0% (5)
Glenn F. Burton	14.7% (10)	11.8% (8)	2.9% (2)
Harold W. Smith	9.6% (11)	8.7% (10)	0.9% (1)
Horizon	12.1% (12)	9.1% (9)	3.0% (3)
Isaac E. Imes	11.7% (7)	11.7% (7)	0.0% (0)
Melvin E. Sine	10.7% (8)	9.3% (7)	1.3% (1)
Sunset Vista	12.1% (13)	6.5% (7)	5.6% (6)
DISTRICT	10.9% (160)	7.9% (116)	2.9% (43)

Program Placement Report for sy 2015-2016 | Grade 8 (as of 1/12/2016)

School	frm			gifted			students
	ell	free	reduced	nonverbal	quantitative	verbal	
Bicentennial North	5.7% (10)	78.2% (136)	10.3% (18)	12.1% (21)	1.7% (3)	2.9% (5)	174
Challenger	13.5% (18)	85.7% (114)	9.8% (13)	4.5% (6)	3.0% (4)	1.5% (2)	133
Coyote Ridge	1.1% (1)	56.7% (51)	12.2% (11)	14.4% (13)	10.0% (9)	3.3% (3)	90
Desert Spirit	4.0% (4)	76.0% (76)	12.0% (12)	9.0% (9)	4.0% (4)	3.0% (3)	100
Discovery	2.2% (2)	71.4% (65)	6.6% (6)	5.5% (5)	2.2% (2)	1.1% (1)	91
Don Mensendick	11.1% (22)	85.9% (171)	9.0% (18)	5.5% (11)	1.5% (3)	0.5% (1)	199
Glendale American	4.4% (4)	75.8% (69)	6.6% (6)	14.3% (13)	4.4% (4)	3.3% (3)	91
Glendale Landmark	11.9% (10)	83.3% (70)	7.1% (6)	6.0% (5)	3.6% (3)	3.6% (3)	84
Glenn F. Burton	6.7% (7)	93.3% (97)	3.8% (4)	9.6% (10)	1.0% (1)	1.0% (1)	104
Harold W. Smith	16.1% (15)	92.5% (86)	5.4% (5)	6.5% (6)	1.1% (1)	0.0% (0)	93
Horizon	2.3% (2)	55.7% (49)	9.1% (8)	10.2% (9)	4.5% (4)	0.0% (0)	88
Isaac E. Imes	7.1% (4)	91.1% (51)	3.6% (2)	7.1% (4)	1.8% (1)	0.0% (0)	56
Melvin E. Sine	7.1% (5)	81.4% (57)	11.4% (8)	5.7% (4)	0.0% (0)	2.9% (2)	70
Sunset Vista	4.1% (4)	87.8% (86)	3.1% (3)	3.1% (3)	4.1% (4)	1.0% (1)	98
DISTRICT	7.3% (108)	80.1% (1178)	8.2% (120)	8.1% (119)	2.9% (43)	1.7% (25)	1471

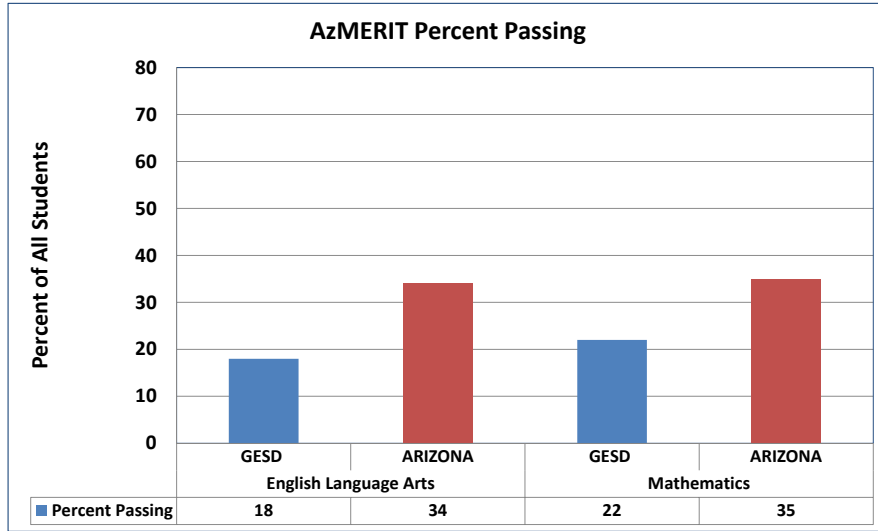
Program Placement Report for sy 2015-2016 | Grade 8 (as of 1/12/2016)

School	sped		
	~Combined	resource	self contained
Bicentennial North	7.5% (13)	6.9% (12)	0.6% (1)
Challenger	13.5% (18)	9.8% (13)	3.8% (5)
Coyote Ridge	12.2% (11)	8.9% (8)	3.3% (3)
Desert Sprit	8.0% (8)	5.0% (5)	3.0% (3)
Discovery	8.8% (8)	6.6% (6)	2.2% (2)
Don Mensendick	6.0% (12)	5.5% (11)	0.5% (1)
Glendale American	16.5% (15)	12.1% (11)	4.4% (4)
Glendale Landmark	20.2% (17)	8.3% (7)	11.9% (10)
Glenn F. Burton	12.5% (13)	8.7% (9)	3.8% (4)
Harold W. Smith	14.0% (13)	14.0% (13)	0.0% (0)
Horizon	6.8% (6)	5.7% (5)	1.1% (1)
Isaac E. Imes	10.7% (6)	10.7% (6)	0.0% (0)
Melvin E. Sine	12.9% (9)	8.6% (6)	4.3% (3)
Sunset Vista	13.3% (13)	8.2% (8)	4.1% (4)
DISTRICT	11.0% (162)	8.2% (120)	2.8% (41)

Glendale Elementary School District

2015 AzMERIT

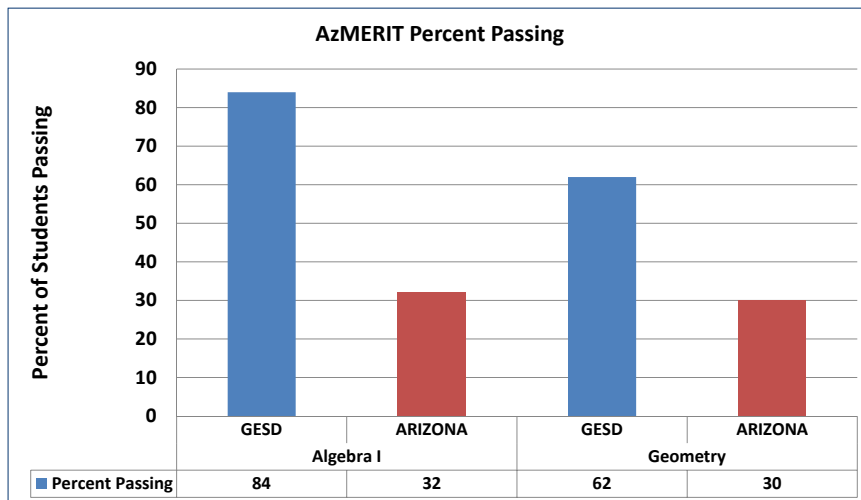
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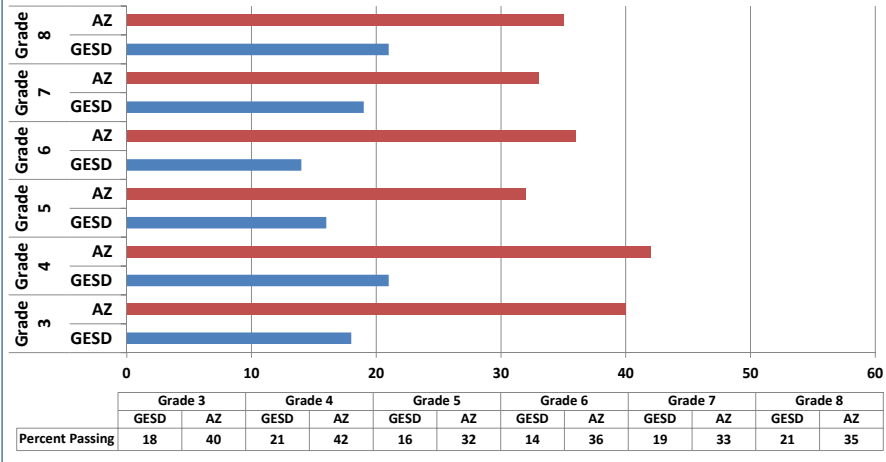


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**AzMERIT English Language Arts Percent Passing
All Students by Grade Level**

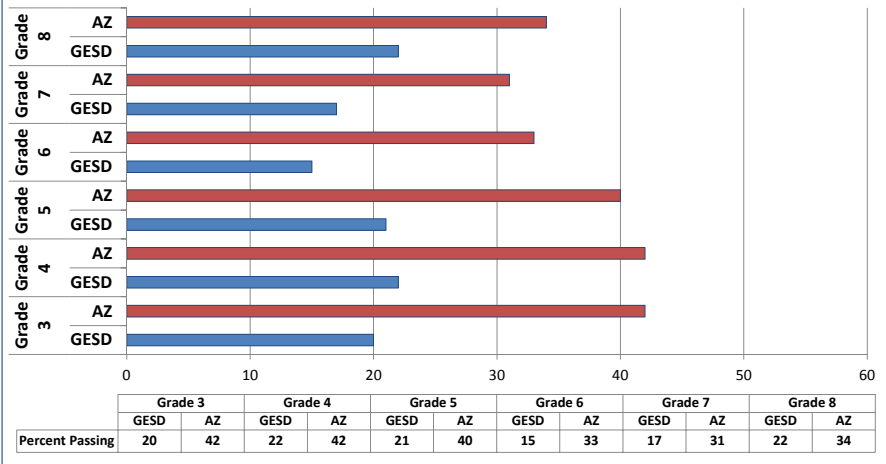


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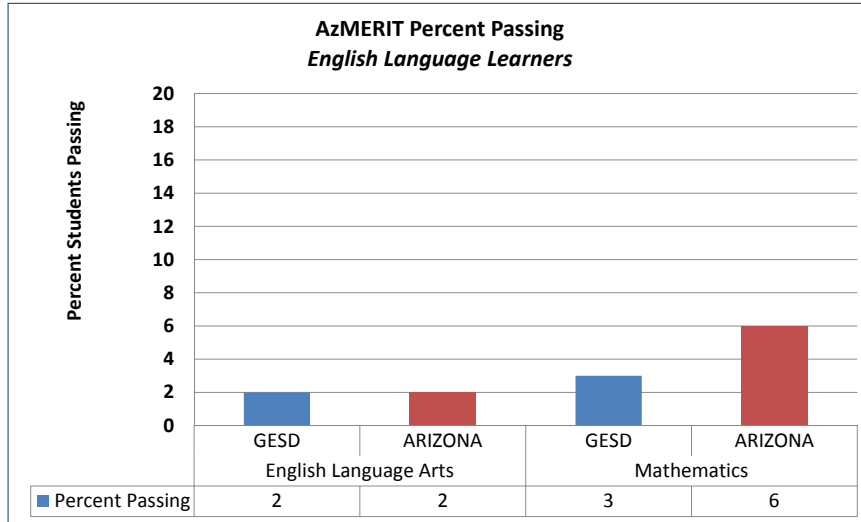
**AzMERIT Mathematics Percent Passing
All Students by Grade Level**



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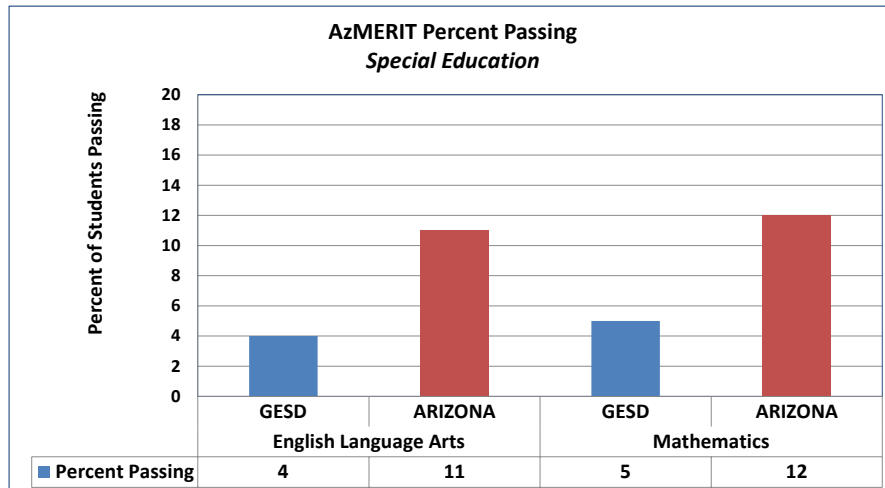
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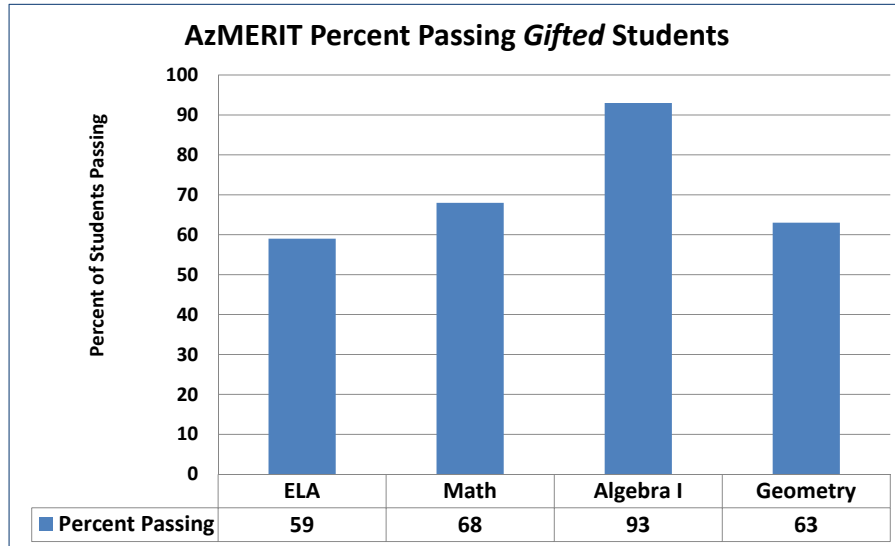
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2015 AzMERIT ELA Grade 3				2015 AzMERIT Math Grade 3			
School	Count	# Proficient	% Proficient	School	Count	# Proficient	% Proficient
Horizon	107	28	26%	Desert Spirit	84	26	30%
Discovery	102	26	25%	Coyote Ridge	90	27	30%
Desert Spirit	83	18	22%	Discovery	97	29	28%
Coyote Ridge	88	19	22%	Glendale American	82	22	27%
Glendale American	87	17	20%	Melvin E Sine	82	19	24%
Bicentennial South	178	32	18%	Desert Garden	165	35	20%
Melvin E Sine	78	13	17%	Horizon	113	21	20%
Sunset Vista	109	18	17%	Glendale Landmark	91	18	19%
Glendale Landmark	97	16	16%	Bicentennial South	175	31	17%
Desert Garden	174	27	16%	Sunset Vista	108	18	17%
William C Jack	236	36	15%	William C Jack	227	34	14%
Harold W Smith	106	13	12%	Glenn F Burton	106	16	14%
Isaac E Imes	73	7	10%	Harold W Smith	100	15	14%
Glenn F Burton	106	10	9%	Isaac E Imes	69	6	8%

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2015 AzMERIT

2015 AzMERIT ELA Grade 4				2015 AzMERIT Math Grade 4			
School	Count	# Proficient	% Proficient	School	Count	# Proficient	% Proficient
Discovery	81	26	32%	Discovery	81	27	33%
Horizon	105	33	31%	Glendale American	78	24	31%
Harold W Smith	113	33	29%	Glendale Landmark	109	29	27%
Bicentennial North	155	41	26%	Coyote Ridge	109	28	26%
Coyote Ridge	111	28	25%	Bicentennial North	155	39	25%
Isaac E Imes	73	18	25%	Isaac E Imes	73	18	25%
Melvin E Sine	61	15	25%	Challenger	140	31	22%
Glendale Landmark	111	23	21%	Harold W Smith	113	25	22%
Glenn F Burton	89	15	17%	Horizon	105	21	20%
Don Mensendick	228	36	16%	Melvin E Sine	60	12	20%
Sunset Vista	103	16	16%	Sunset Vista	103	19	18%
Desert Spirit	116	17	15%	Don Mensendick	227	40	18%
Glendale American	78	8	10%	Glenn F Burton	88	14	16%
Challenger	141	10	7%	Desert Spirit	115	11	10%

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2015 AzMERIT ELA Grade 5				2015 AzMERIT Math Grade 5			
School	Count	# Proficient	% Proficient	School	Count	# Proficient	% Proficient
Horizon	109	42	39%	Glendale American	90	37	41%
Bicentennial North	167	48	29%	Glendale Landmark	74	25	34%
Discovery	92	15	16%	Bicentennial North	166	41	25%
Glendale Landmark	74	12	16%	Horizon	108	25	23%
Melvin E Sine	64	10	16%	Glenn F Burton	90	19	21%
Don Mensendick	212	29	14%	Coyote Ridge	85	17	20%
Desert Spirit	112	15	13%	Challenger	149	29	19%
Challenger	151	19	13%	Melvin E Sine	64	12	19%
Harold W Smith	82	9	11%	Discovery	92	16	17%
Sunset Vista	107	11	10%	Desert Spirit	111	19	17%
Isaac E Imes	50	5	10%	Sunset Vista	106	17	16%
Glendale American	91	9	10%	Don Mensendick	211	32	15%
Coyote Ridge	85	7	8%	Harold W Smith	81	11	14%
Glenn F Burton	90	6	7%	Isaac E Imes	48	5	10%

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2015 AzMERIT

2015 AzMERIT ELA Grade 6				2015 AzMERIT Math Grade 6			
School	Count	# Proficient	% Proficient	School	Count	# Proficient	% Proficient
Discovery	87	25	29%	Discovery	87	29	33%
Coyote Ridge	108	26	24%	Sunset Vista	99	20	20%
Sunset Vista	99	23	23%	Harold W Smith	114	23	20%
Horizon	100	23	23%	Horizon	100	20	20%
Bicentennial North	160	25	16%	Coyote Ridge	108	20	19%
Harold W Smith	114	17	15%	Glendale American	88	16	18%
Desert Spirit	104	13	13%	Desert Spirit	104	14	13%
Isaac E Imes	65	7	11%	Bicentennial North	159	21	13%
Glendale Landmark	92	9	10%	Don Mensendick	208	24	12%
Glendale American	88	8	9%	Challenger	109	11	10%
Glenn F Burton	67	6	9%	Glendale Landmark	92	8	9%
Melvin E Sine	66	5	8%	Glenn F Burton	67	4	6%
Challenger	110	7	6%	Isaac E Imes	65	3	5%
Don Mensendick	208	13	6%	Melvin E Sine	66	2	3%

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2015 AzMERIT

2015 AzMERIT ELA Grade 7				2015 AzMERIT Math Grade 7			
School	Count	# Proficient	% Proficient	School	Count	# Proficient	% Proficient
Horizon	82	30	37%	Sunset Vista	91	34	37%
Bicentennial North	172	46	27%	Coyote Ridge	97	19	20%
Coyote Ridge	97	23	24%	Glenn F Burton	103	20	19%
Desert Spirit	93	21	23%	Harold W Smith	96	17	18%
Melvin E Sine	72	15	21%	Desert Spirit	93	16	17%
Glenn F Burton	103	20	19%	Glendale Landmark	78	13	17%
Harold W Smith	98	19	19%	Horizon	82	13	16%
Discovery	85	15	18%	Discovery	84	13	15%
Sunset Vista	92	14	15%	Don Mensendick	214	33	15%
Challenger	132	20	15%	Challenger	131	19	15%
Glendale Landmark	80	12	15%	Bicentennial North	172	24	14%
Don Mensendick	215	21	10%	Glendale American	96	11	11%
Glendale American	96	9	9%	Isaac E Imes	56	4	7%
Isaac E Imes	56	5	9%	Melvin E Sine	70	5	7%

GESD Research and Evaluation

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2015 AzMERIT

2015 AzMERIT ELA Grade 8				2015 AzMERIT Math Grade 8			
School	Count	# Proficient	% Proficient	School	Count	# Proficient	% Proficient
Horizon	94	36	38%	Sunset Vista	91	39	43%
Coyote Ridge	103	30	29%	Glenn F Burton	72	29	40%
Sunset Vista	91	26	29%	Discovery	85	28	33%
Glendale Landmark	90	24	27%	Glendale Landmark	89	27	30%
Melvin E Sine	82	19	23%	Horizon	94	23	24%
Desert Spirit	87	19	22%	Coyote Ridge	103	25	24%
Isaac E Imes	42	9	21%	Challenger	125	28	22%
Challenger	125	26	21%	Don Mensendick	178	38	21%
Glendale American	82	16	20%	Desert Spirit	88	16	18%
Discovery	87	16	18%	Melvin E Sine	82	13	16%
Glenn F Burton	72	13	18%	Isaac E Imes	42	6	14%
Don Mensendick	179	28	16%	Glendale American	81	9	11%
Bicentennial North	170	22	13%	Bicentennial North	170	18	11%
Harold W Smith	76	3	4%	Harold W Smith	76	6	8%

AzMERIT ELA Student Report Sample Page 1

FAMILY SCORE REPORT

Maria A. Doe
ABC School (123654)
ABC District (987456)

AzMERIT
SPRING 2015

Grade 3 English Language Arts (ELA) Assessment

About This Assessment
Maria took the AzMERIT Grade 3 ELA assessment in spring 2015. The questions in this assessment measure the knowledge and skills taught in this grade and subject area. Maria's score shows how well she understands Grade 3 ELA content. A student who scores Proficient or Highly Proficient on AzMERIT is likely to be ready for the next grade level of ELA.

About This Report

Front:

- Maria's overall score for this assessment includes a numeric score and a proficiency level.
- Her numeric score can be compared with the school, district, and state averages.
- The proficiency level indicates how well students understand current grade-level material and how likely they are to be ready for the next grade.

Back:

- Maria's level of mastery is shown for each scoring category.
- Scoring categories represent specific knowledge and skills included in this assessment.
- There is a detailed description of the mastery level for each scoring category.

Maria's Performance on the ELA Assessment

Maria's score is Minimally Proficient.

She shows a **minimal** understanding of the expectations for her tested grade. She is highly likely to need support to be ready for ELA in the next grade.

Has Maria met the Move On When Reading requirement?

Yes

This determination is made based on the Reading component of the ELA assessment.

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AzMERIT ELA Student Report Sample Page 2

FAMILY SCORE REPORT AzMERIT

Legend: Scoring Categories
⚠ Below Mastery ✔ At/Near Mastery + Above Mastery

ELA Scoring Categories

Reading for Information

⚠ Maria performed **below mastery** in Reading for Information.

What was assessed?
Students find the main idea and the supporting details of a text. They connect events, ideas, steps, sentences, paragraphs and illustrations to one another. They find similarities and differences between two texts on the same topic.

What do these results mean?
Your student may have trouble answering questions about a text; finding the main idea and supporting details; using clues in the text (like charts, key words) to find information; using pictures to understand a text; and telling the author's point of view in a text.

Reading for Literature

✔ Maria performed **at or near mastery** in Reading for Literature.

What was assessed?
Students ask and answer questions about a text. They tell how characters and their actions affect a story. They explain how pictures help tell a story. They read two texts by one author and tell the similarities and differences. They find the central message of a story.

What do these results mean?
Your student can often find similarities and differences between the settings or plots of stories written by the same author; tell how one part of a story affects another part; use key details to retell a story and find the main idea, and tell the point of view in a story.

Writing and Language

⚠ Maria performed **below mastery** in Writing and Language.

What was assessed?
Students write to give information or state opinions. They write on a topic giving supporting details or facts. They use correct capitalization, punctuation, and spelling. They use sentences, a glossary, or a dictionary to figure out the meaning of new words.

What do these results mean?
Your student may have trouble organizing writing for a purpose (like to give information or give opinions); using clues in a text to understand the meaning of new words; spelling commonly used words correctly; and writing simple sentences with correct capitalization and punctuation.

The Writing and Language portion of the ELA assessment requires that each student complete an essay. The essay is evaluated on three criteria. The chart below shows your child's performance on each criteria.

Statement of Purpose, Focus, Organization	Evidence & Elaboration	Conventions & Editing
Your student earned 2 out of 4 possible points. Your student's essay is somewhat on topic but may drift or include unrelated ideas. The opinion is stated but may become unclear throughout the essay. It has a weak structure with an unclear beginning and end. The use of transitions is inconsistent. Ideas are unclear as the opinion develops from beginning to end.	Your student earned 1 out of 4 possible points. Your student's essay includes details, facts, and sources that minimally support its opinion. This evidence is not integrated into the response. The words used are not appropriate for audience and purpose.	Your student earned 1 out of 2 possible points. Your student's essay shows some understanding of sentence formation and other conventions. There is inconsistent use of punctuation, capitalization, and spelling rules.

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For more information about AzMERIT, go to azmeritportal.org.

AzMERIT Math Student Report Sample Page 1

FAMILY SCORE REPORT AzMERIT

Spring 2015

Maria A. Doe
ABC School (123654)
ABC District (987456)

Grade 6 Math Assessment

About This Assessment
Maria took the AzMERIT Grade 6 Math assessment in spring 2015. The questions in this assessment measure the knowledge and skills taught in this grade and subject area. Maria's score shows how well she understands Grade 6 Math content. A student who scores **Proficient or Highly Proficient** on AzMERIT is likely to be ready for the next grade level of Math.

About This Report

Front:

- Maria's overall score for this assessment includes a numeric score and a proficiency level.
- Her numeric score can be compared with the school, district, and state averages.
- The proficiency level indicates how well students understand current grade level material and how likely they are to be ready for the next grade.

Back:

- Maria's level of mastery is shown for each scoring category.
- Scoring categories represent specific knowledge and skills included in this assessment.
- There is a detailed description of the mastery level for each scoring category.

Maria's Performance on the Math Assessment

Maria's score in Math is 3679, which is **Highly Proficient**.

Highly Proficient: Advanced understanding, highly likely to be ready

Proficient: Strong understanding, likely to be ready








Partially Proficient: Partial understanding, likely to need support to be ready

Minimally Proficient: Minimal understanding, highly likely to need support to be ready

Maria's score is Highly Proficient.
She shows an **advanced** understanding of the expectations for her tested grade. She is highly likely to be ready for math in the next grade.

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AzMERIT Math Student Report Sample Page 2

FAMILY SCORE REPORT		AzMERIT
<p>Legend: Scoring Categories  Below Mastery  At/Near Mastery  Above Mastery</p>		
Math Scoring Categories		
<p> Maria performed above mastery in Ratio and Proportional Relationships.</p>	<p>Ratio and Proportional Relationships</p> <p>What was assessed? Students understand ratios, rates, and percentages. They use proportions to describe relationships between two numbers and recognize similar relationships. They use ratios and rates to solve problems and to create tables. They convert units of measurement.</p> <p>What do these results mean? Your student almost always correctly uses ratios, rates, or percents to describe relationships between numbers or values; solves unit rate problems that involve multiple steps, real-world situations, or percents; and converts units of measurement to solve problems.</p>	
<p> Maria performed at or near mastery in Expressions and Equations.</p>	<p>Expressions and Equations</p> <p>What was assessed? Students write, read, and find the value of expressions with exponents and letters that stand for numbers. They produce and identify equivalent expressions. They understand that solutions to equations and inequalities are the values that make the equations or inequalities true.</p> <p>What do these results mean? Your student is often able to find values of expressions with exponents; solve equations and inequalities; use inequalities to describe real-world relationships; and identify independent and dependent variables and use equations to describe the relationship between them.</p>	
<p> Maria performed at or near mastery in The Number System.</p>	<p>The Number System</p> <p>What was assessed? Students solve division problems with fractions. They add, subtract, multiply, and divide when solving problems with multidigit decimal numbers. They find the greatest common factor and least common multiple. They understand the relationship between positive and negative numbers.</p> <p>What do these results mean? Your student is often able to use addition, subtraction, multiplication, or division strategically to solve problems; find greatest common factors and least common multiples; use positive and negative numbers and plot them on a graph; and determine the distance between two points.</p>	
<p> Maria performed below mastery in Geometry, Statistics and Probability.</p>	<p>Geometry, Statistics, and Probability</p> <p>What was assessed? Students find the area of geometric figures and apply techniques used to solve real-world problems. They find the volume of solid figures. They draw polygons and three-dimensional figures. They recognize statistical questions. They describe, display, and interpret data.</p> <p>What do these results mean? Your student may have trouble finding the area of polygons; representing three-dimensional figures; recognizing statistical questions; identifying data represented in a graph; understanding the meaning of mean, median, mode, and range; and displaying data visually.</p>	
<p>GESD Research and Evaluation. For more information about AzMERIT, go to azmeritportal.org.</p>		43

AIMS SCIENCE

AIMS Science

AIMS Science Grade 4 Percent Passing				
School	2012	2013	2014	2015
American	47%	39%	49%	32%
Bici North	63%	59%	58%	58%
Burton	46%	39%	40%	47%
Challenger	37%	37%	37%	29%
Coyote Ridge	56%	43%	57%	50%
Desert Spirit	47%	37%	37%	26%
Discovery	45%	42%	48%	51%
Horizon	75%	52%	50%	52%
Imes	47%	28%	33%	34%
Landmark	33%	42%	46%	40%
Mensendick	44%	36%	37%	30%
Sine	55%	51%	32%	39%
Smith	41%	32%	31%	45%
Sunset Vista	54%	55%	39%	33%
DISTRICT TOTAL %	49%	43%	43%	40%

GESD Research and Evaluation

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AIMS Science

AIMS Science Grade 8 Percent Passing				
School	2012	2013	2014	2015
American	63%	67%	57%	36%
Bici North	63%	46%	39%	36%
Burton	70%	47%	65%	37%
Challenger	50%	53%	45%	34%
Coyote Ridge	70%	59%	61%	46%
Desert Spirit	65%	55%	50%	47%
Discovery	80%	78%	61%	66%
Horizon	87%	68%	77%	76%
Imes	55%	43%	50%	46%
Landmark	46%	68%	52%	59%
Mensendick	57%	55%	44%	38%
Sine	46%	55%	44%	42%
Smith	44%	35%	34%	50%
Sunset Vista	54%	59%	56%	54%
DISTRICT TOTAL %	61%	56%	51%	46%

GESD Research and Evaluation

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Glendale Elementary School District

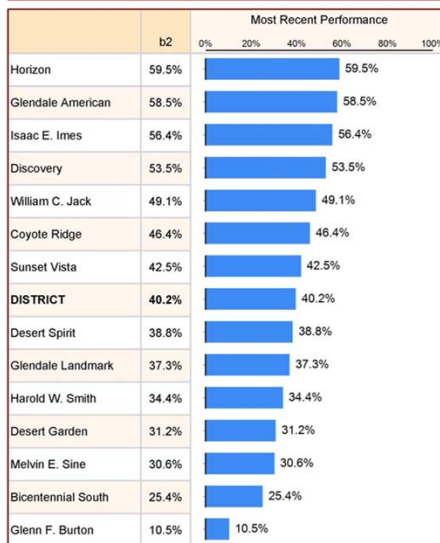
2015-2016 BENCHMARK ASSESSMENT SUMMARIES

GESD Research and Evaluation

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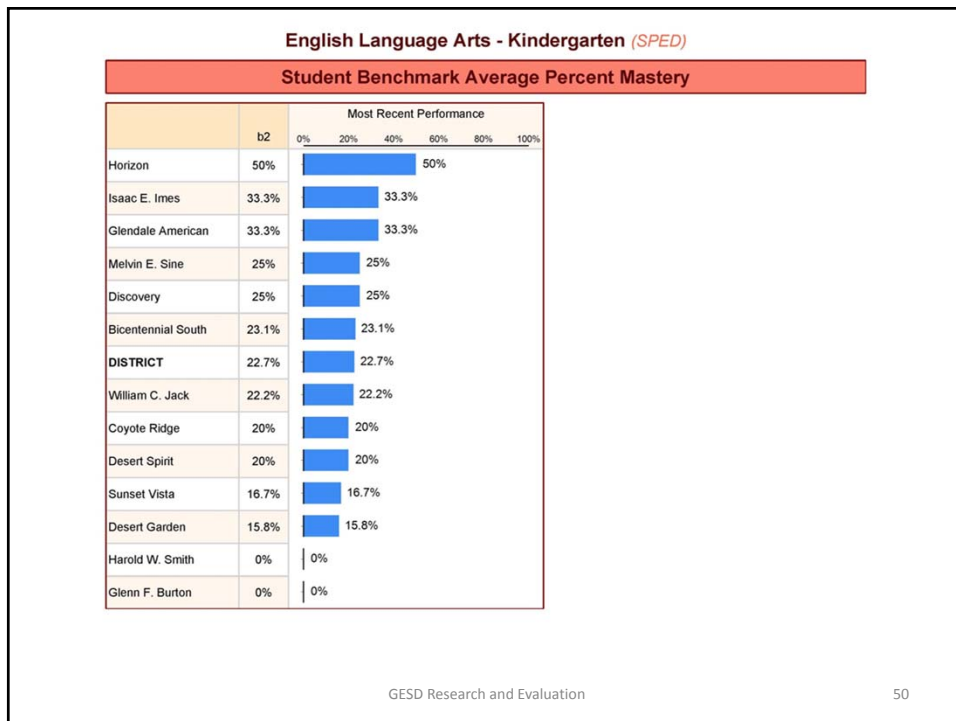
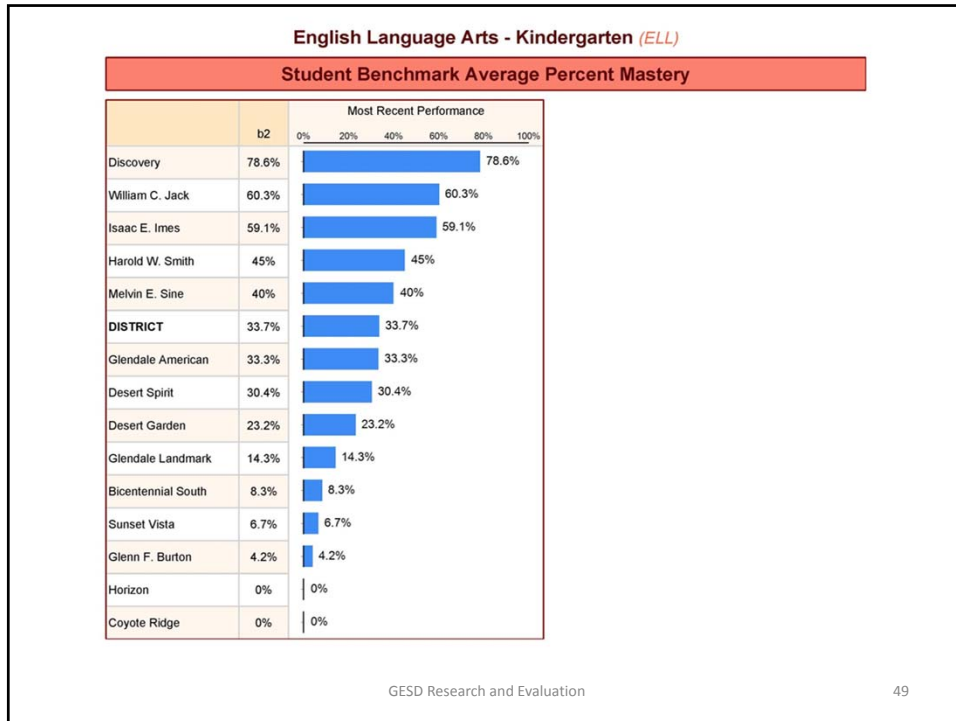
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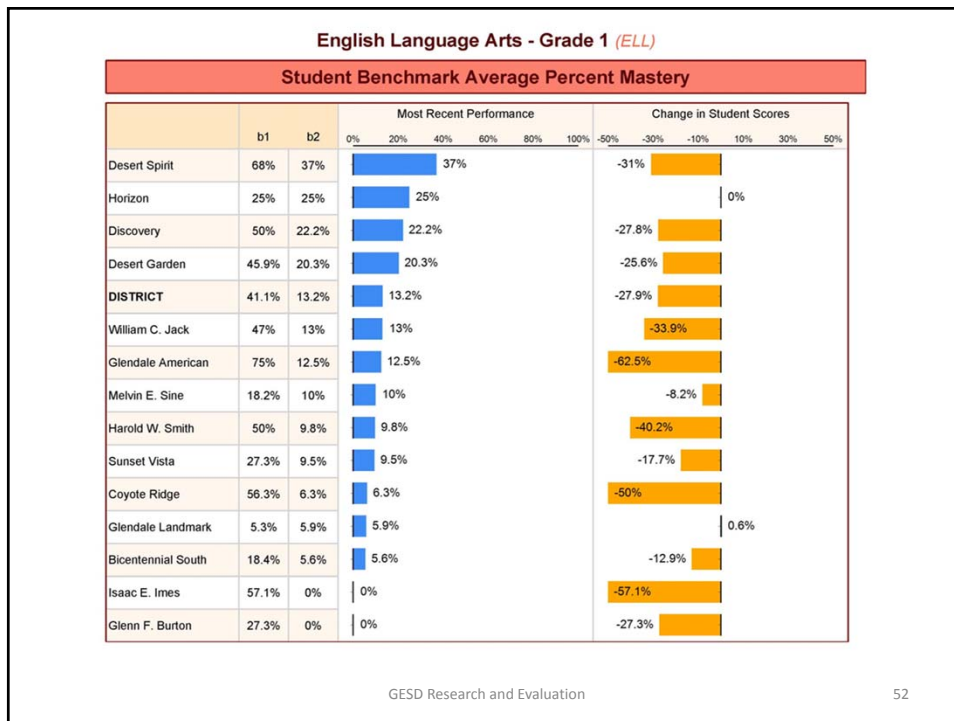
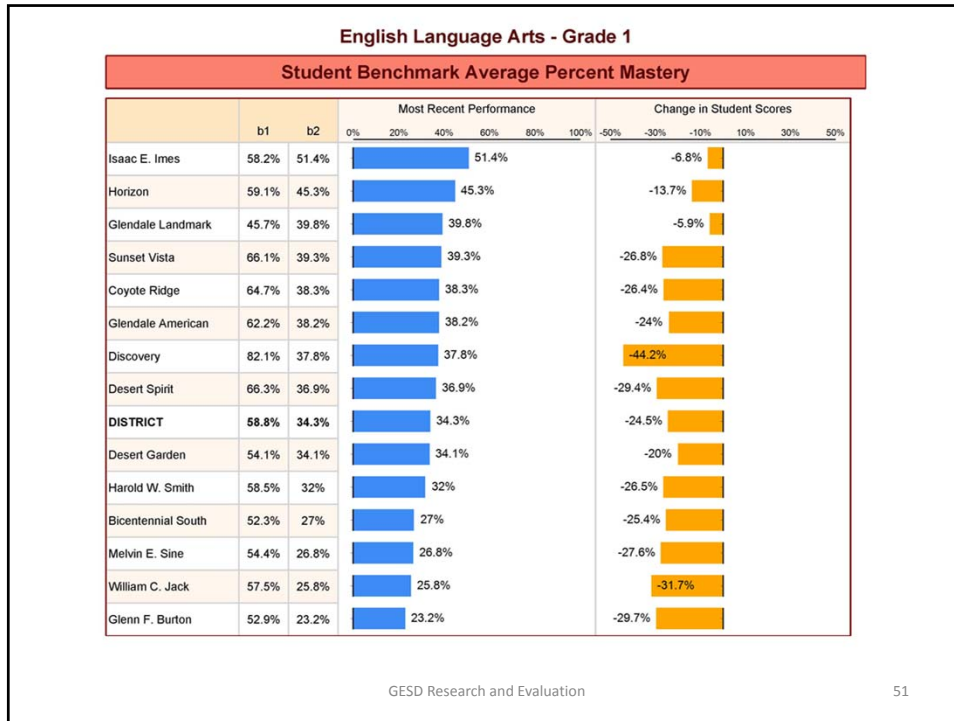
Student Benchmark Average Percent Mastery

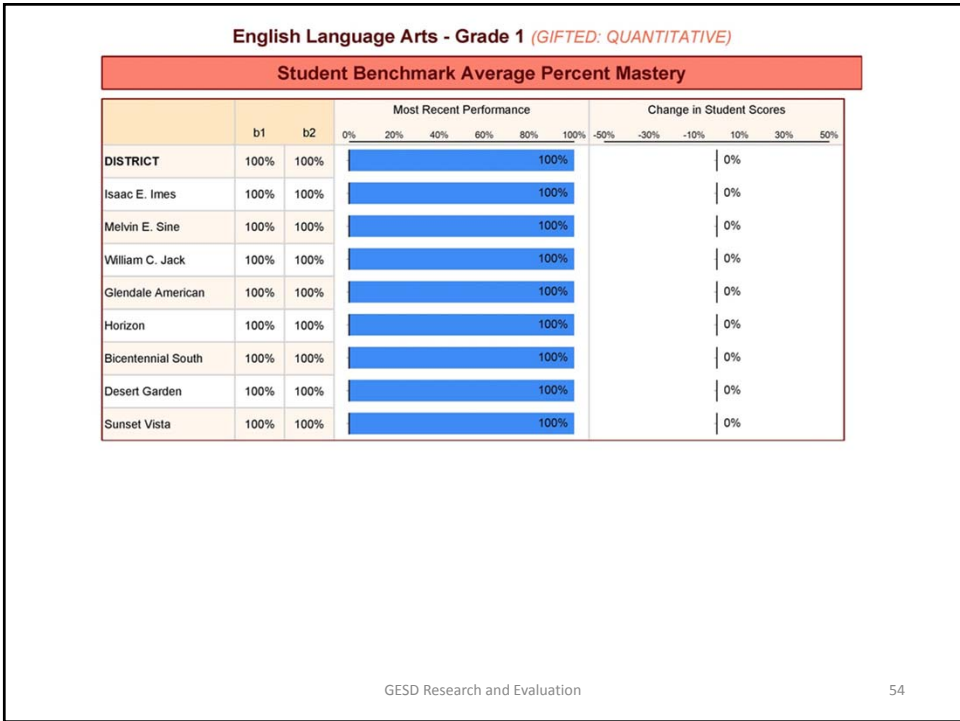
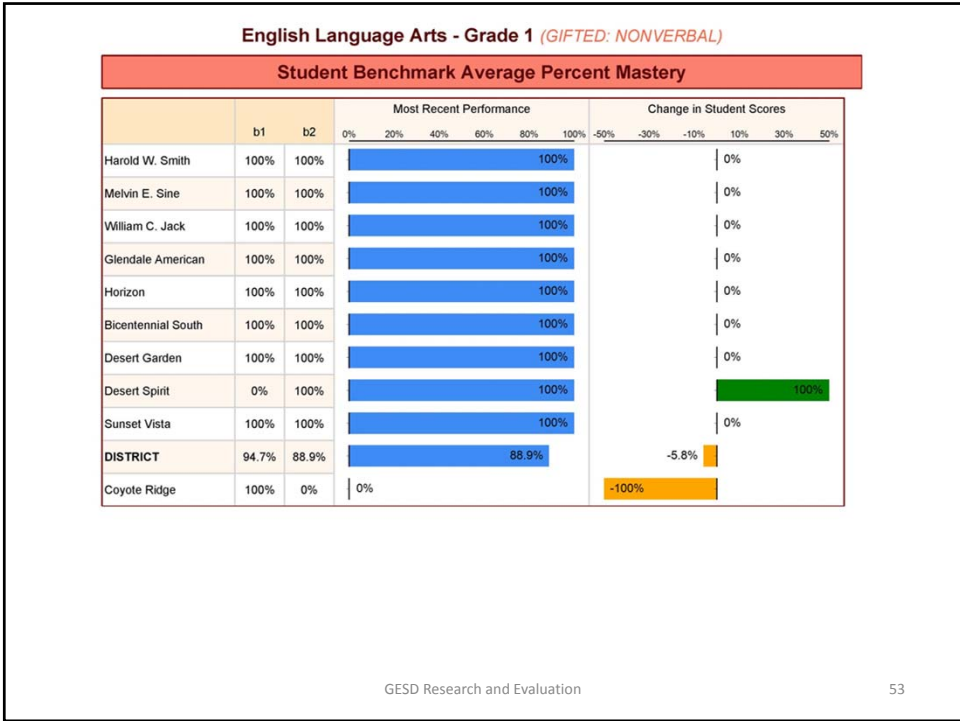


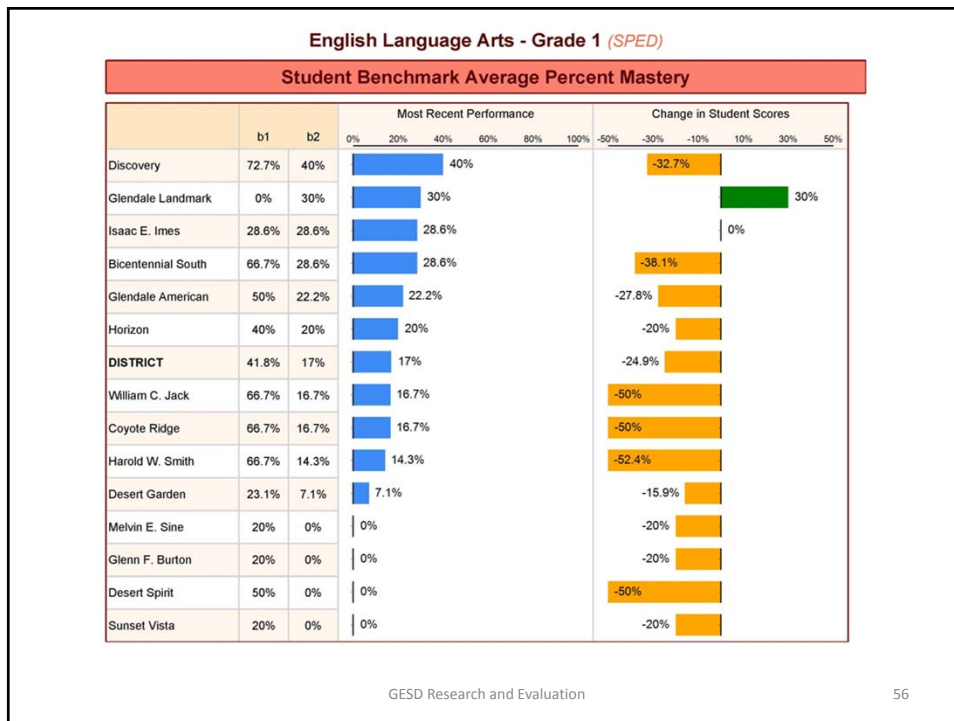
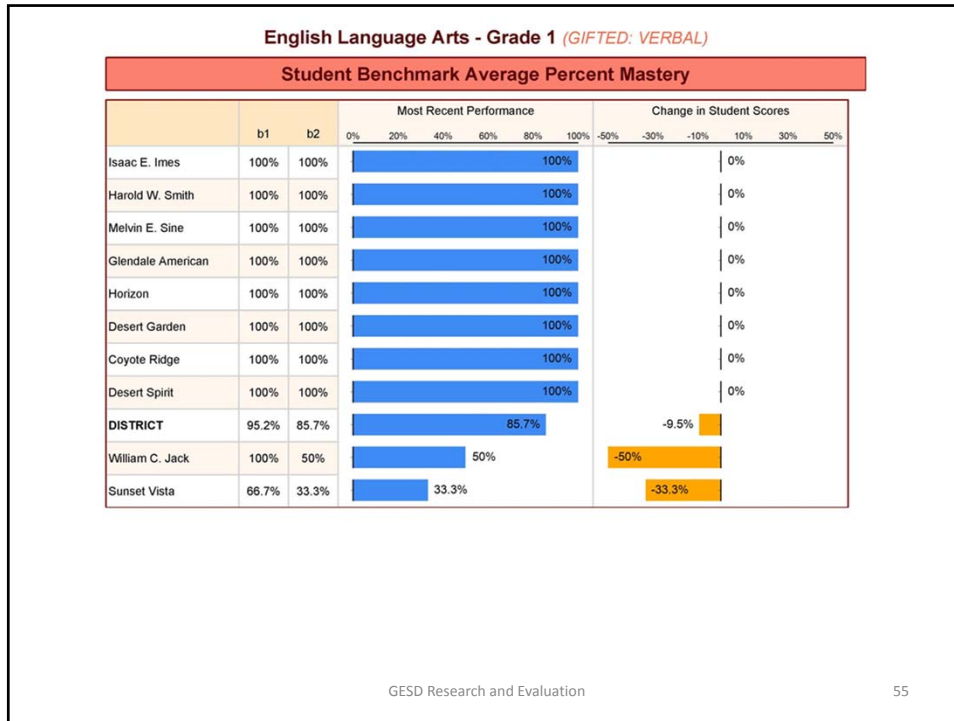
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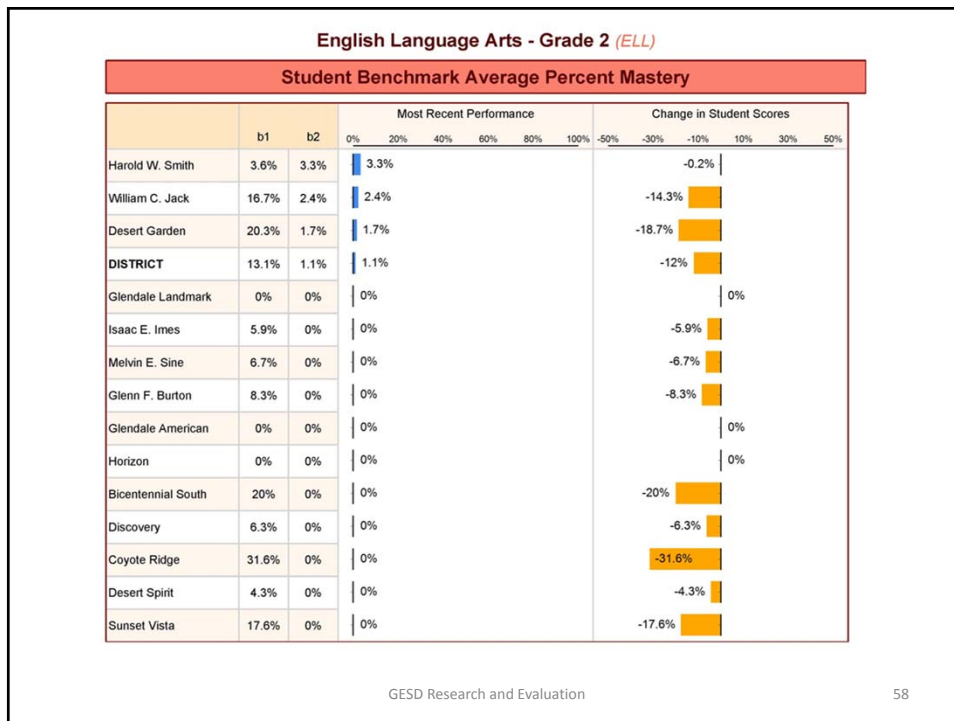
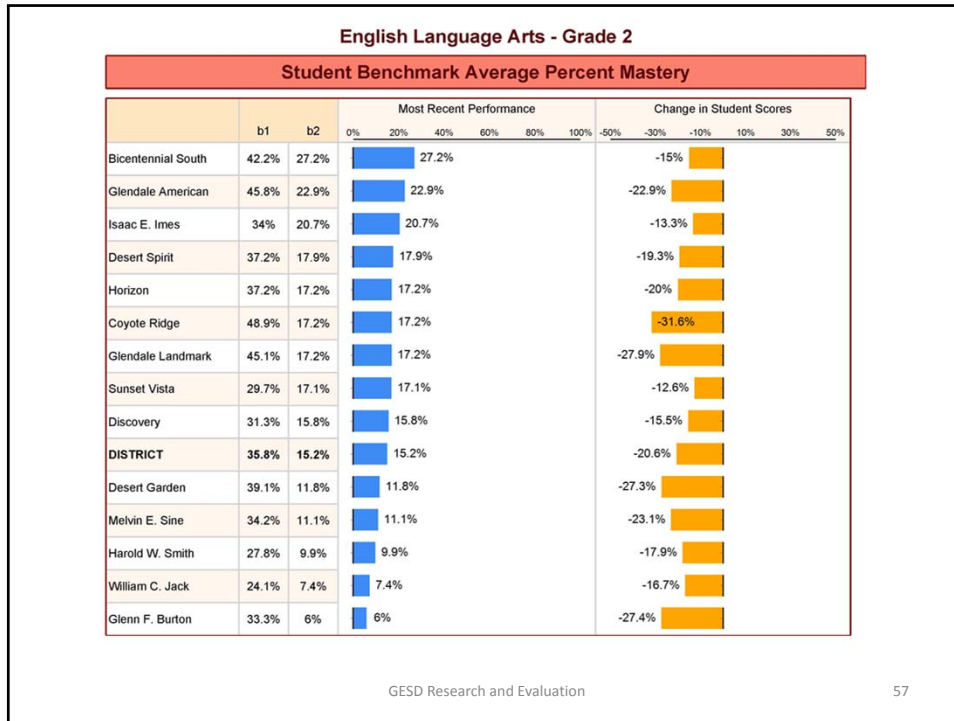
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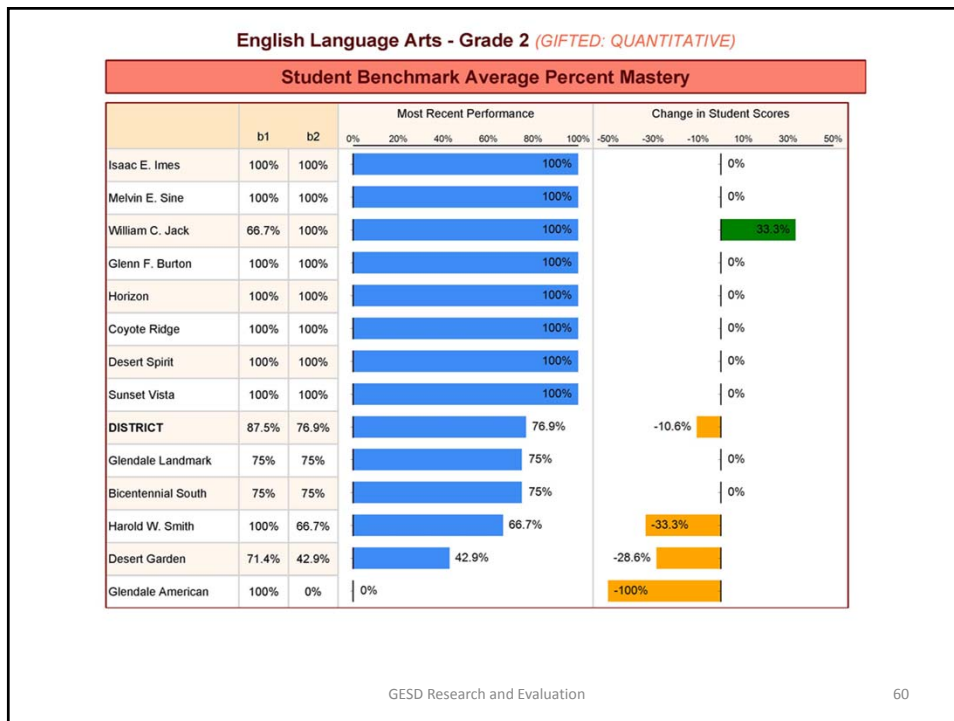
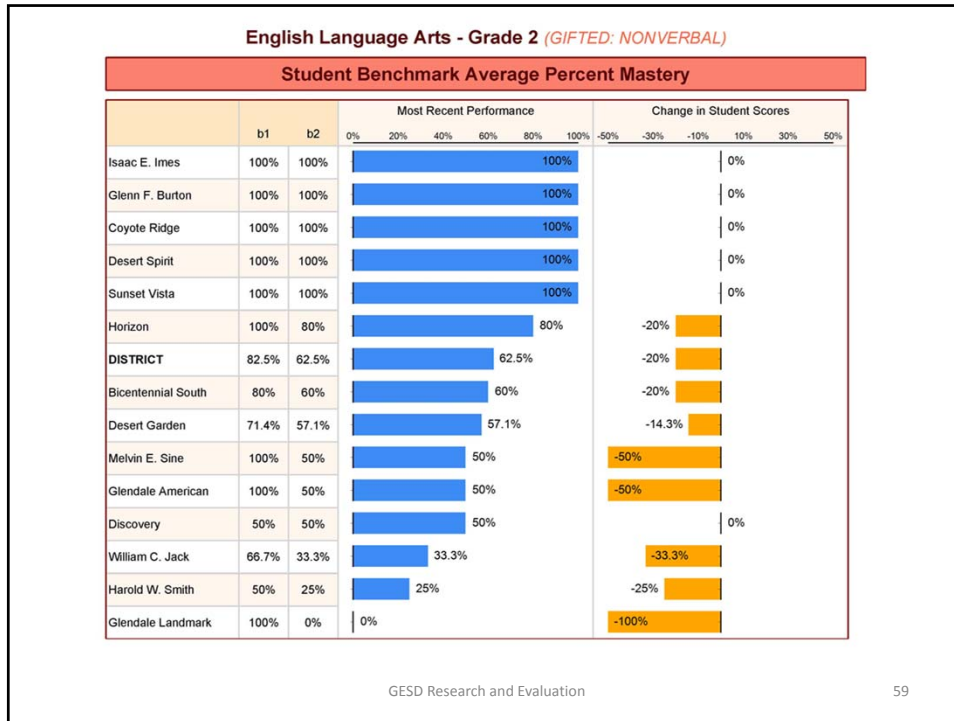


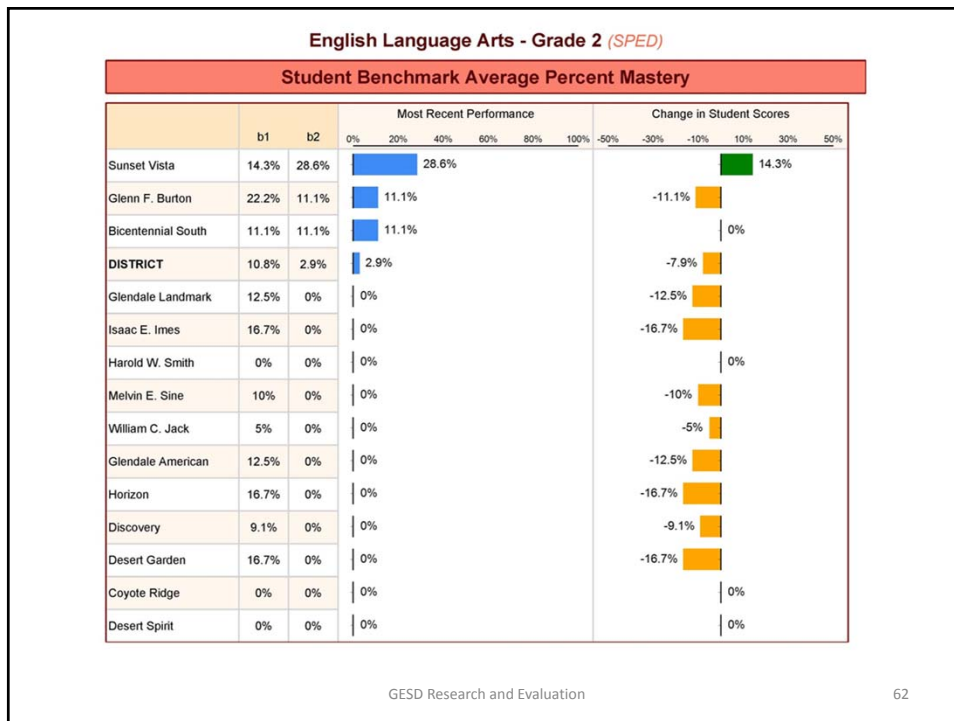
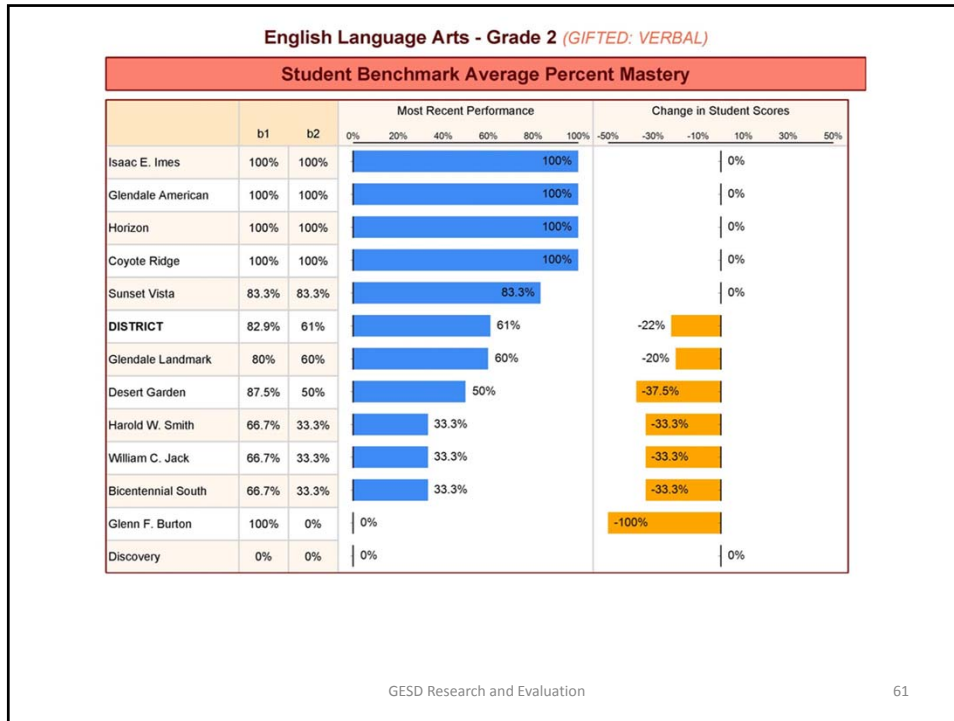


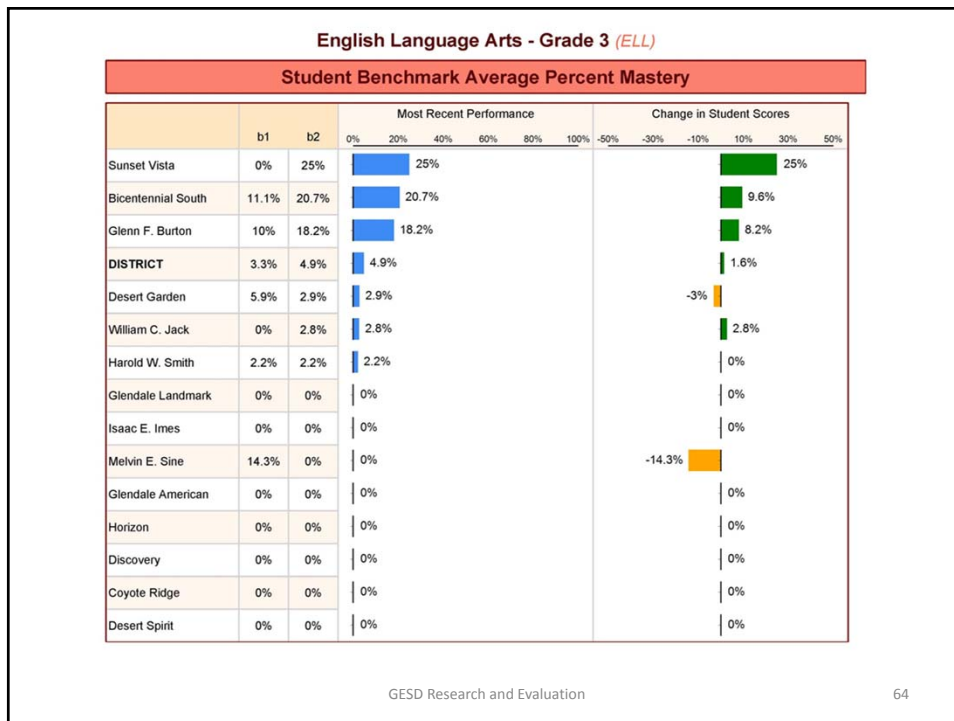
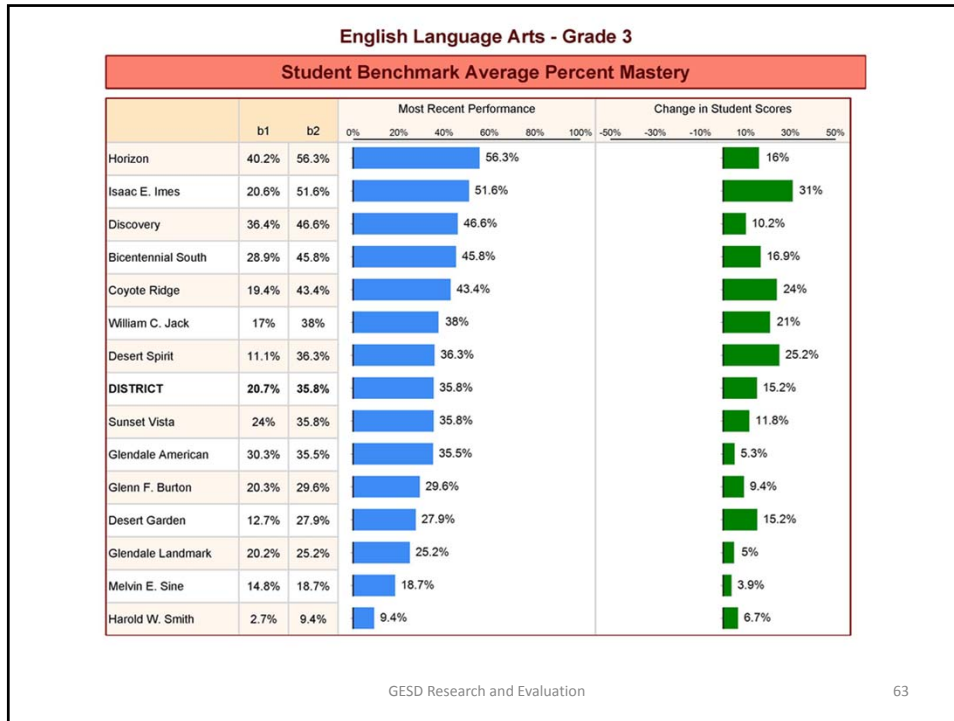


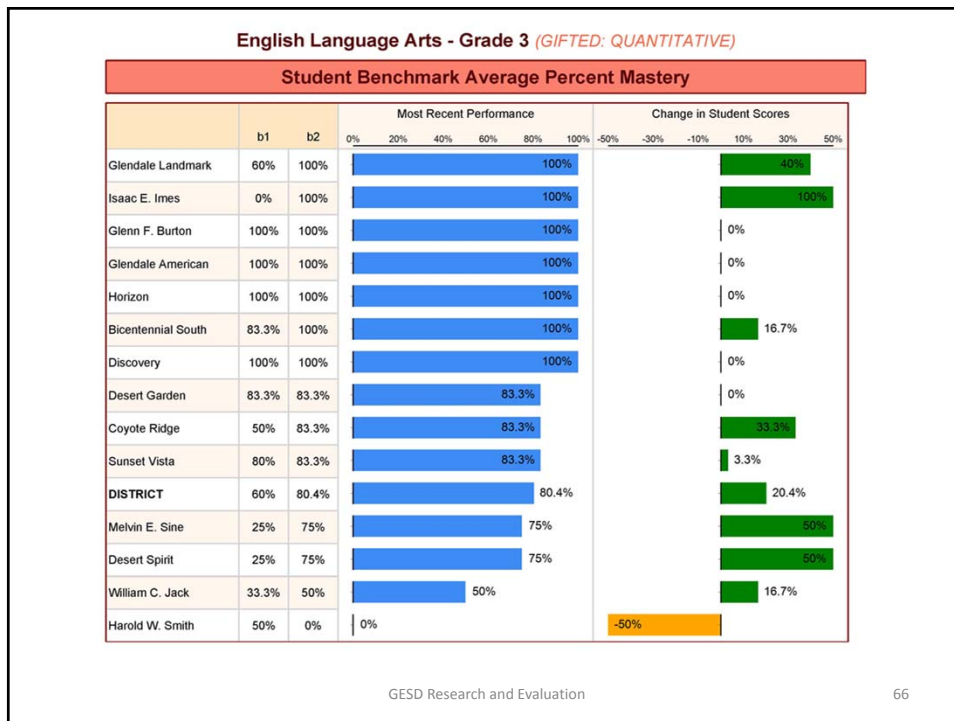
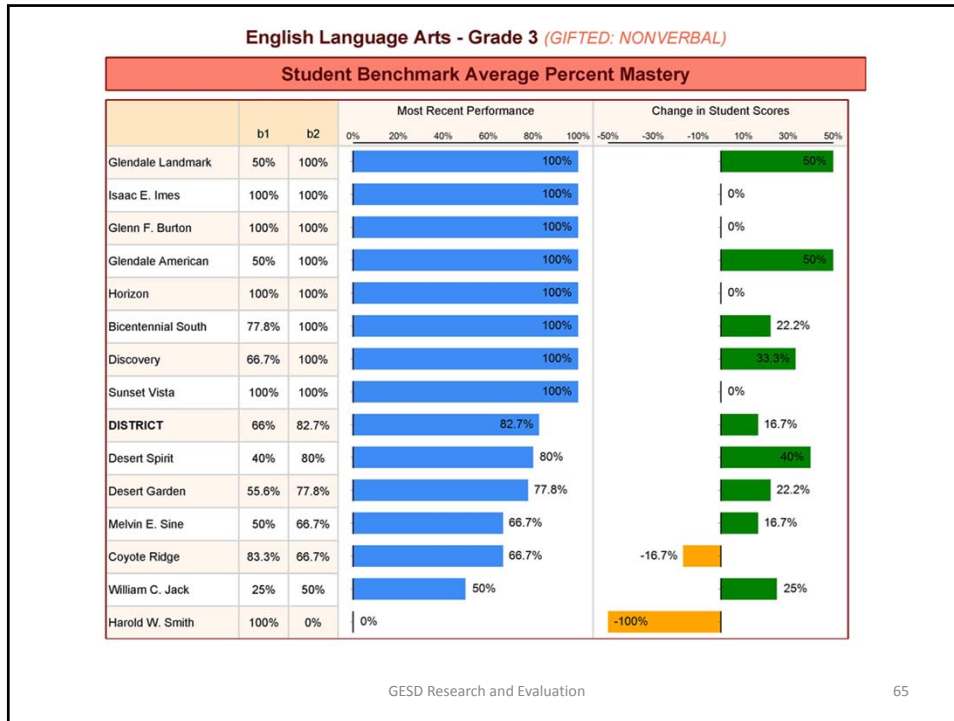


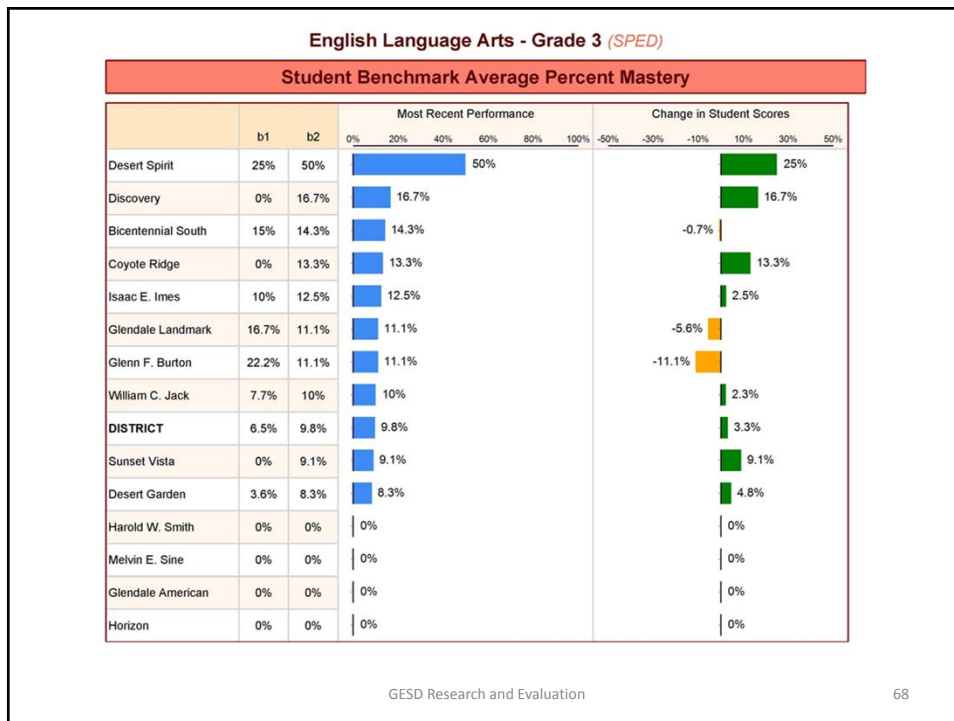
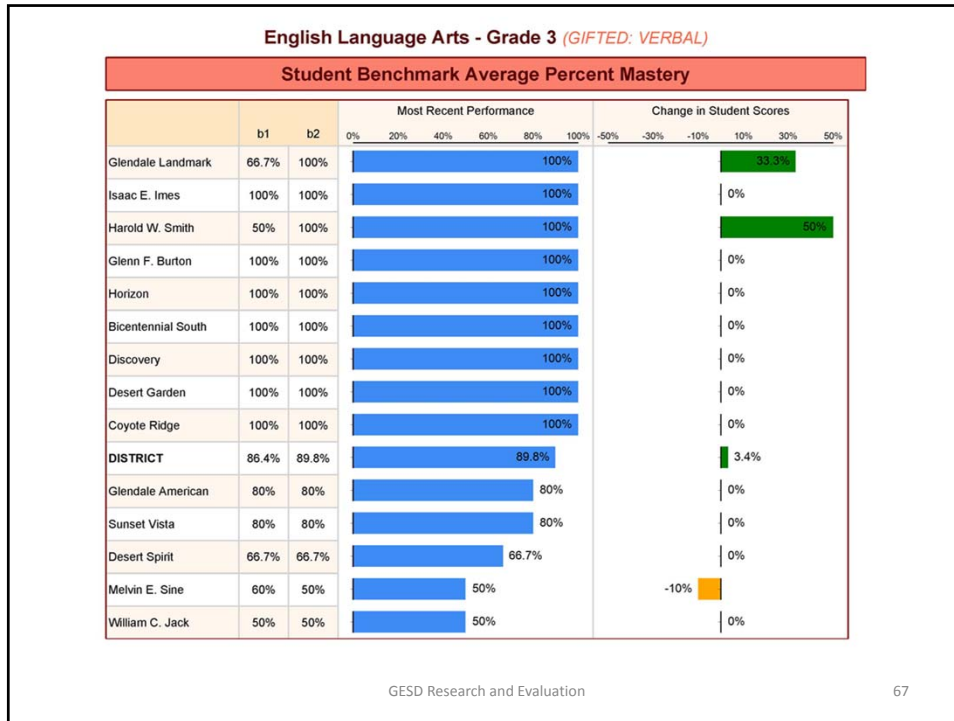


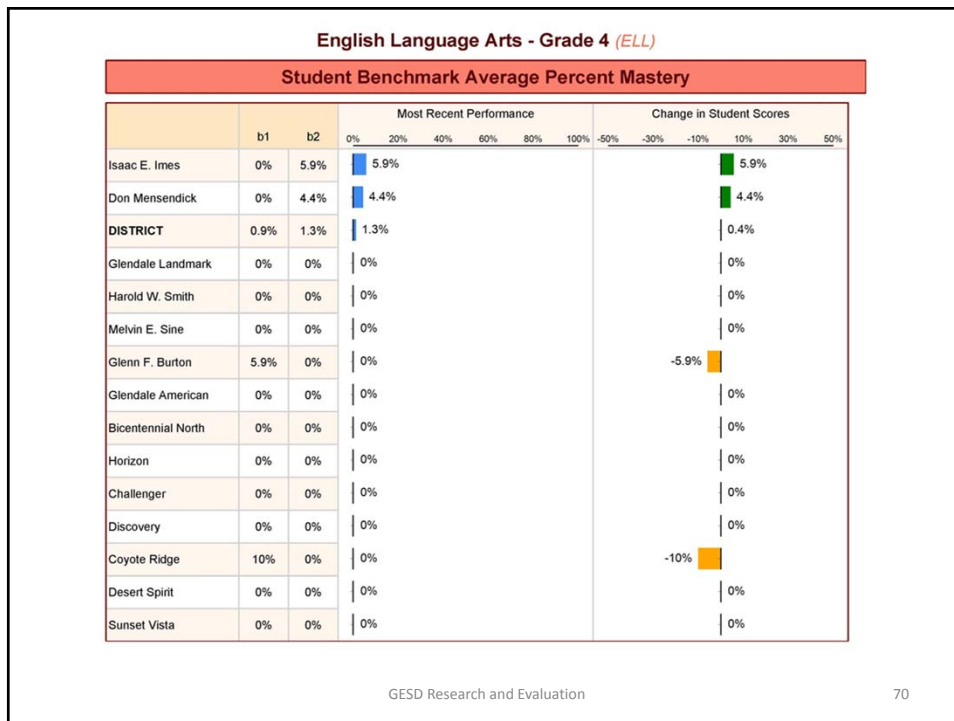
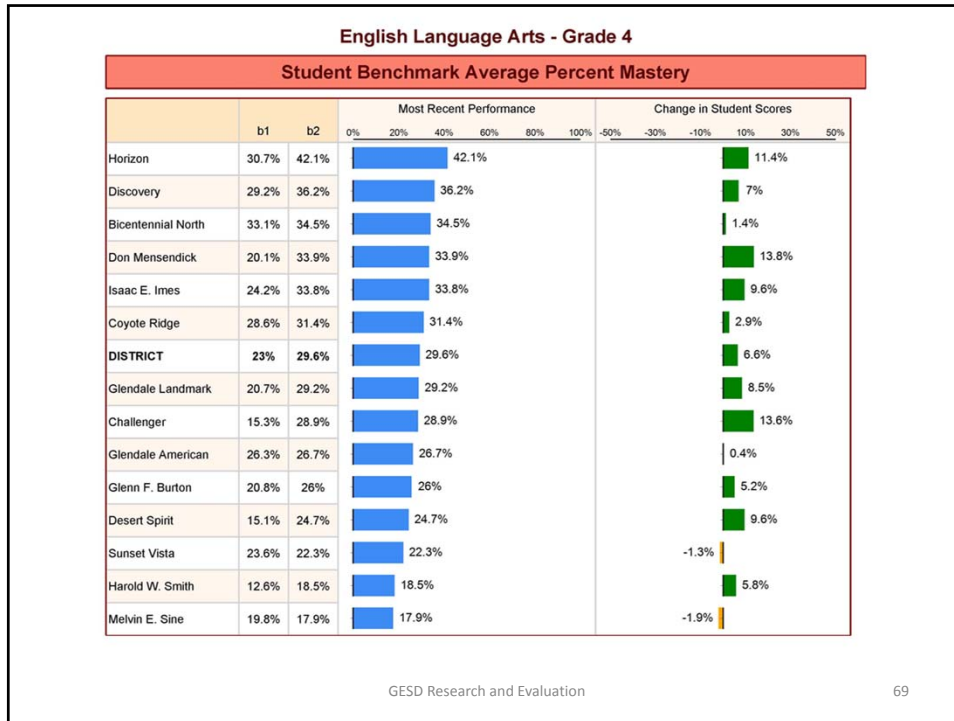


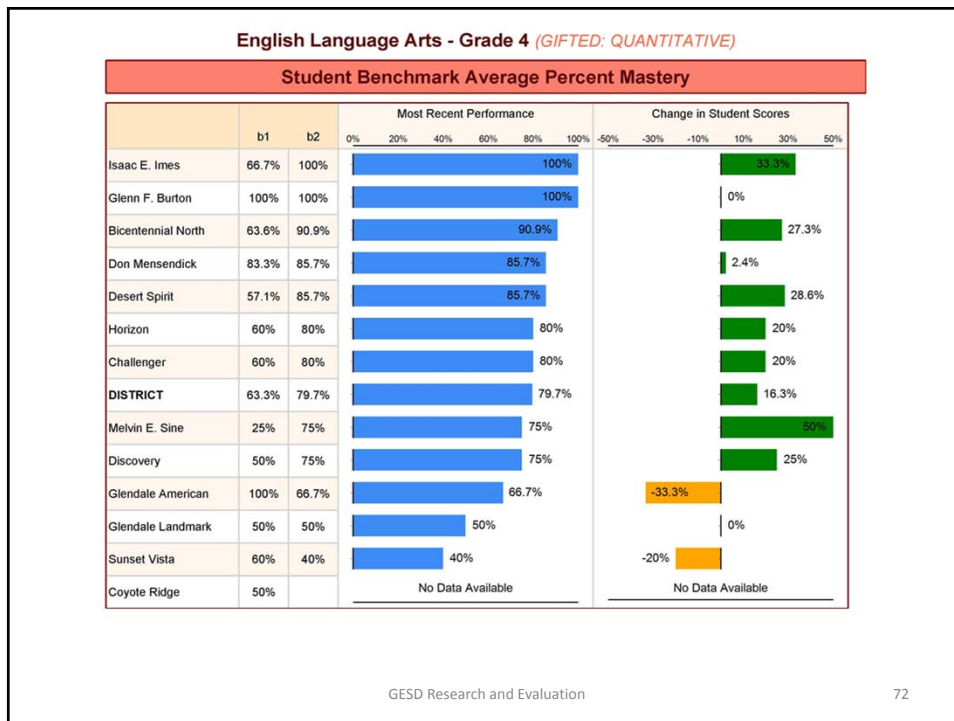
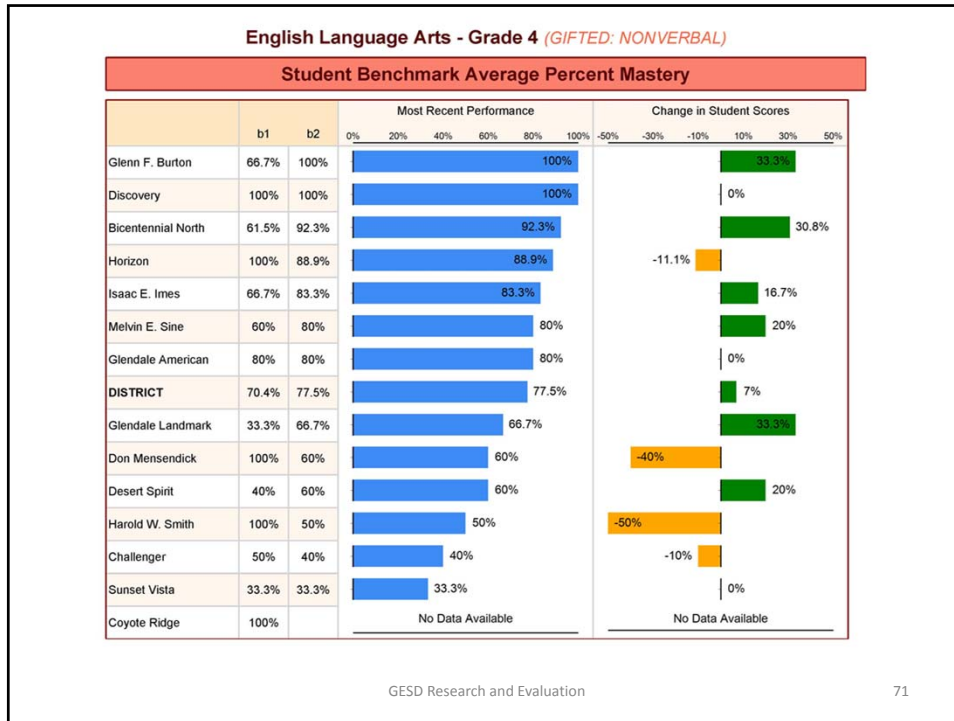


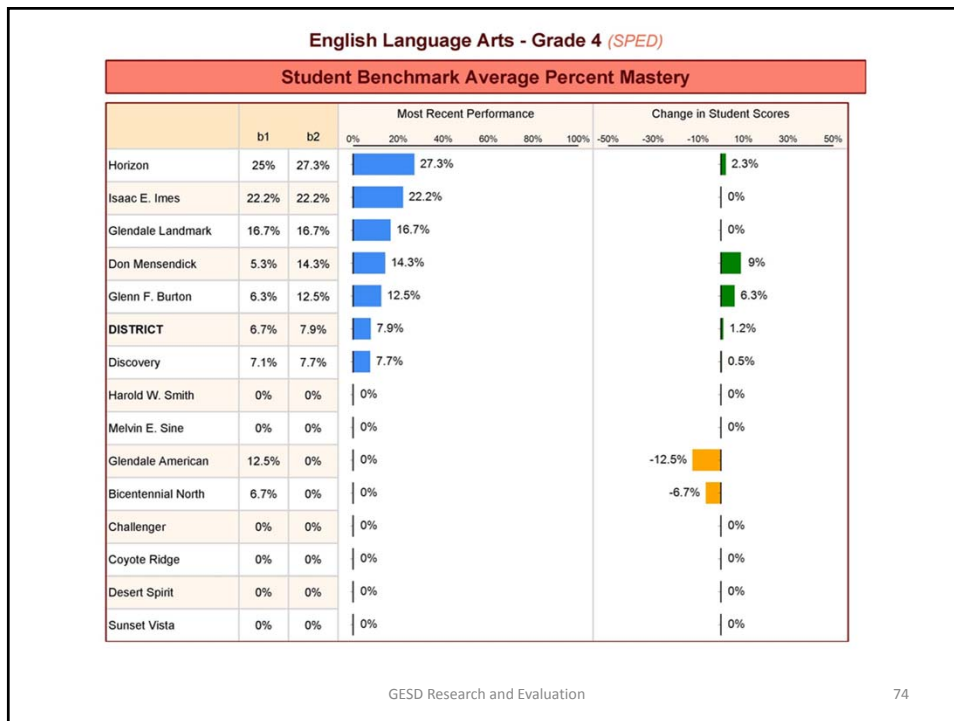
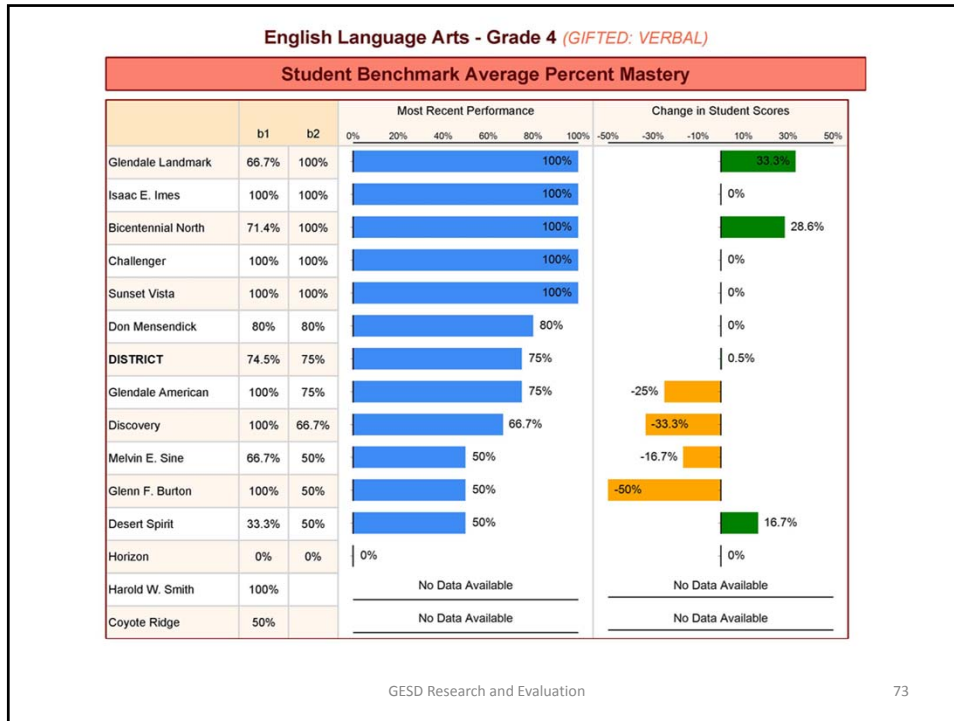


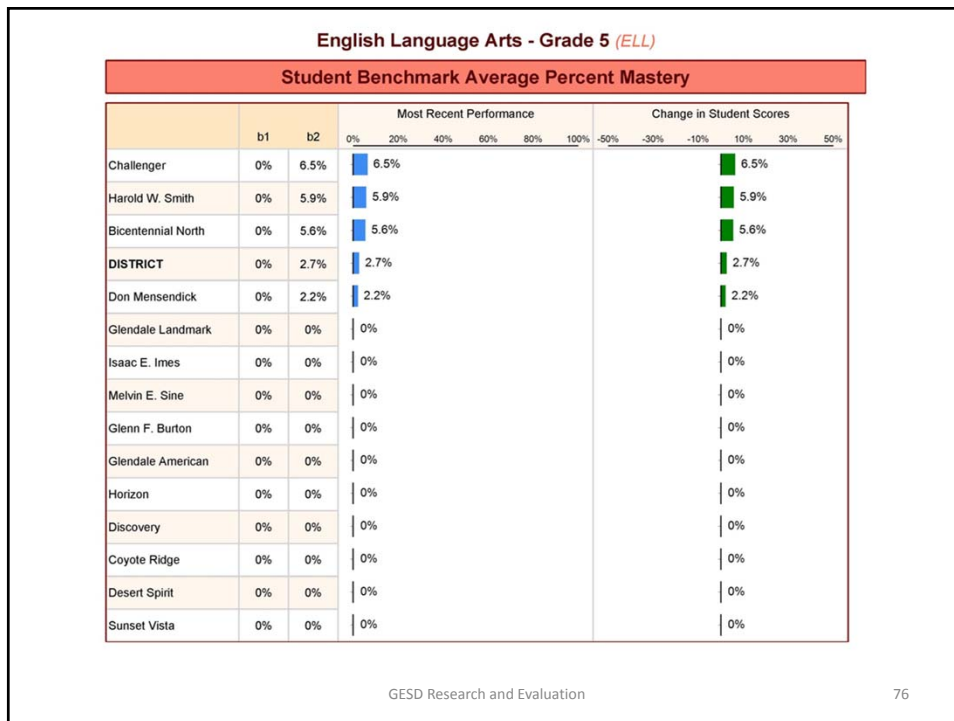
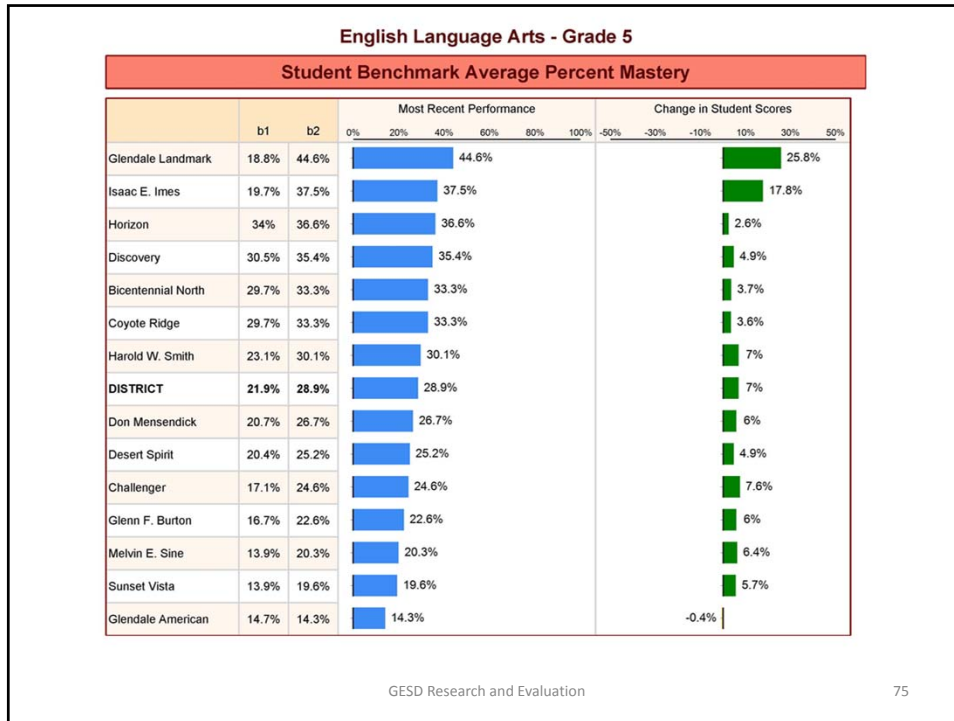


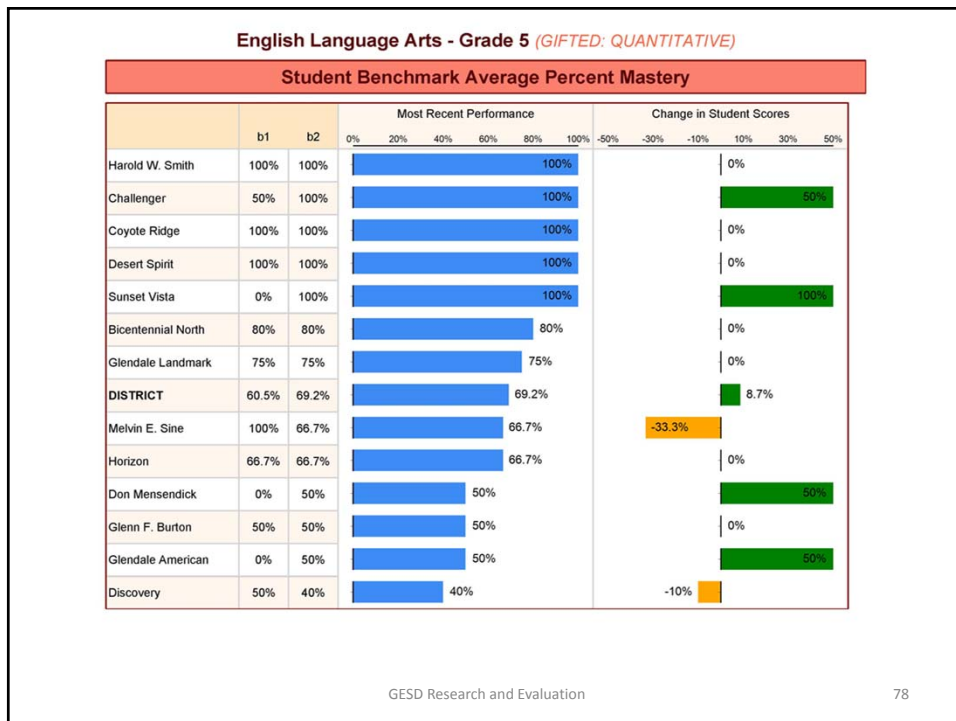
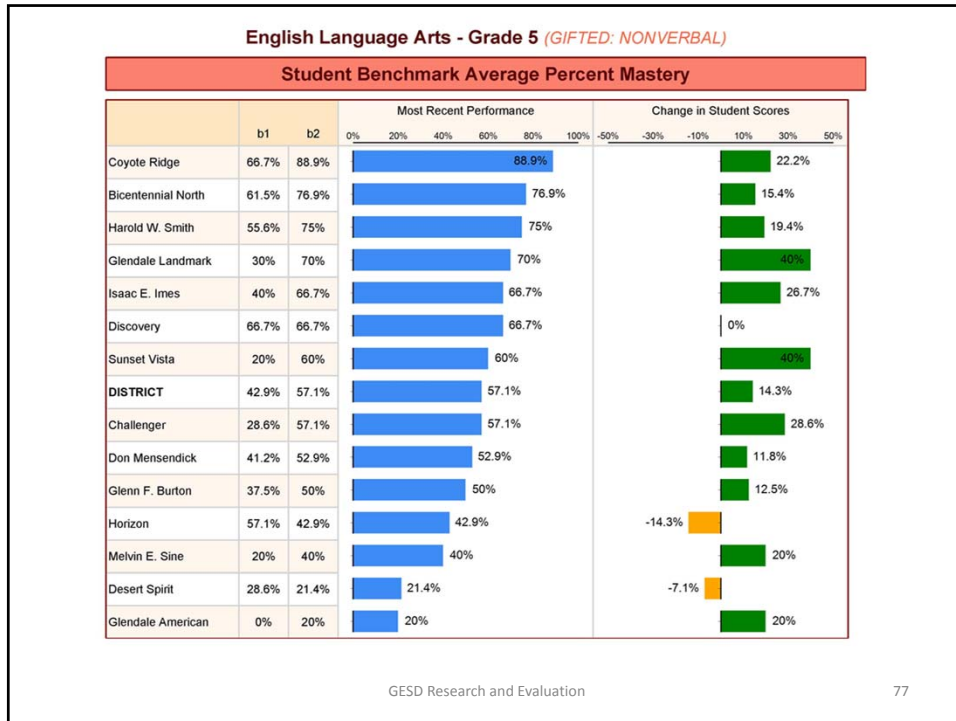


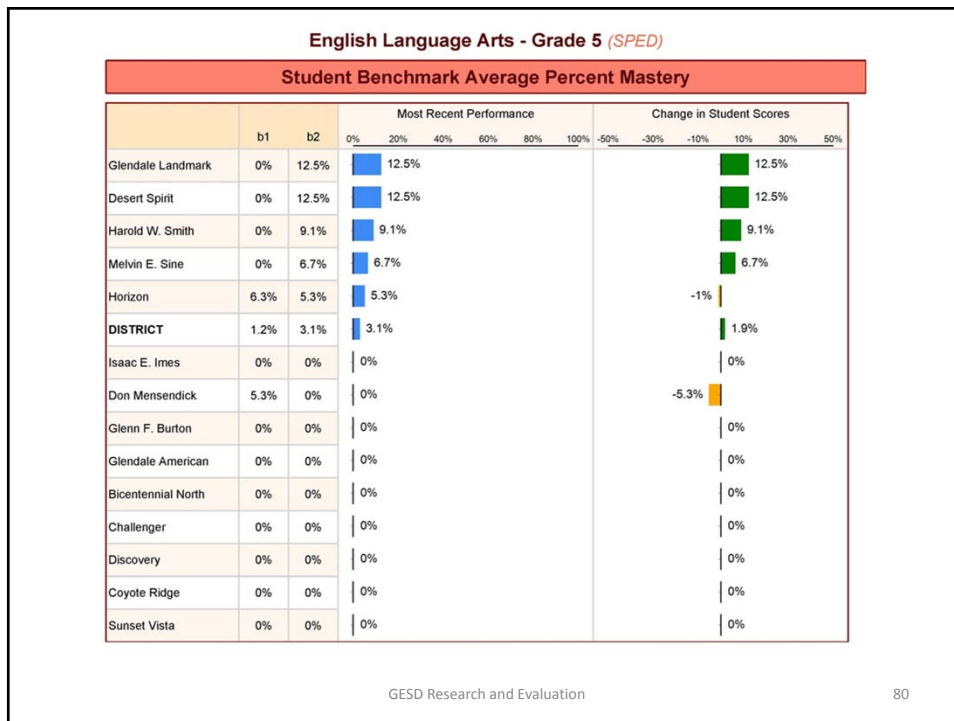
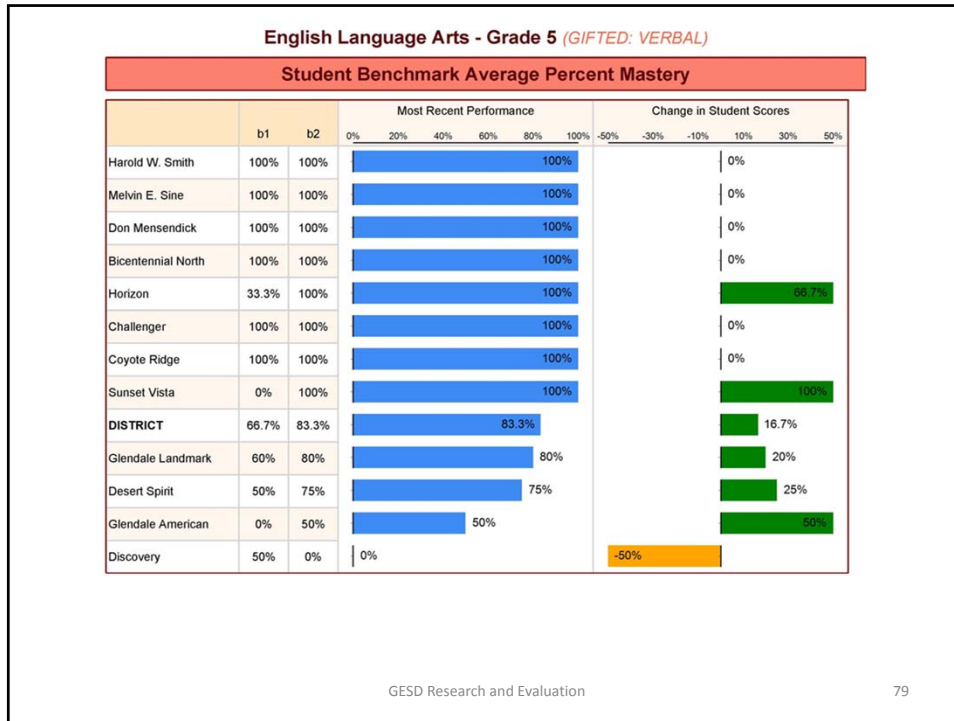


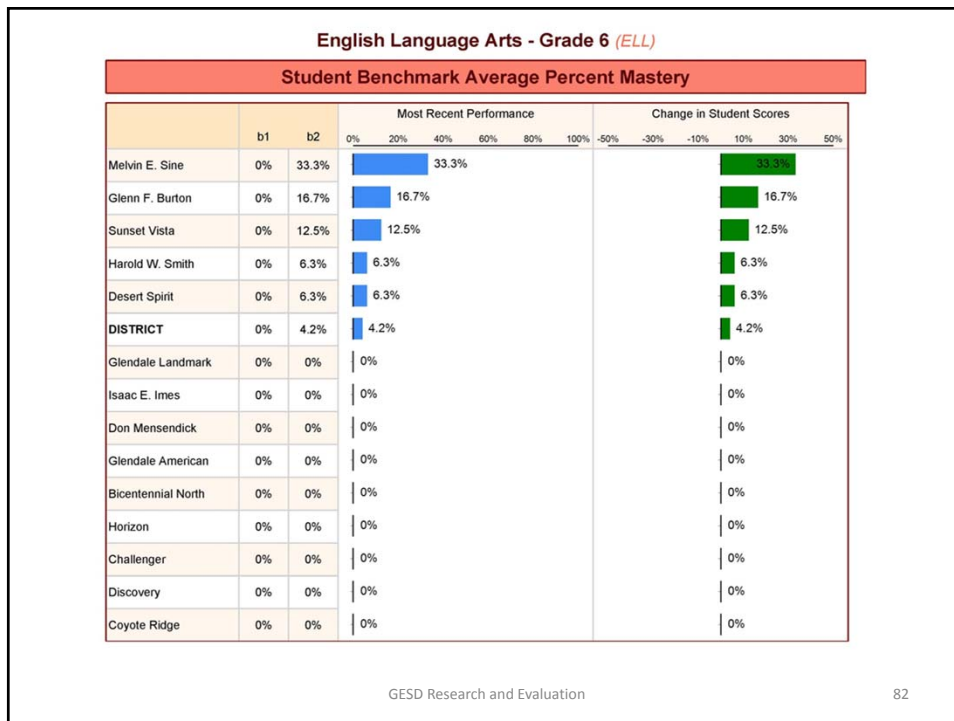
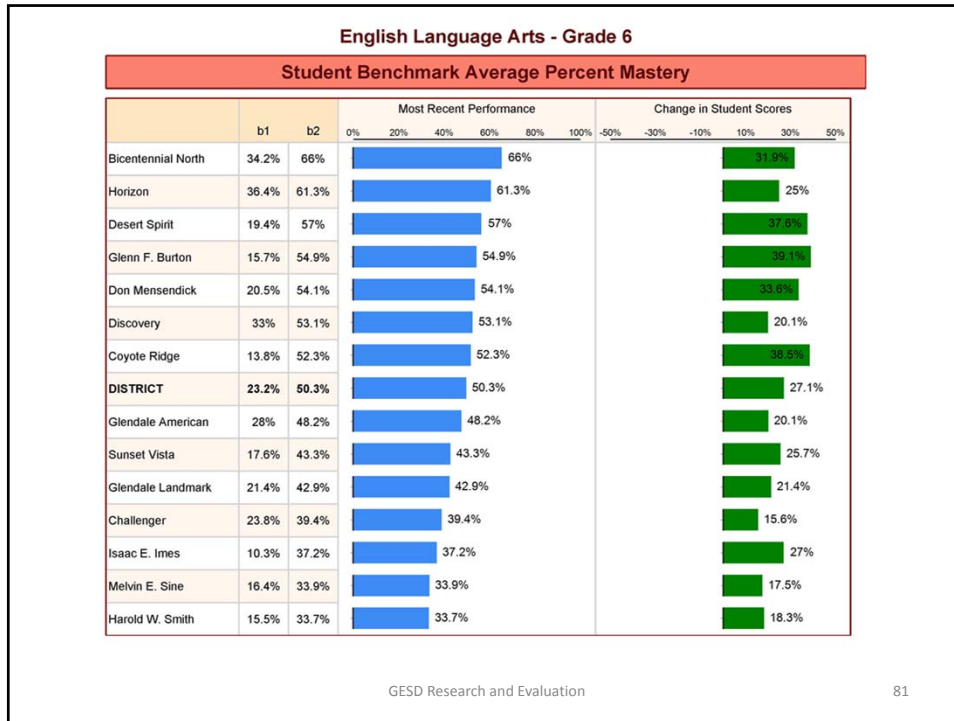


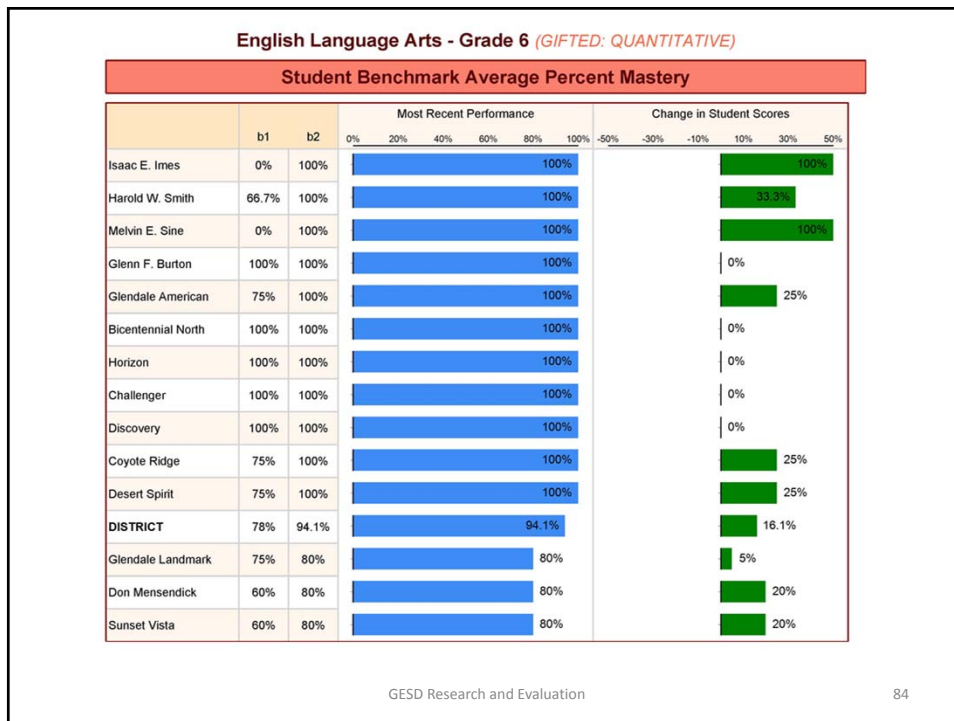
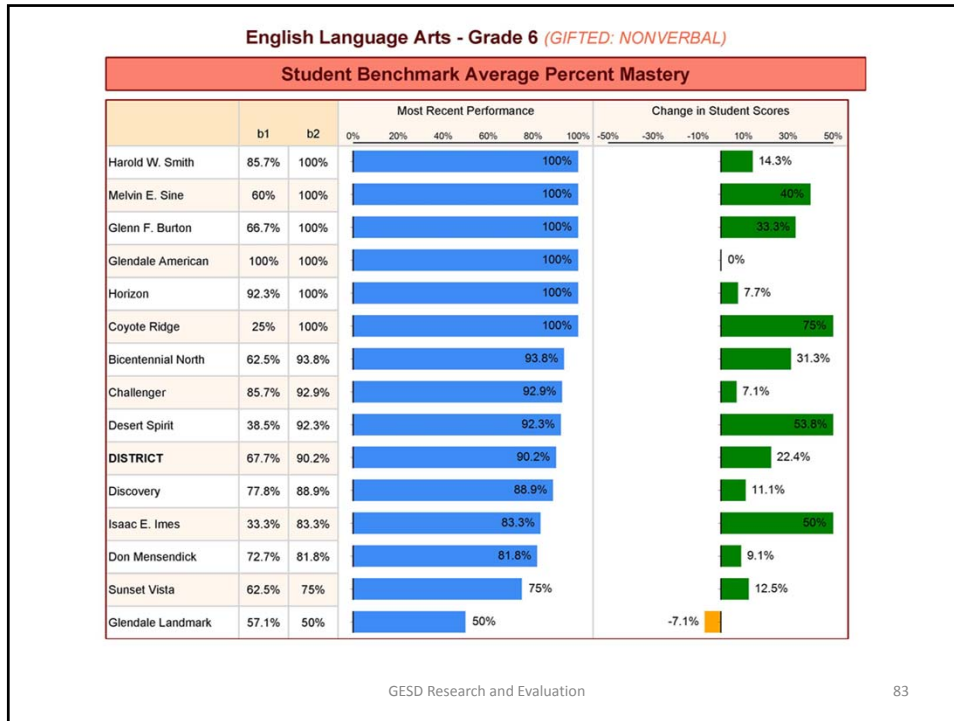


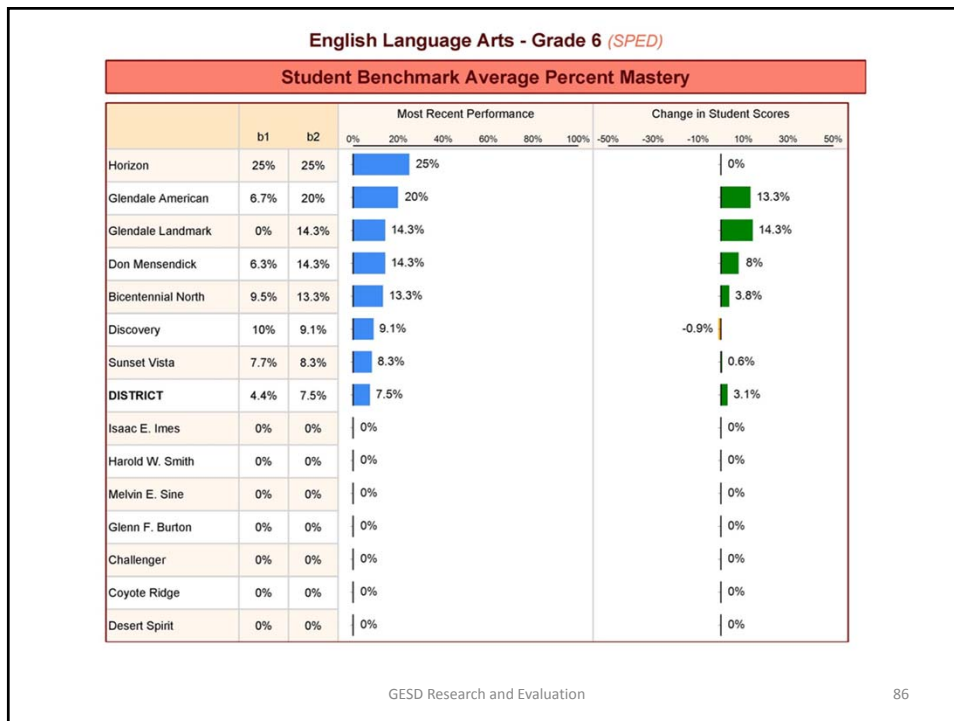
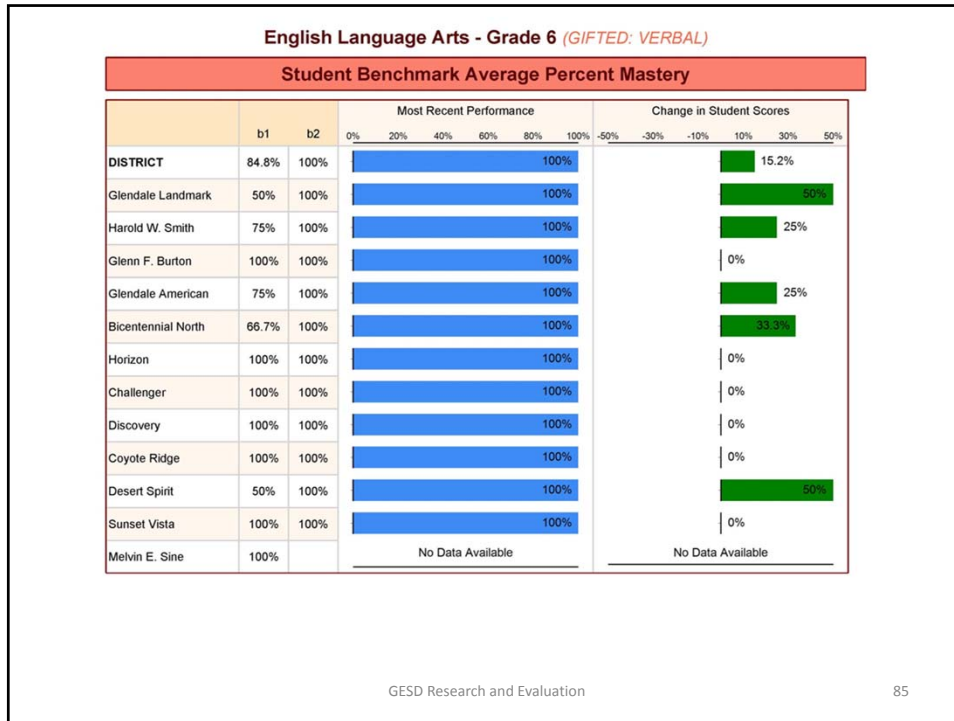


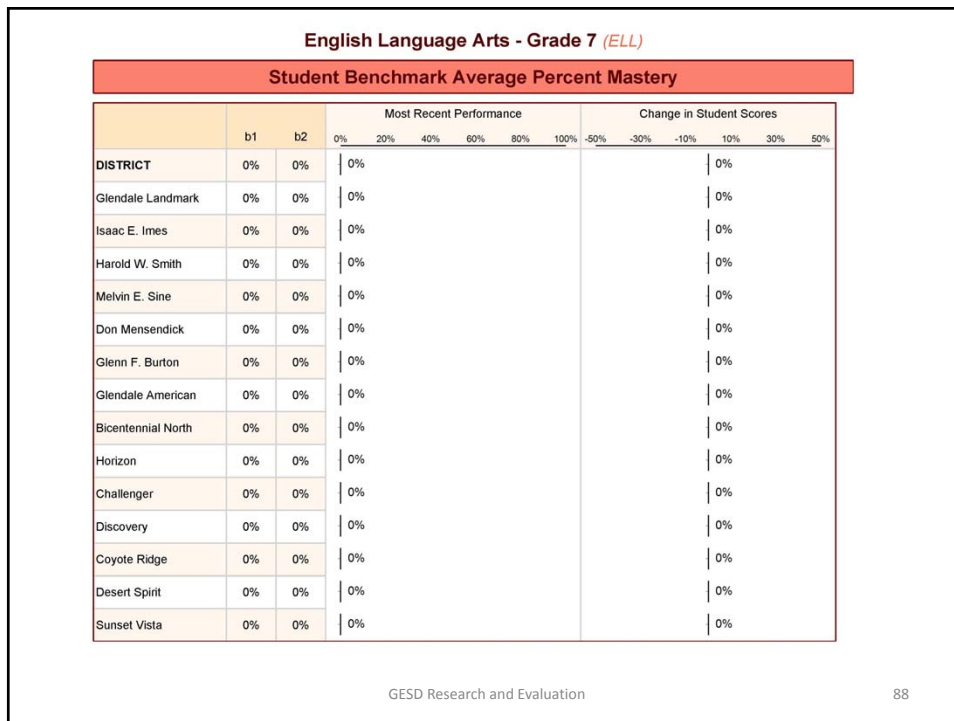
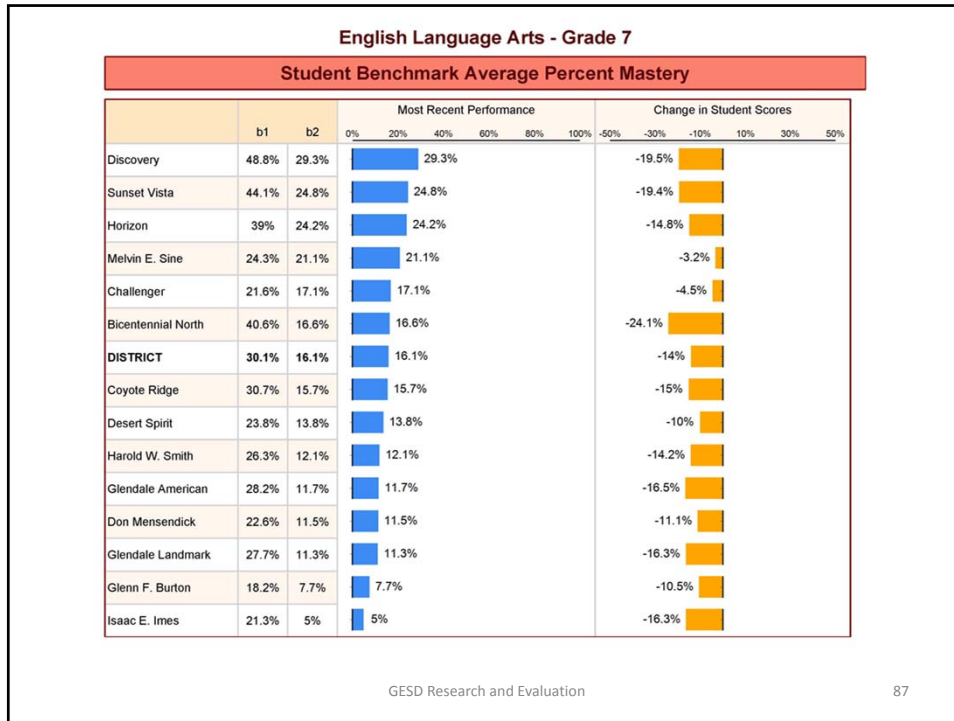


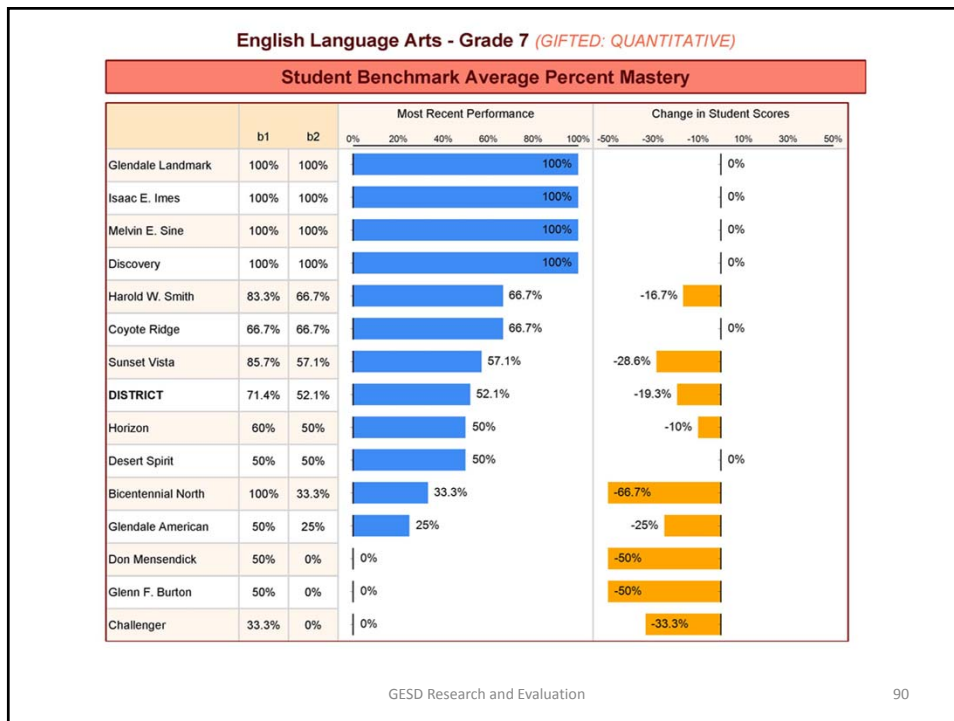
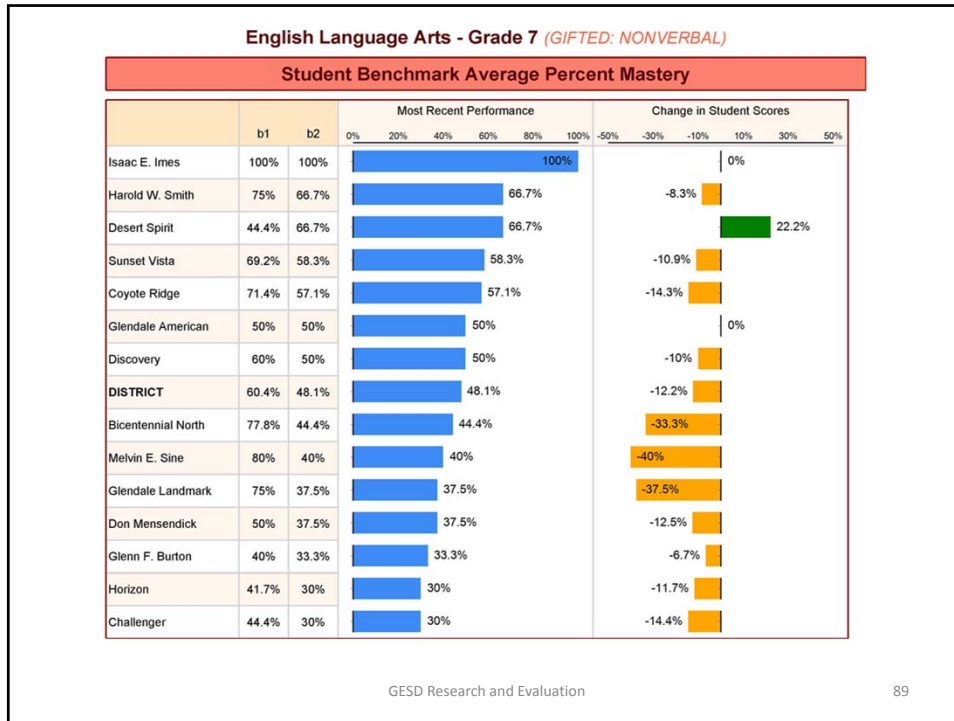


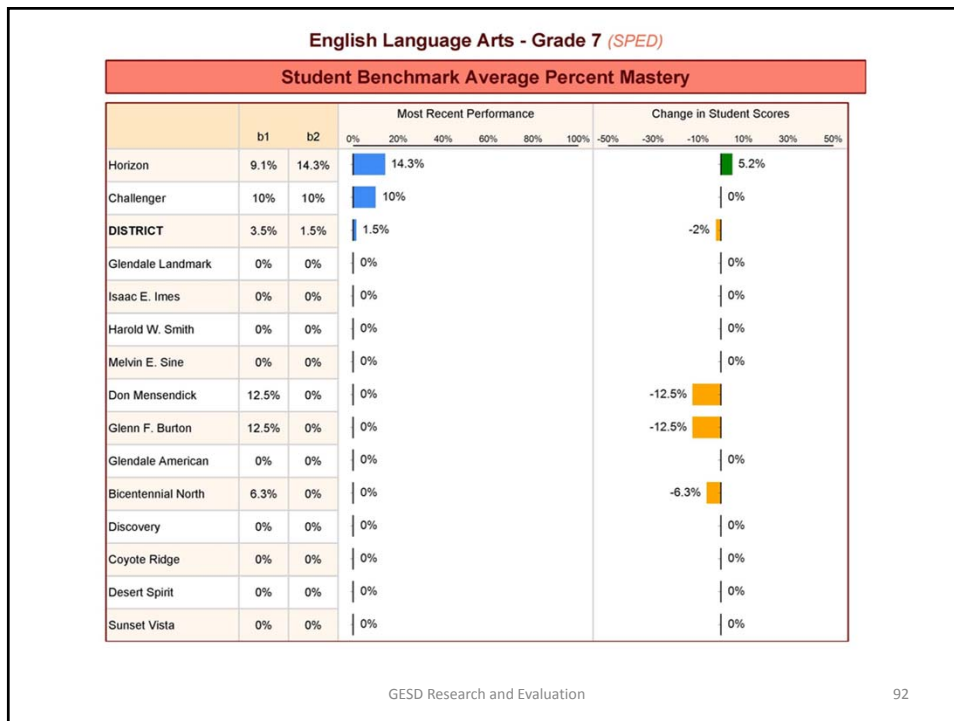
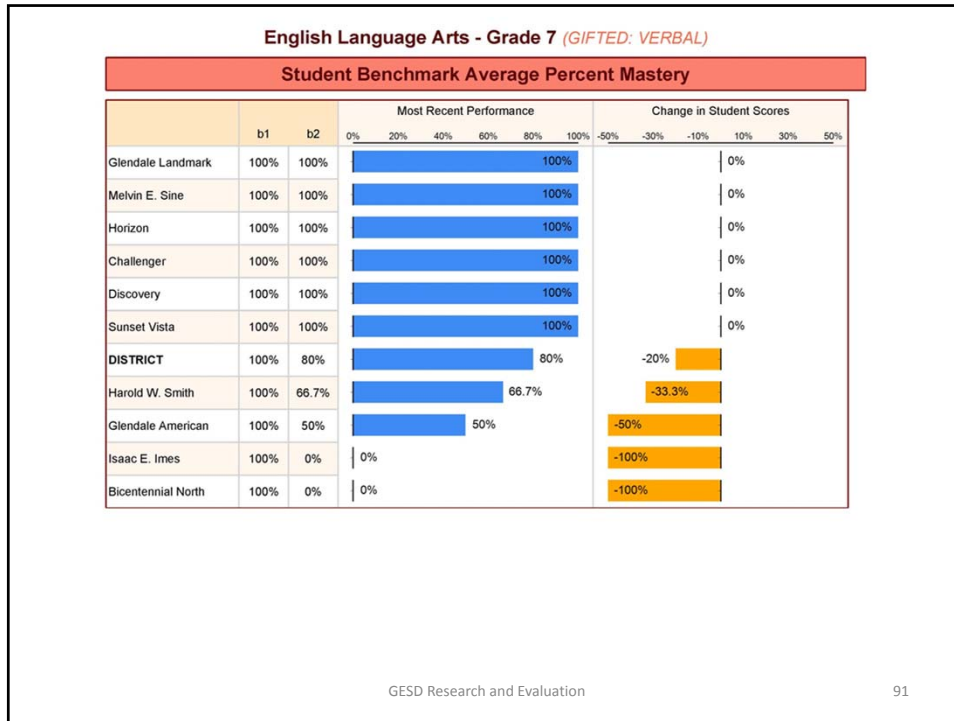


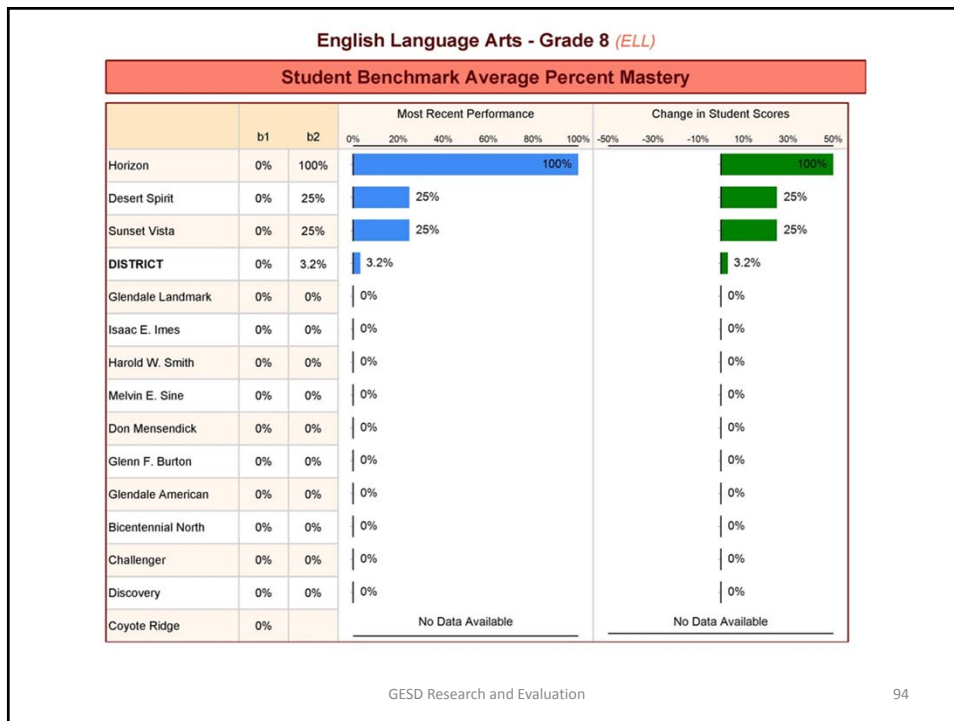
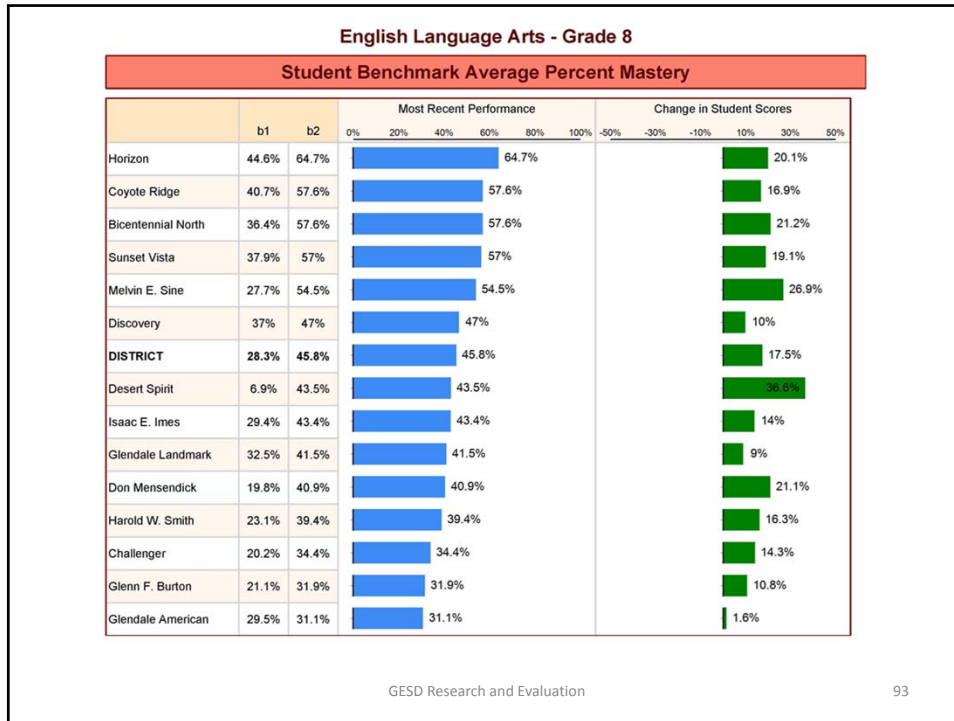


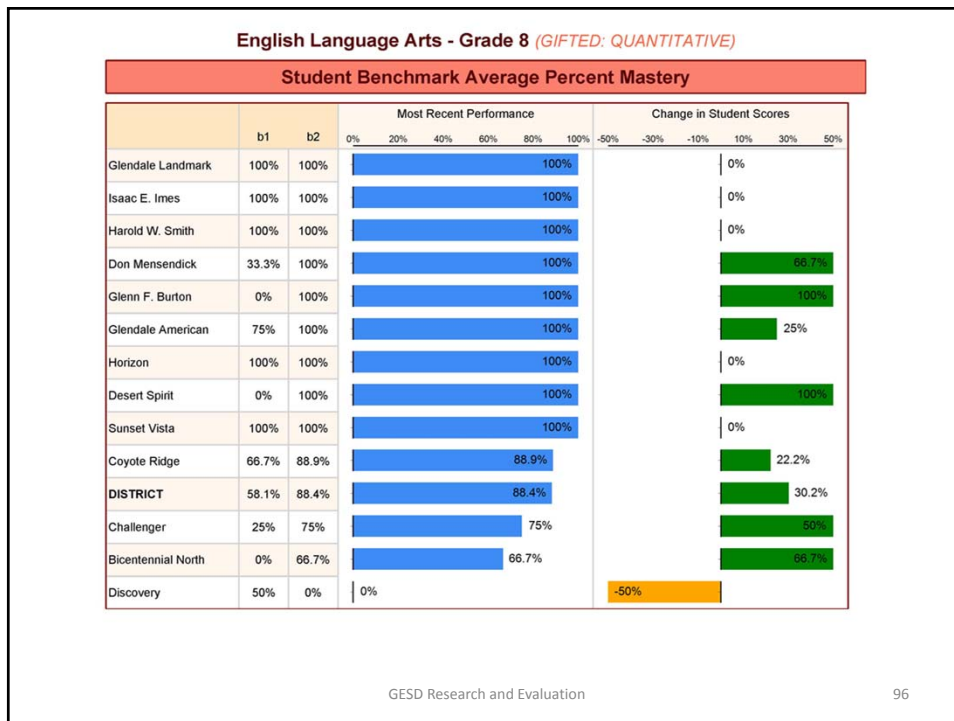
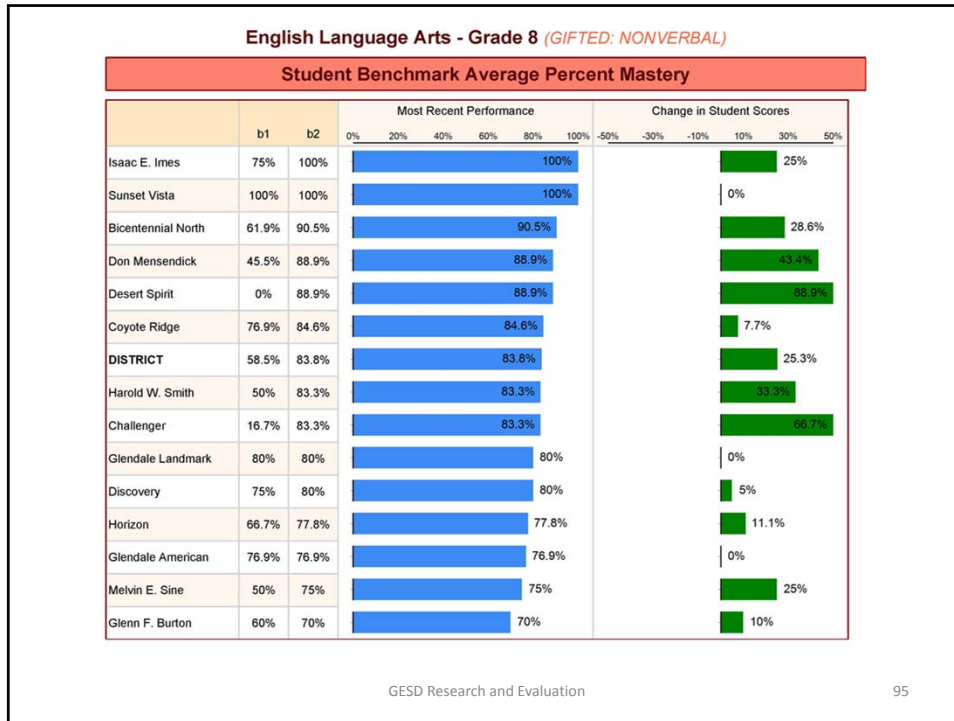


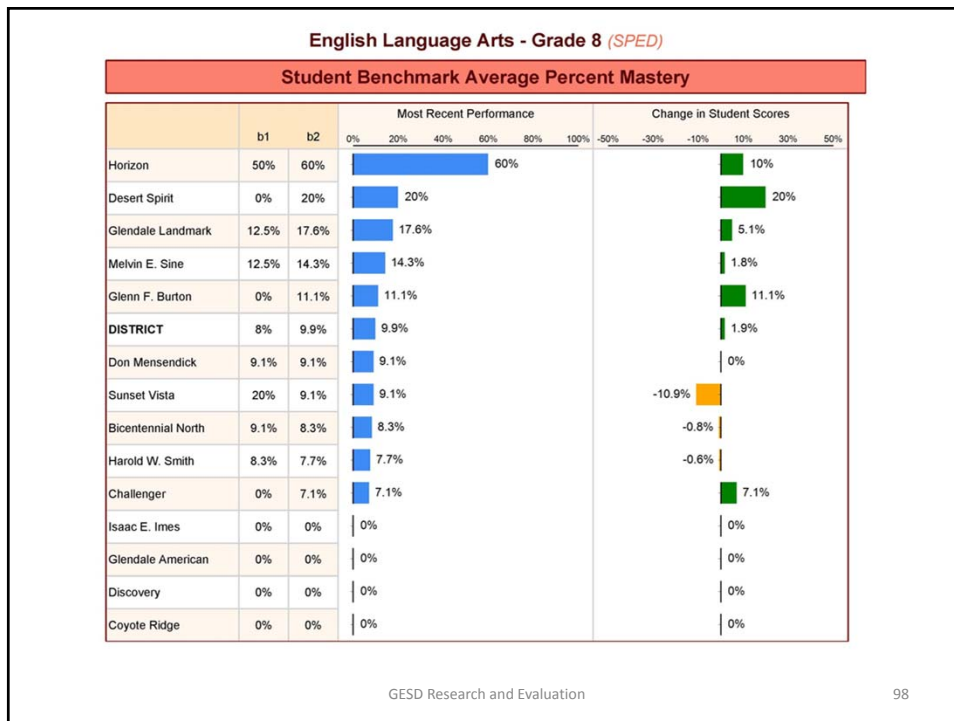
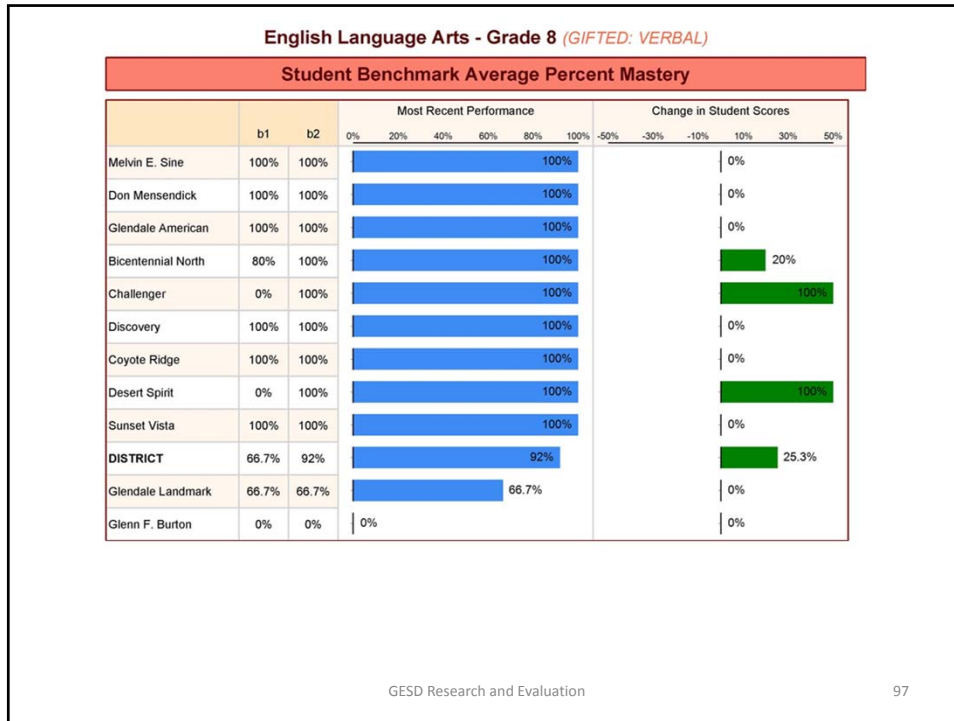


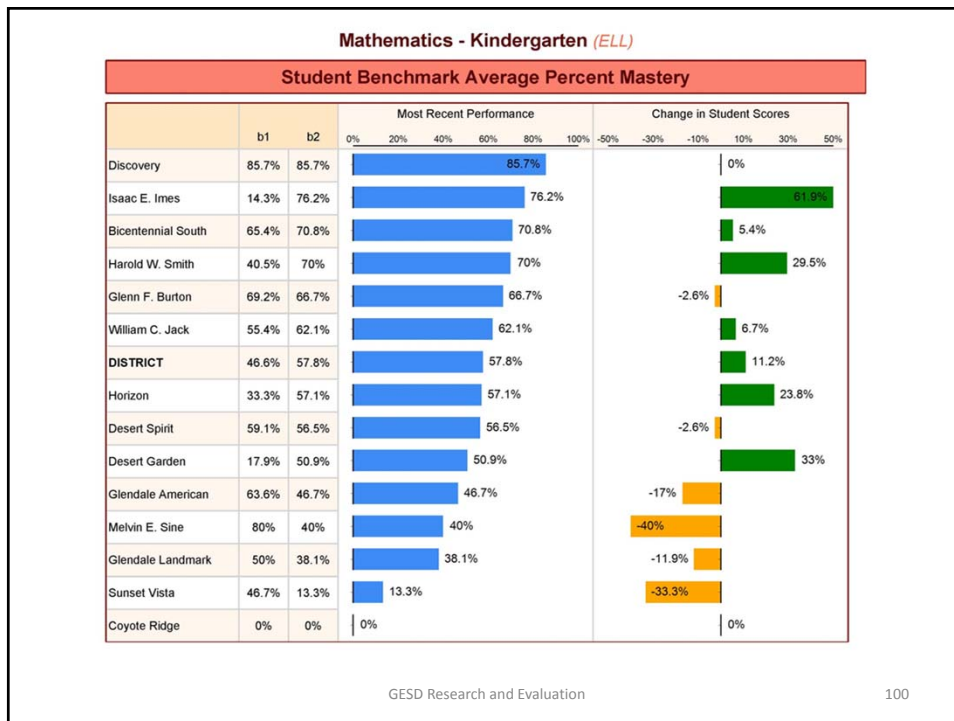
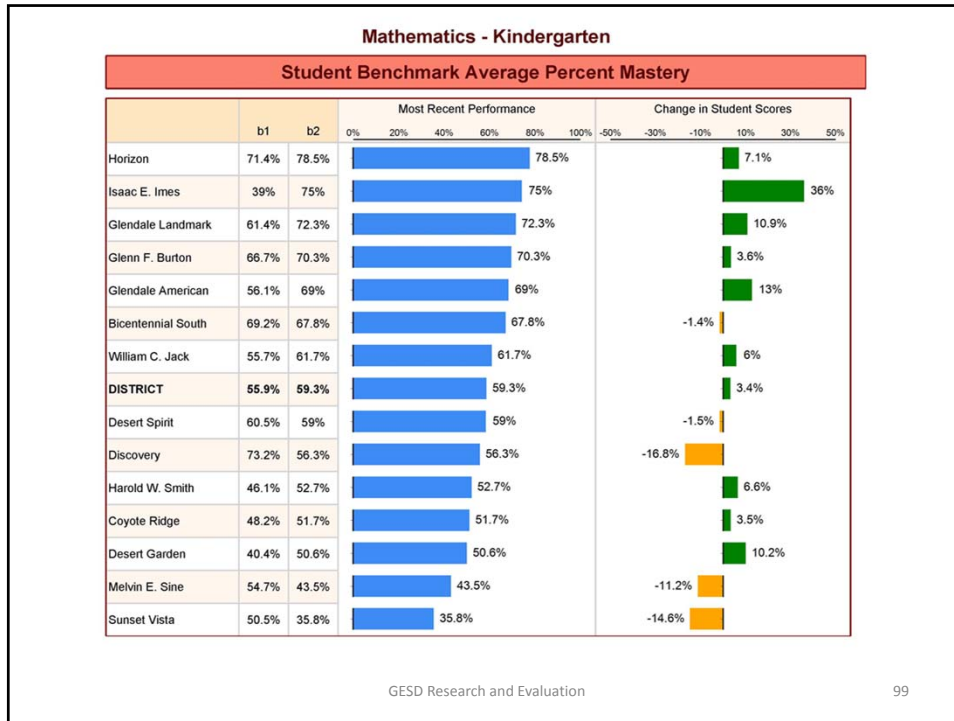


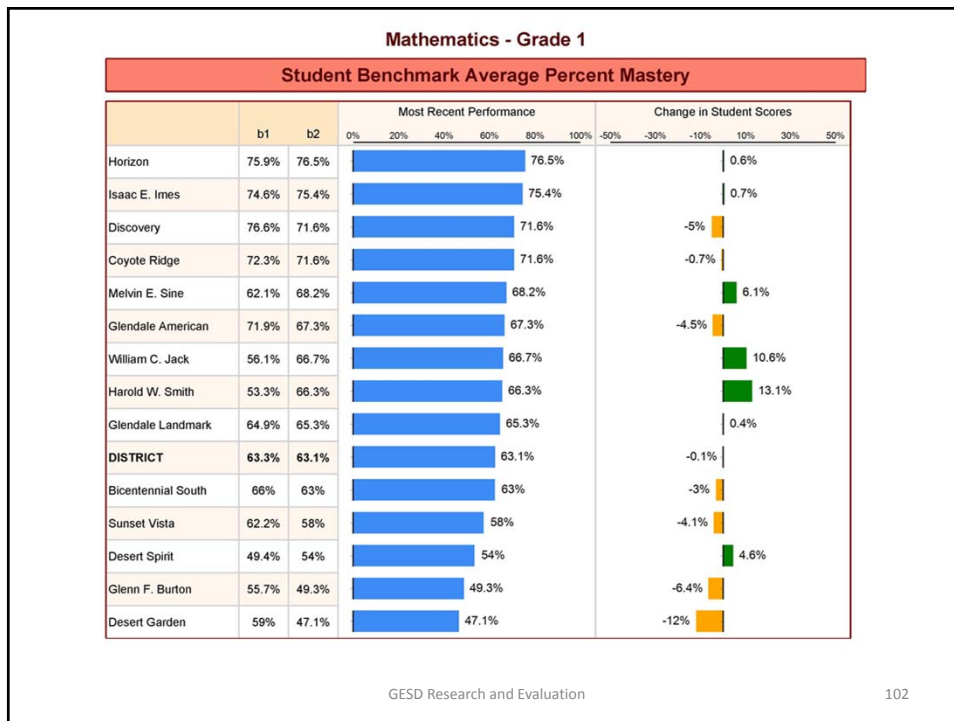
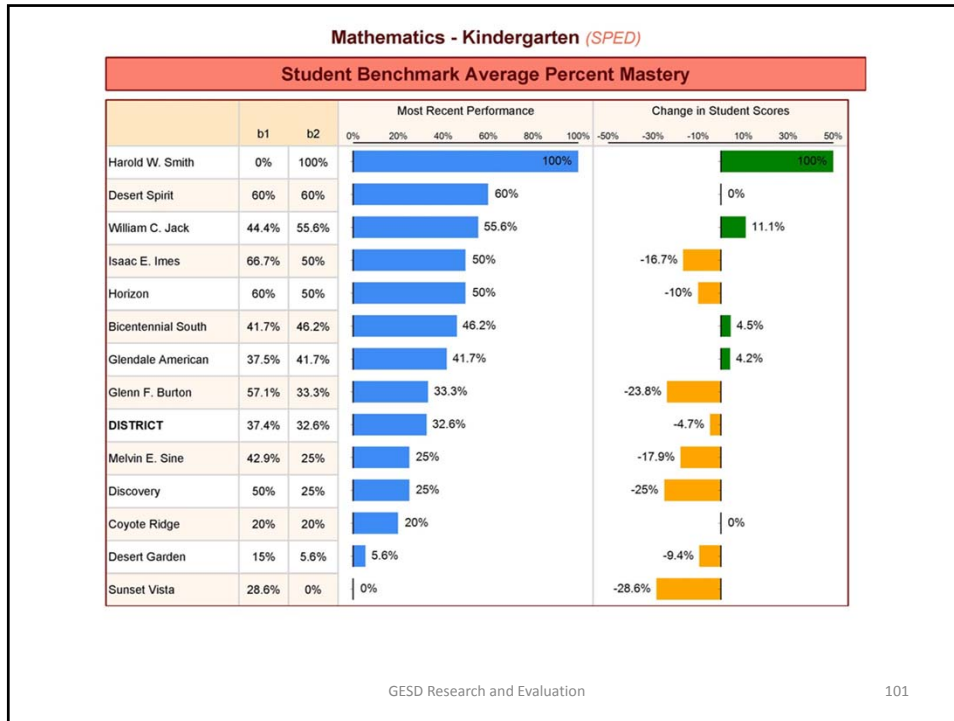


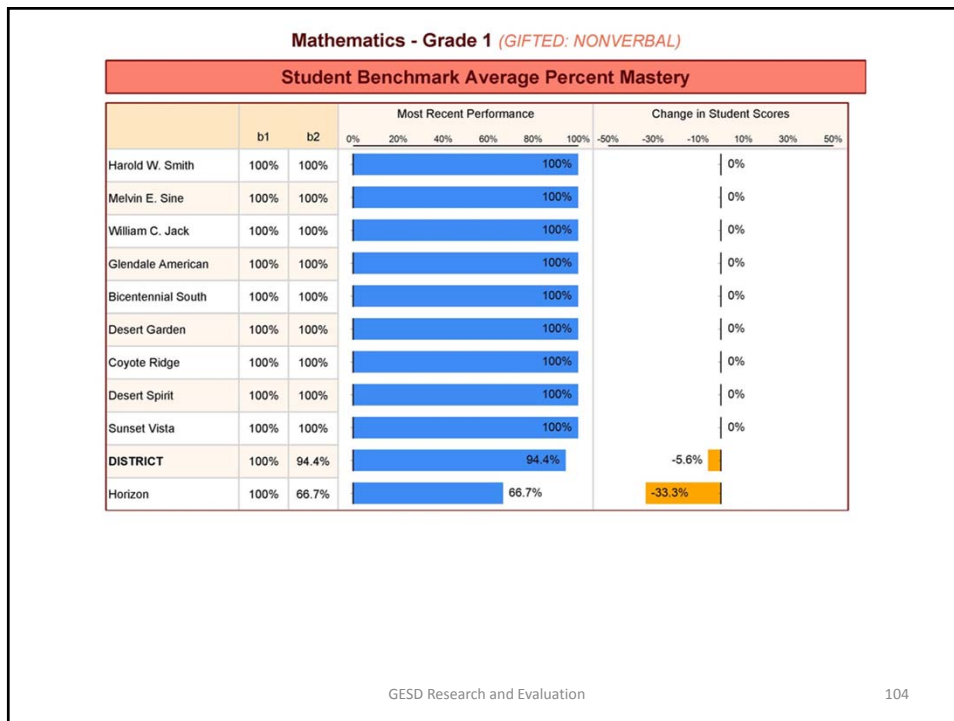
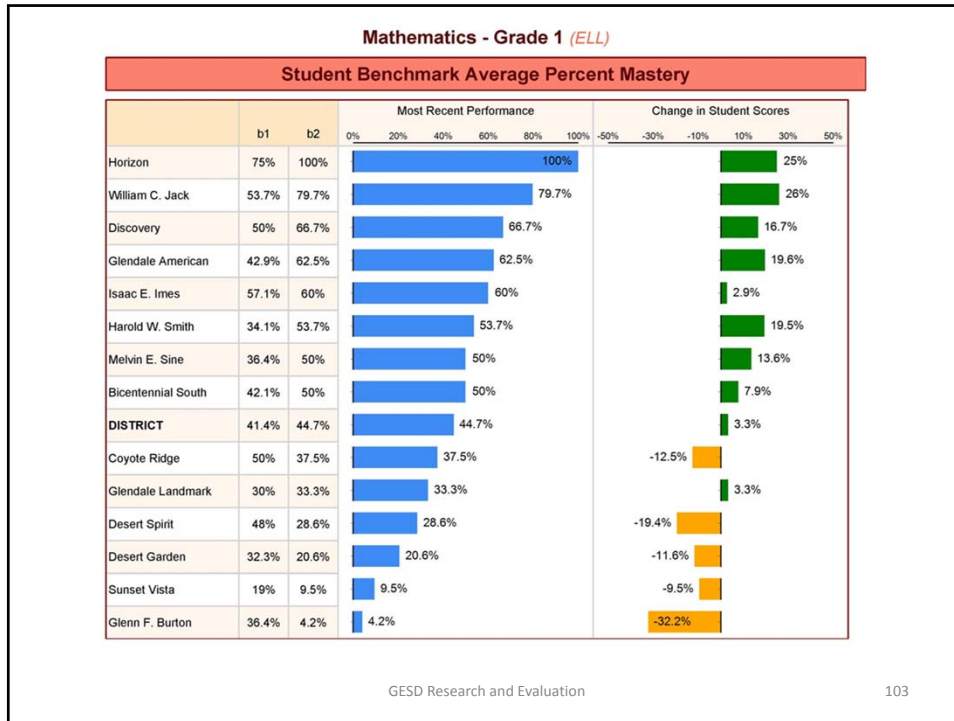


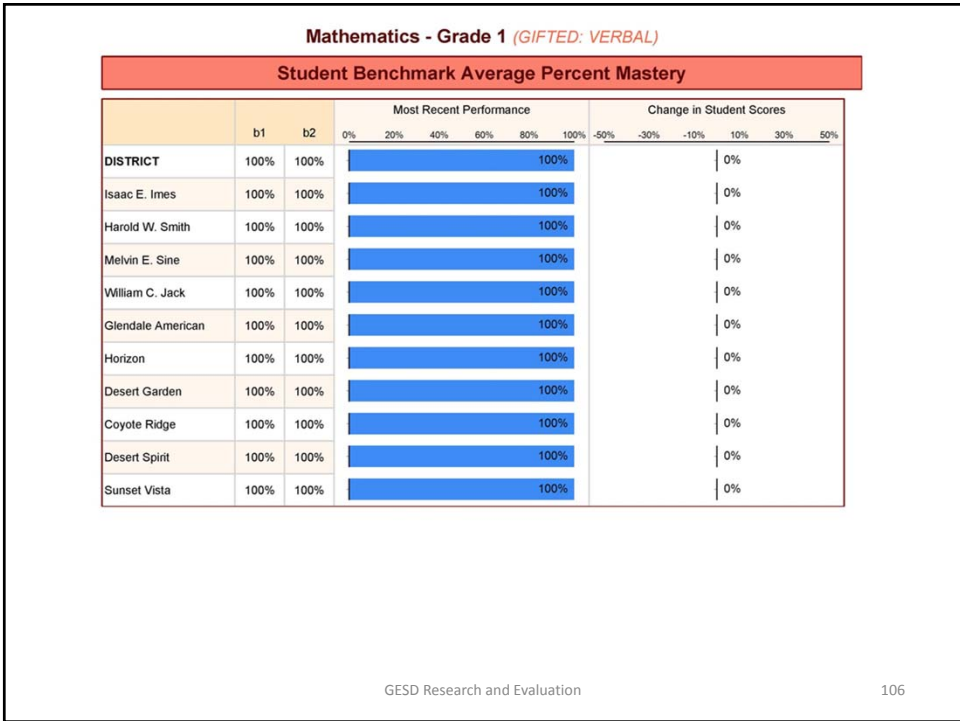
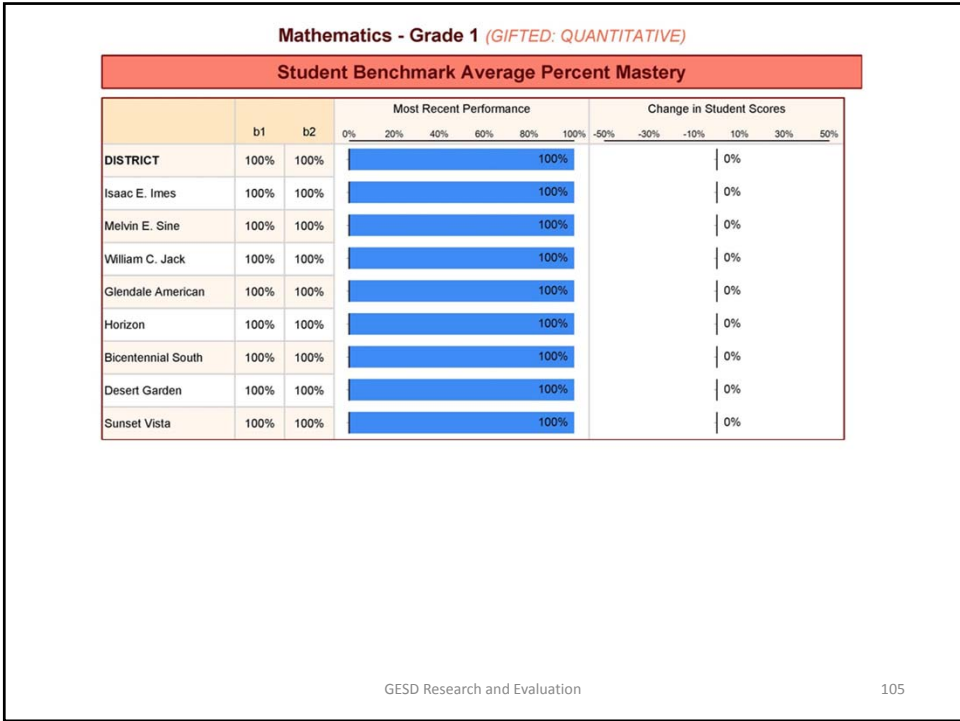


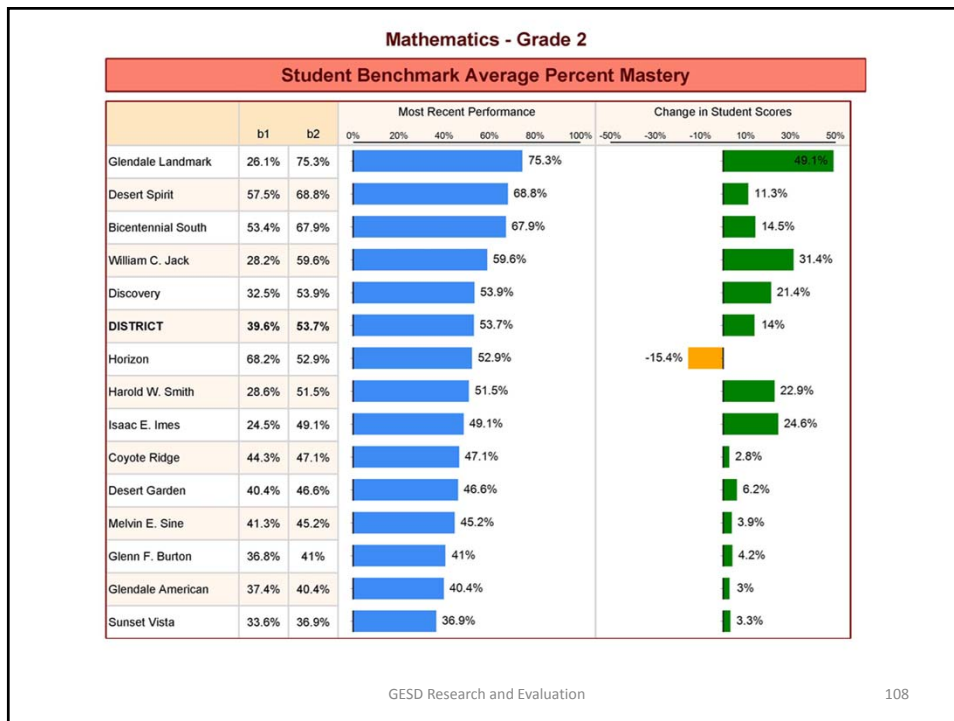
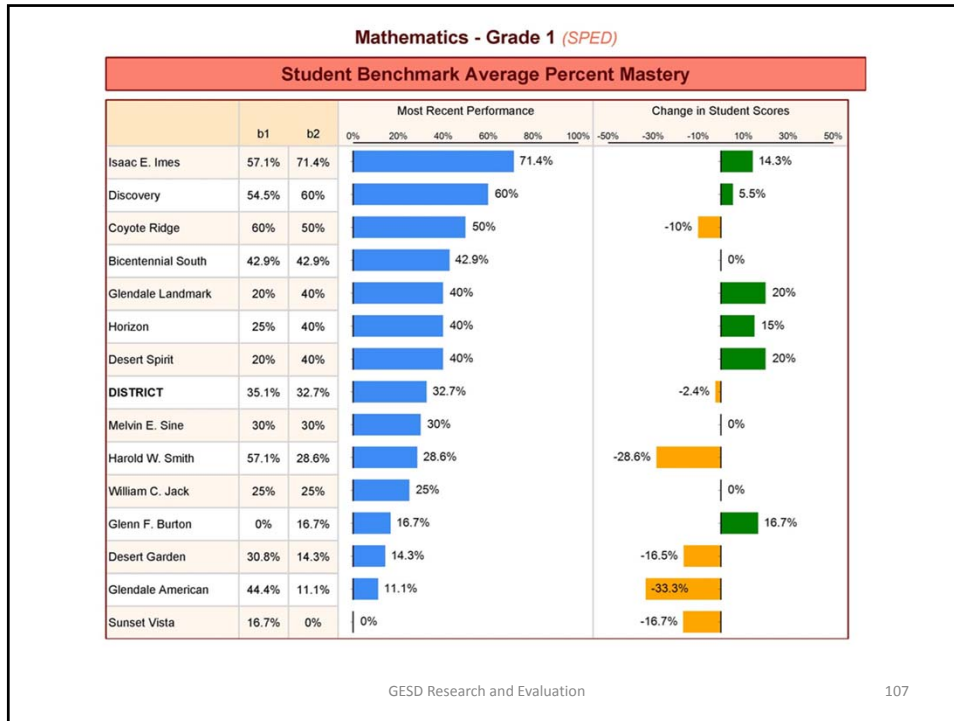


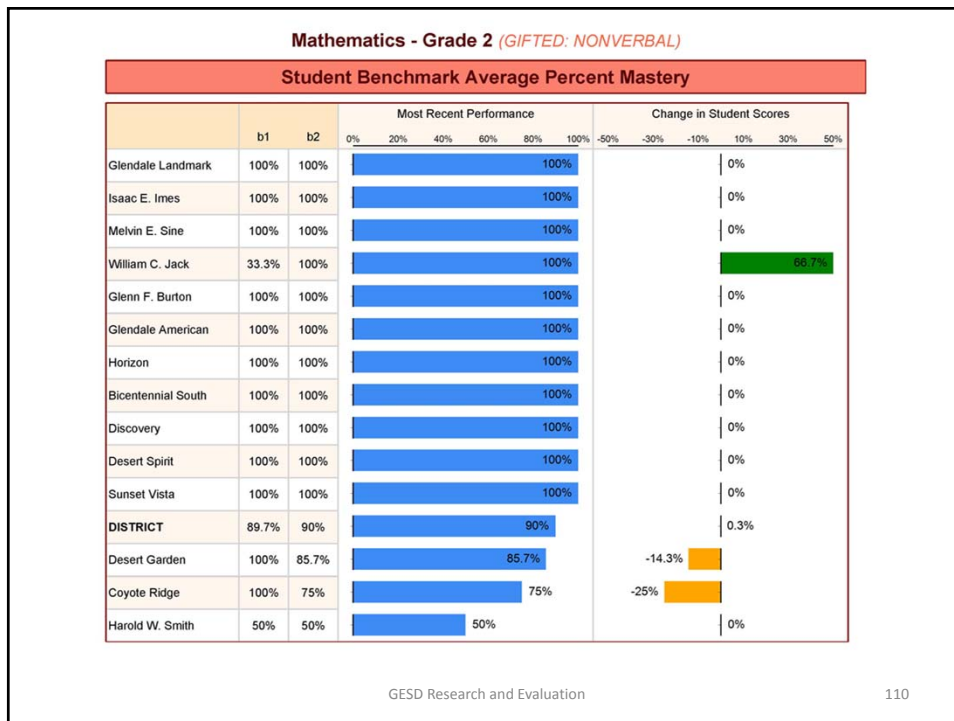
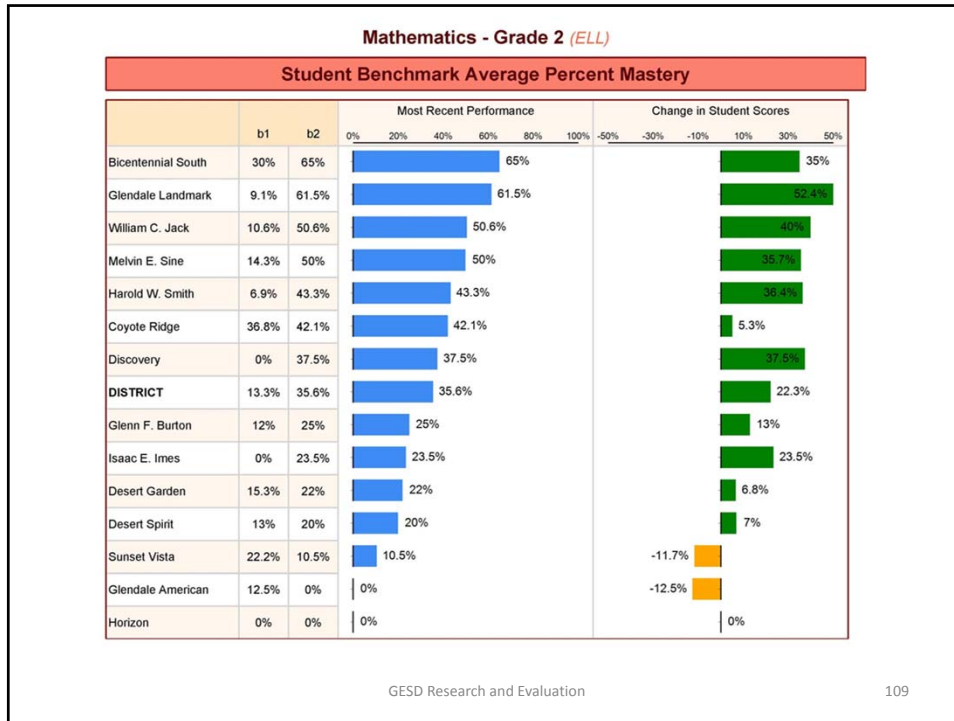


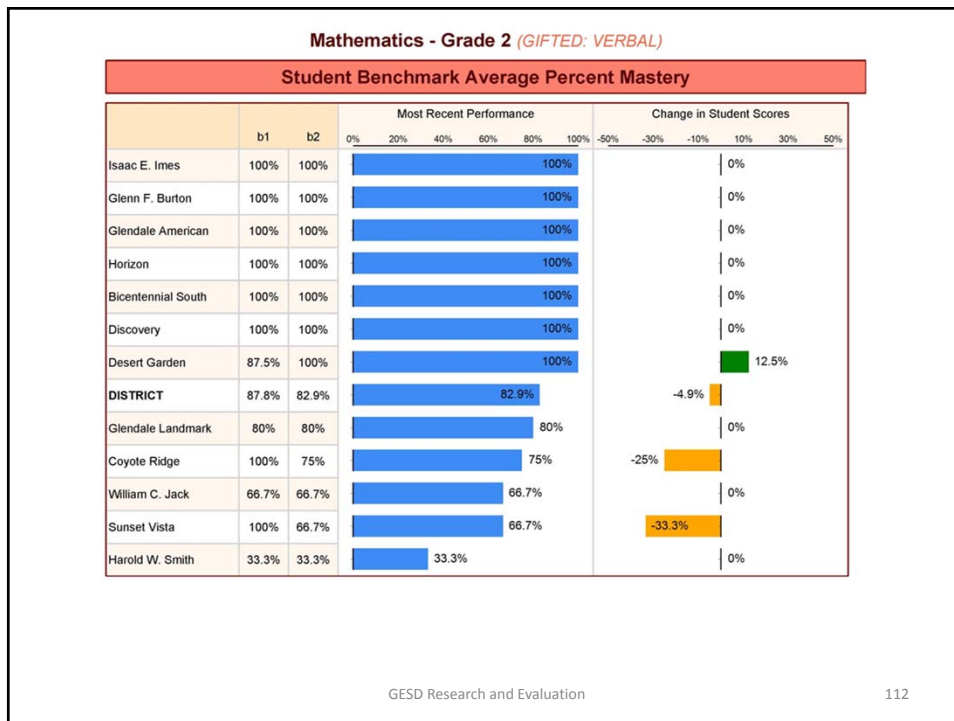
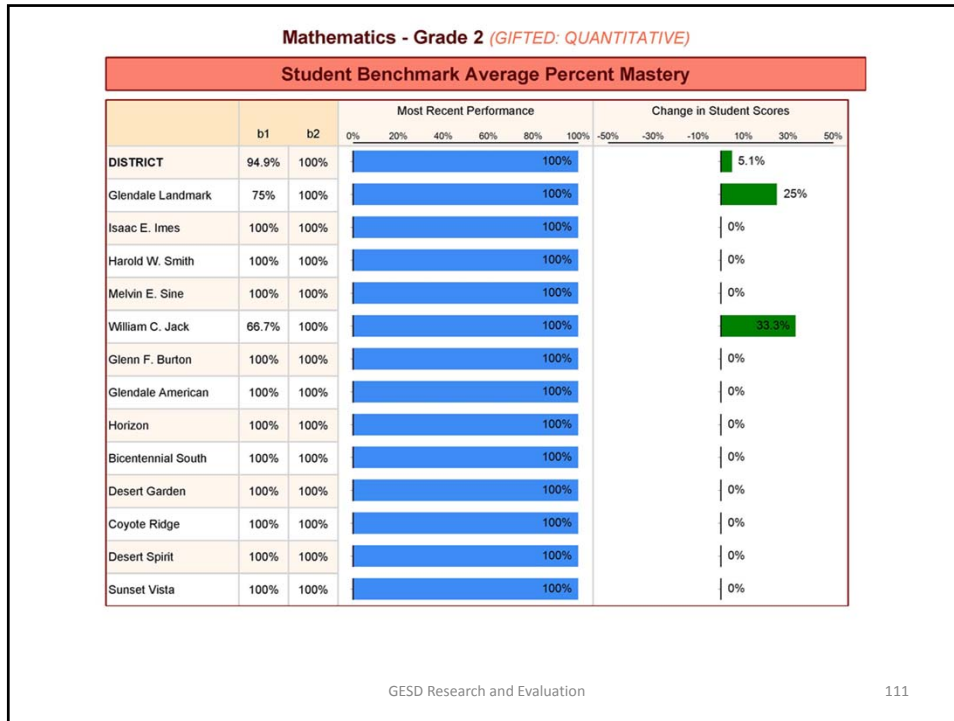


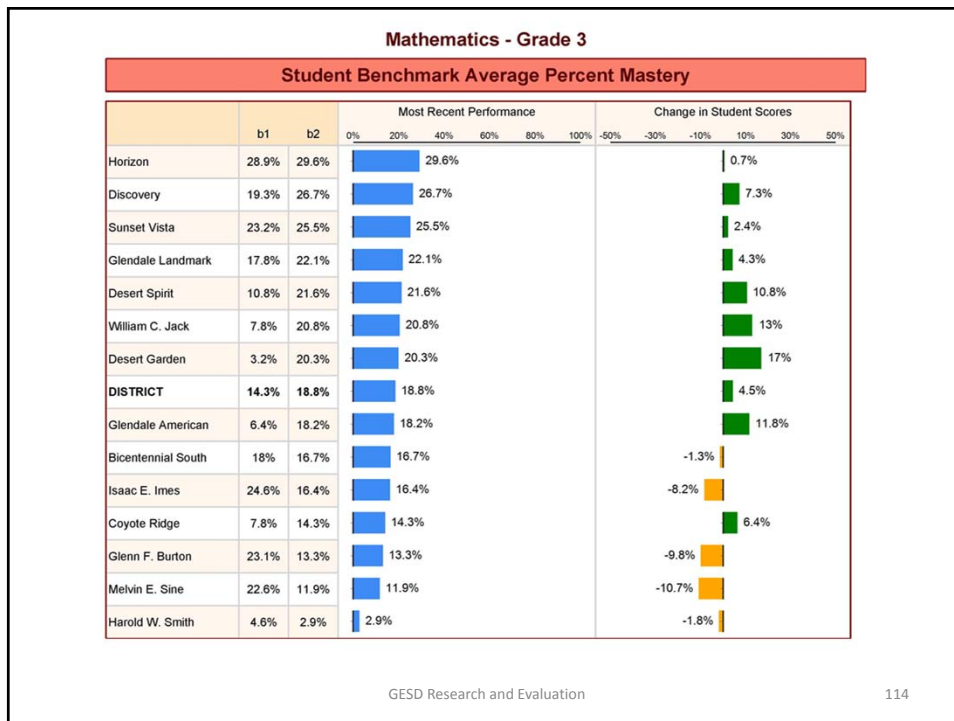
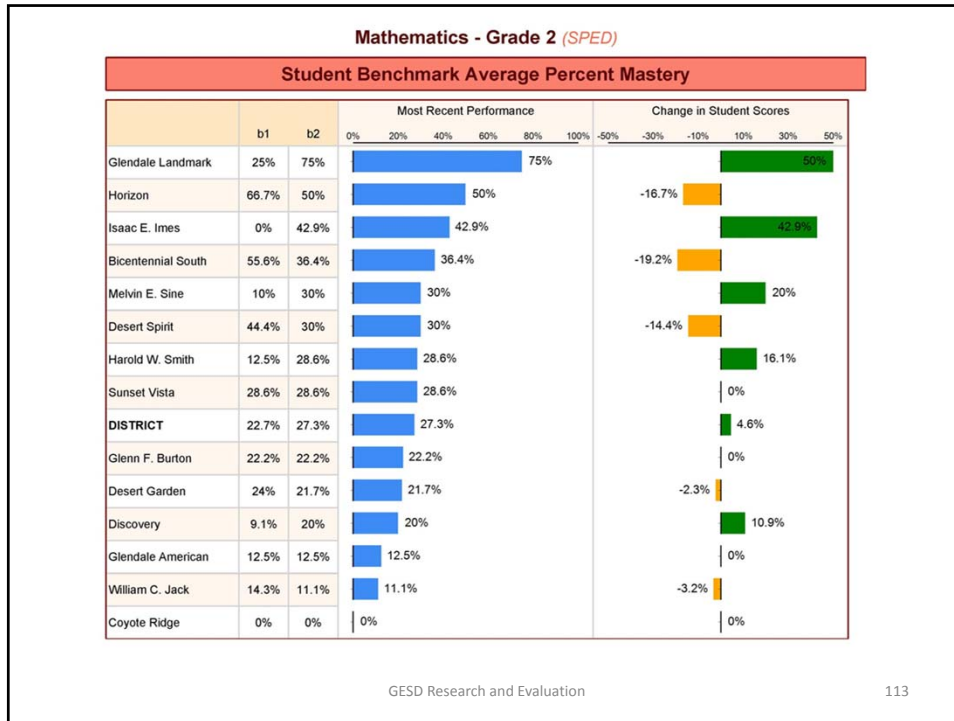


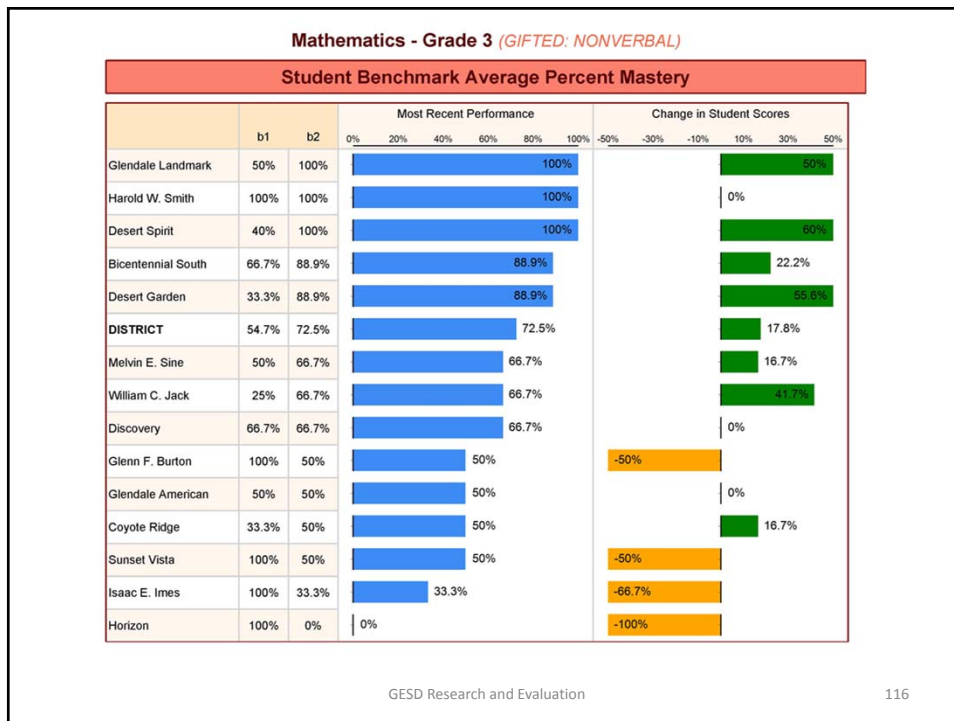
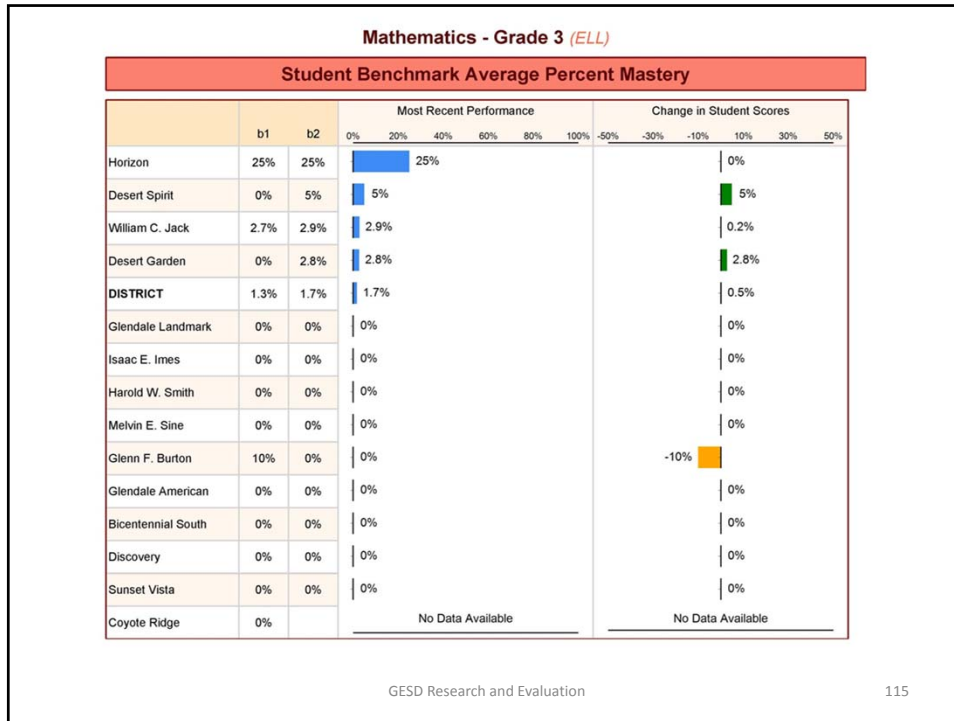


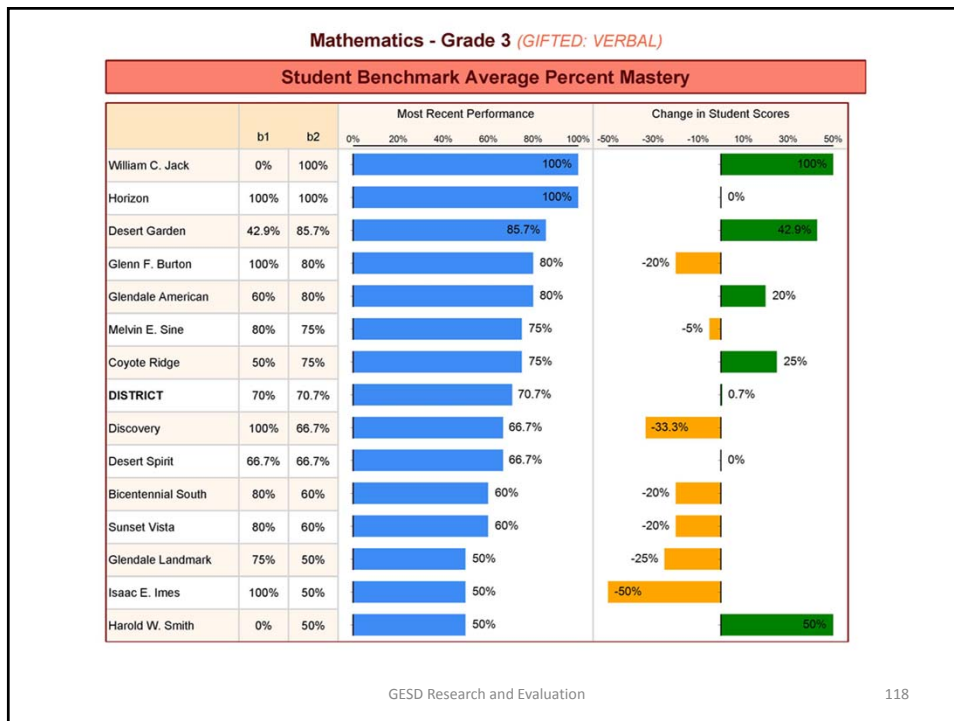
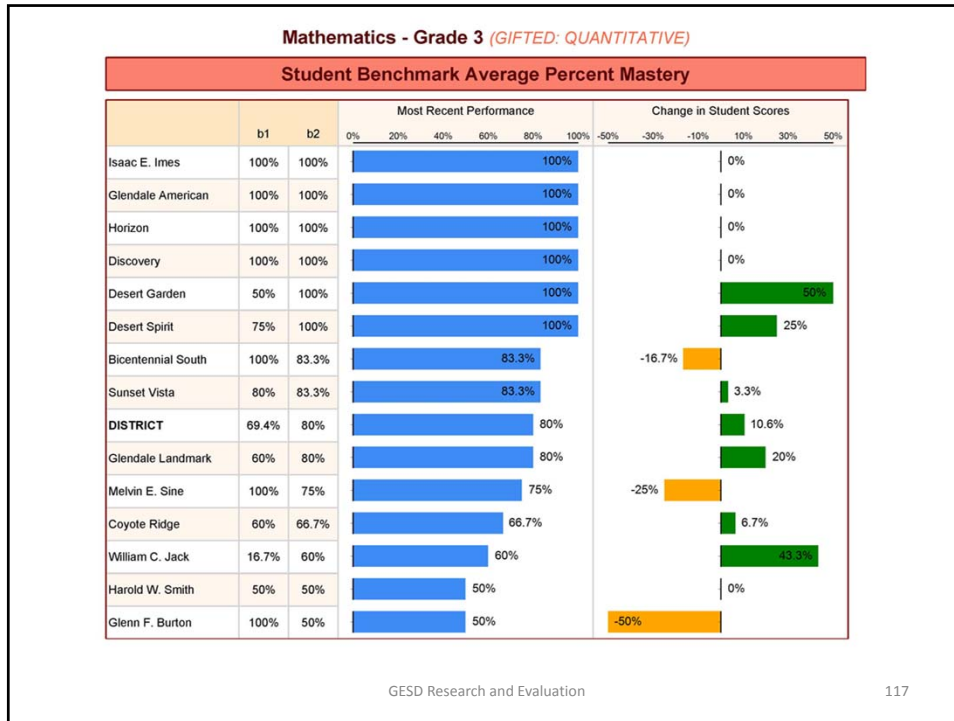


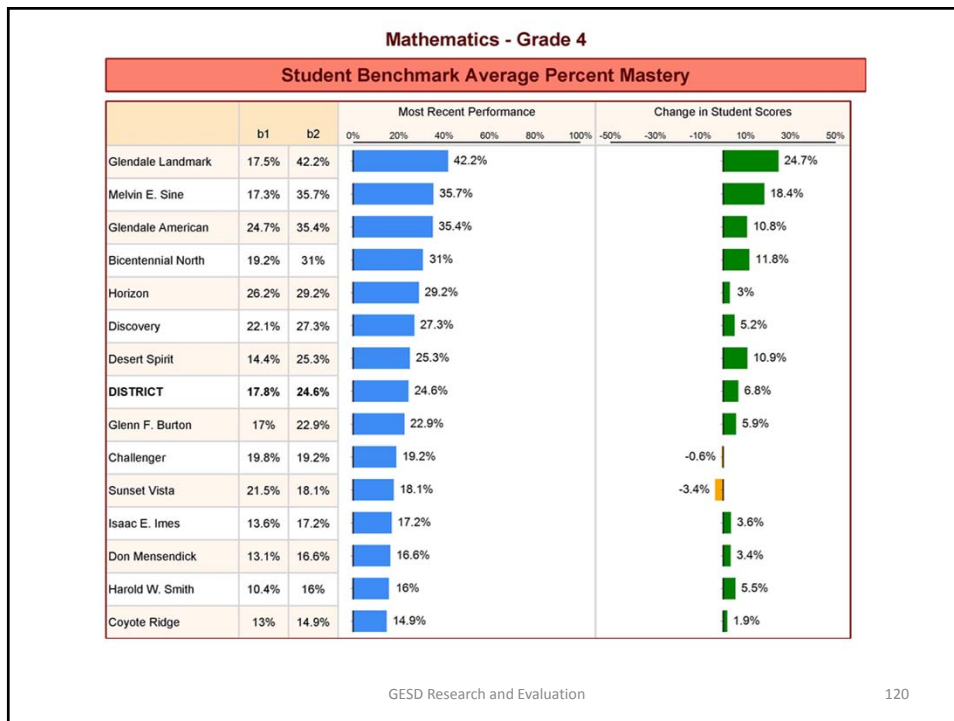
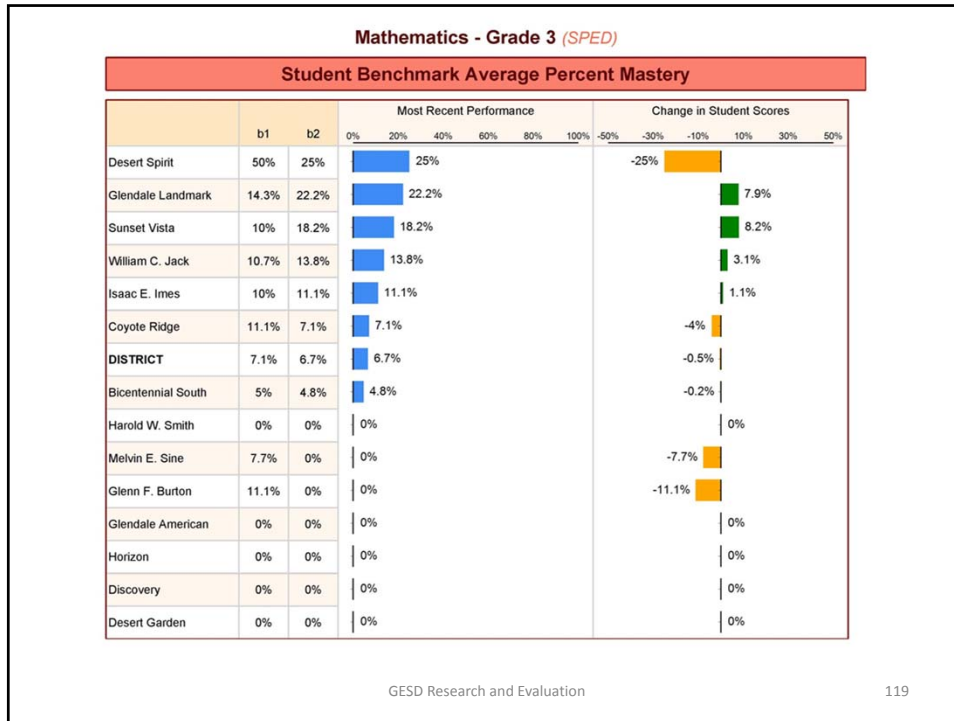


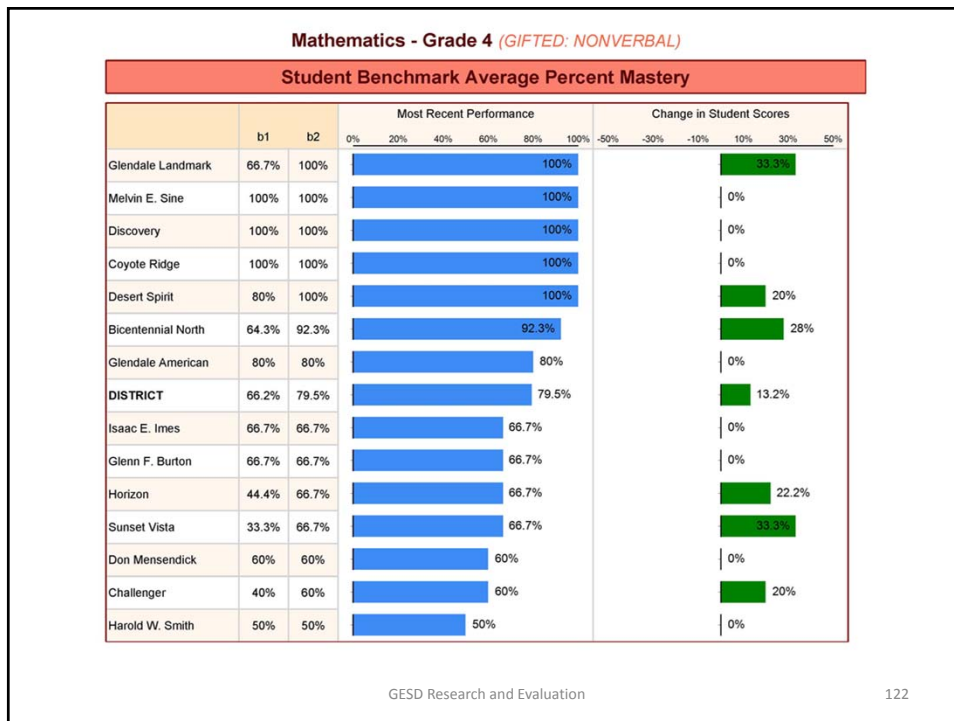
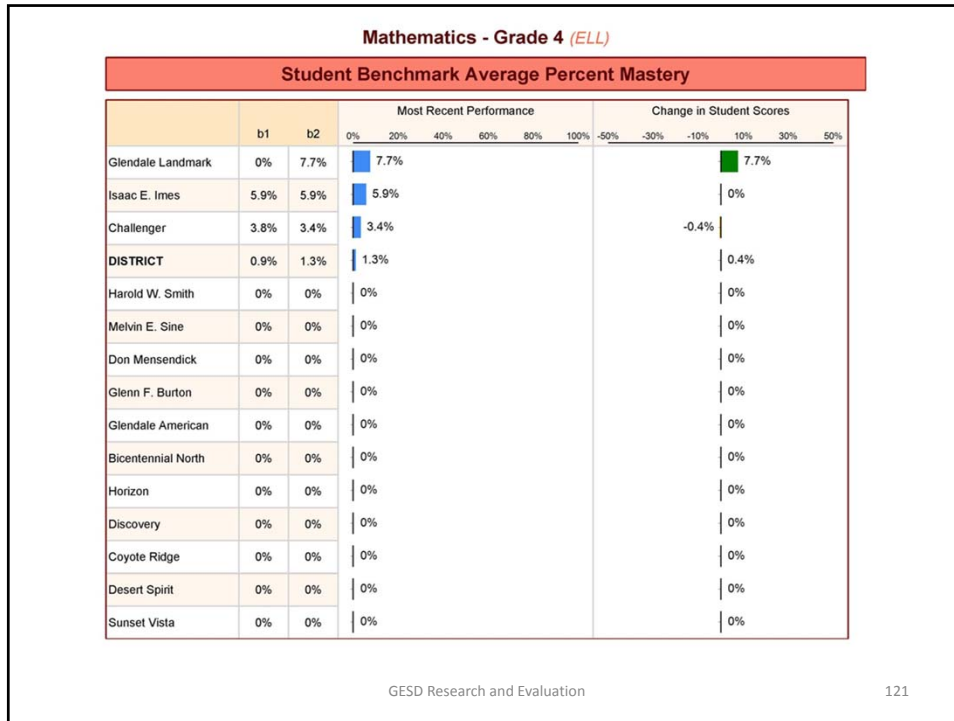


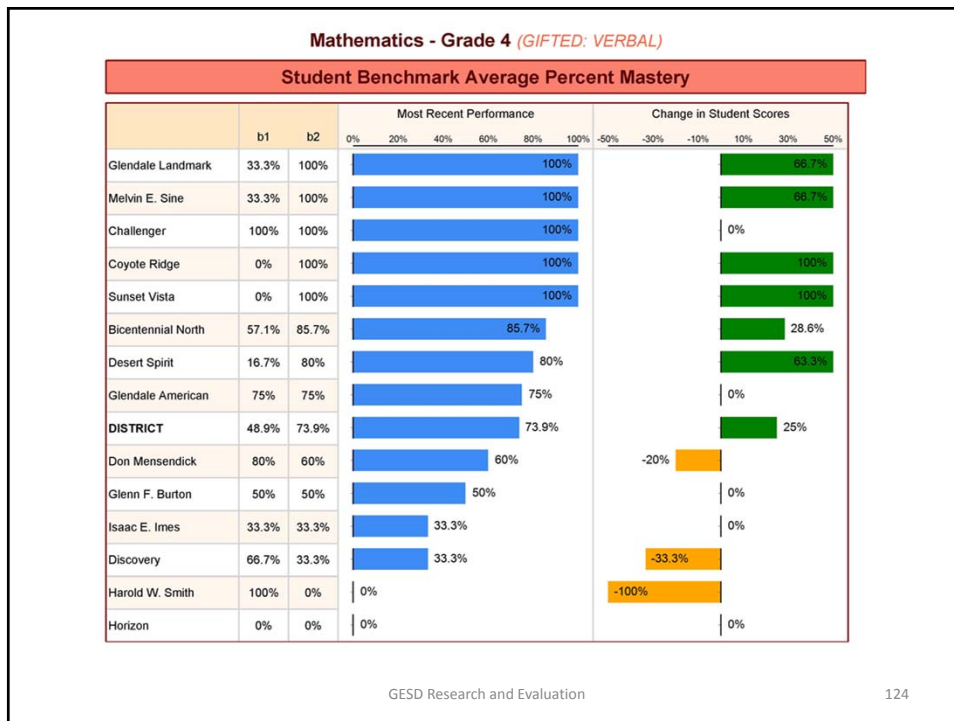
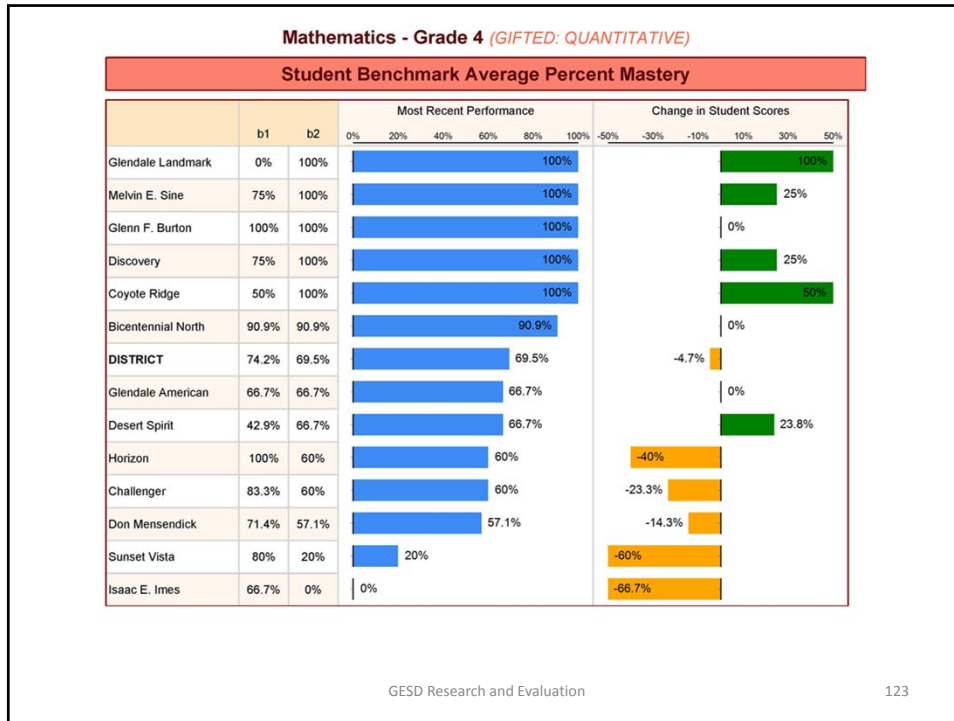


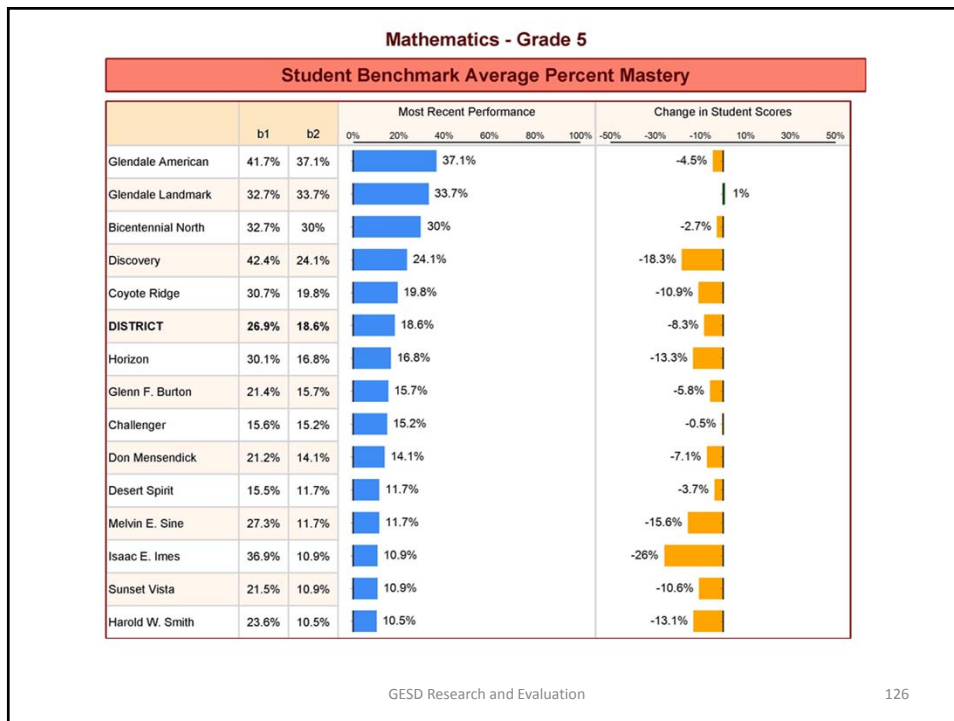
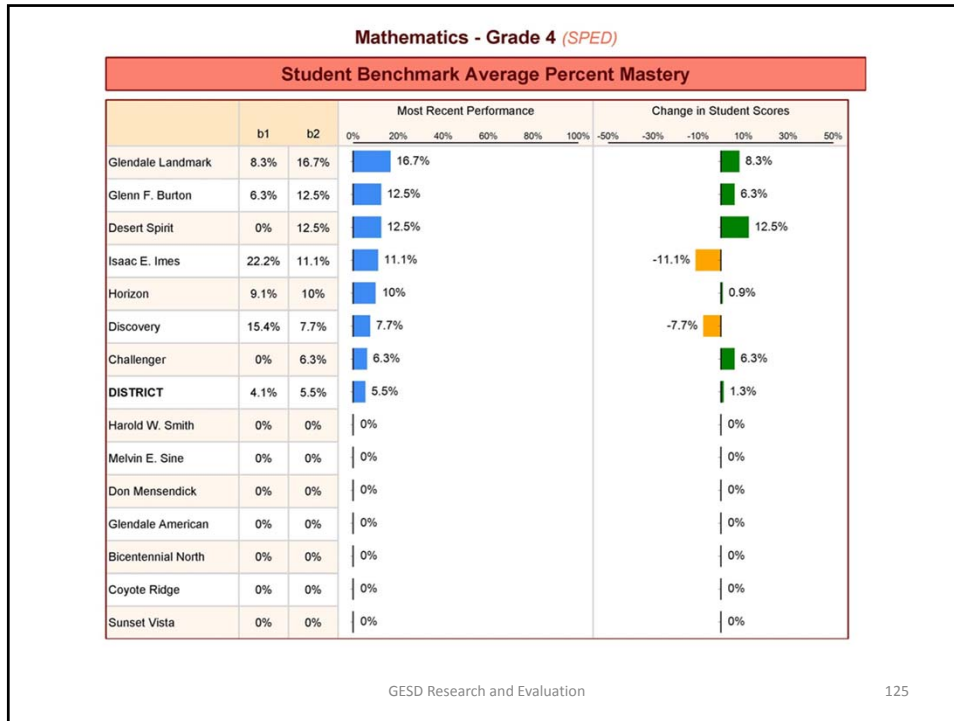


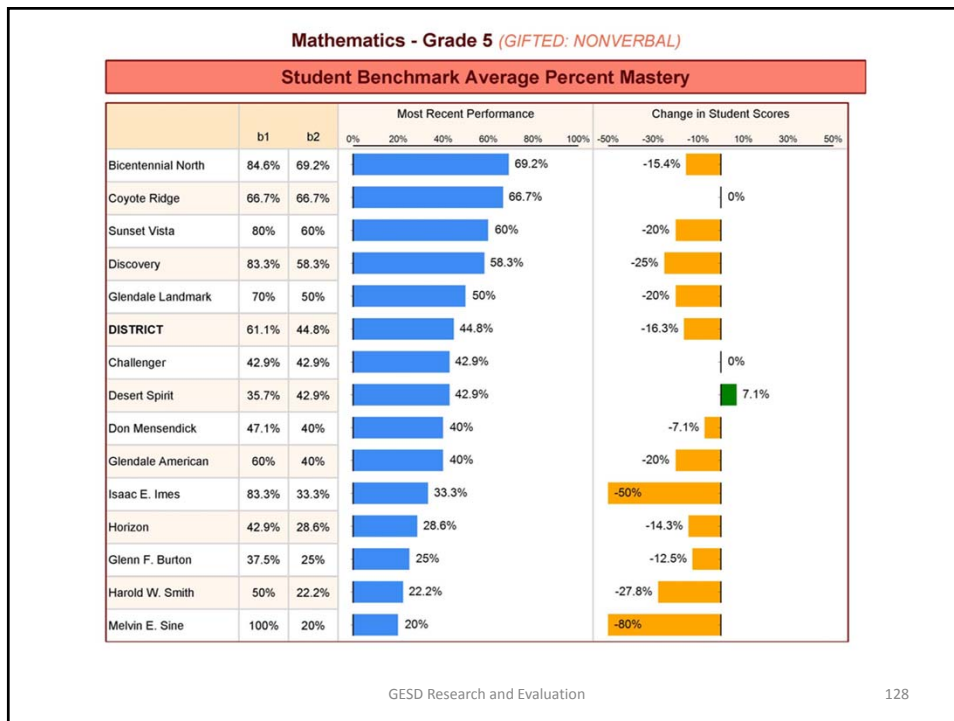
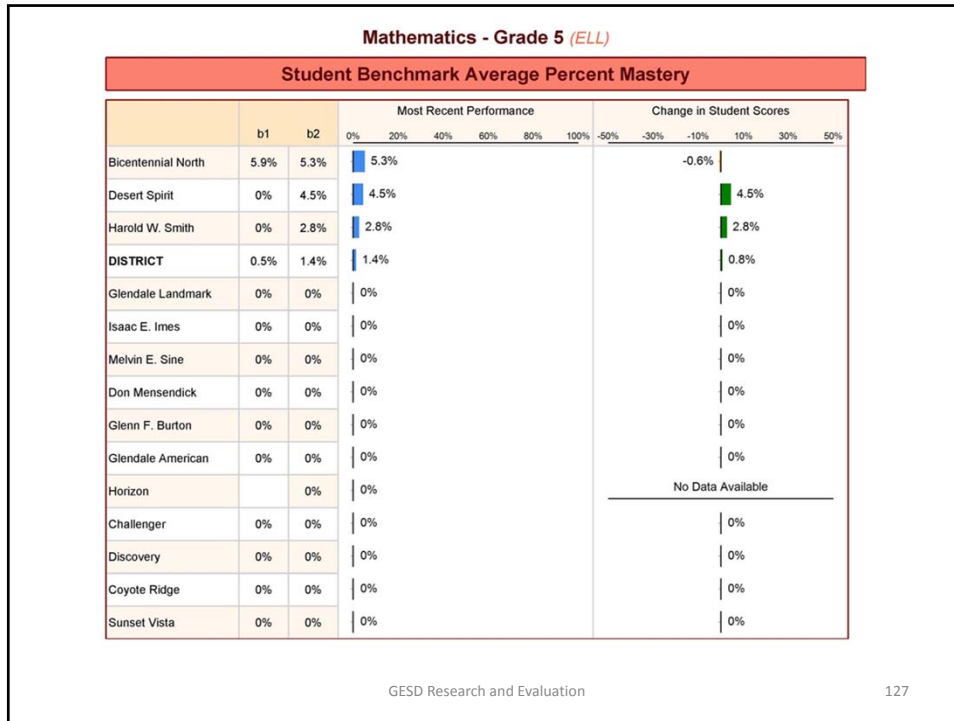


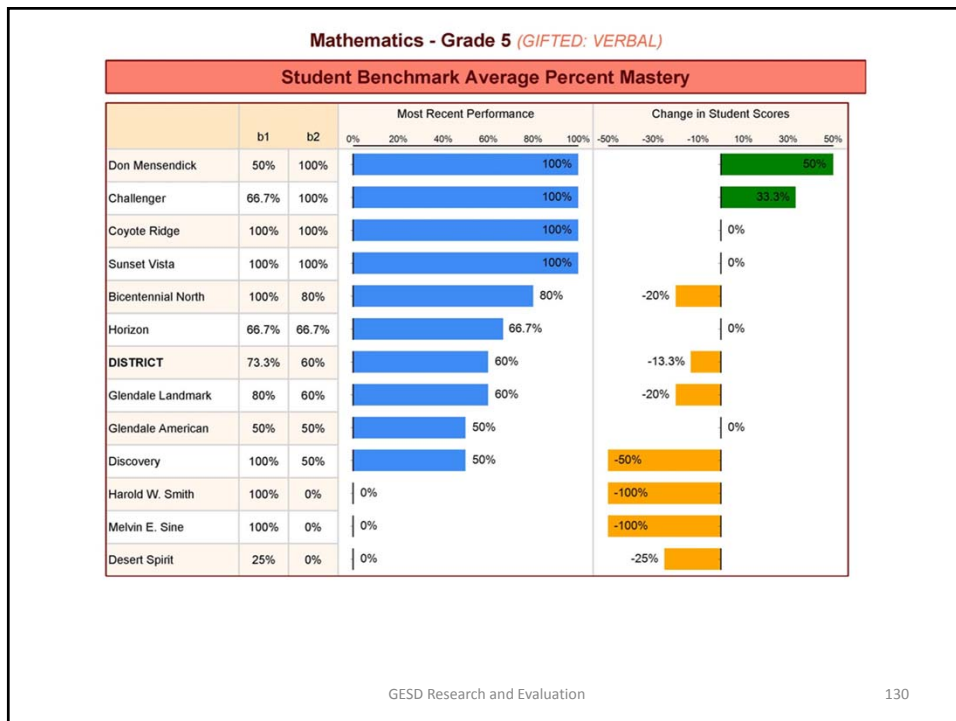
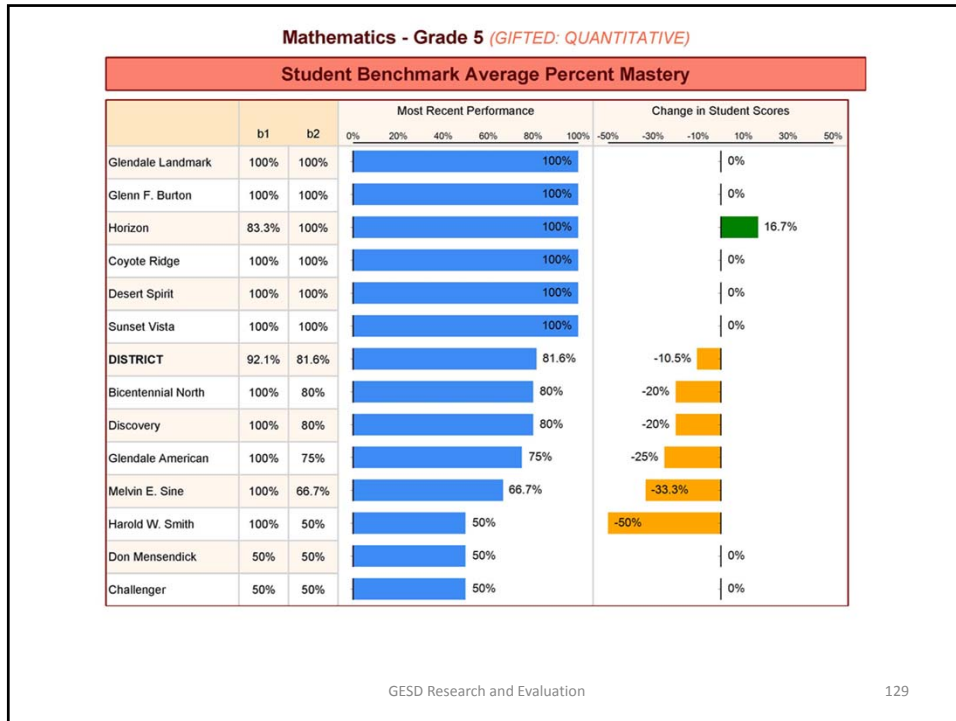


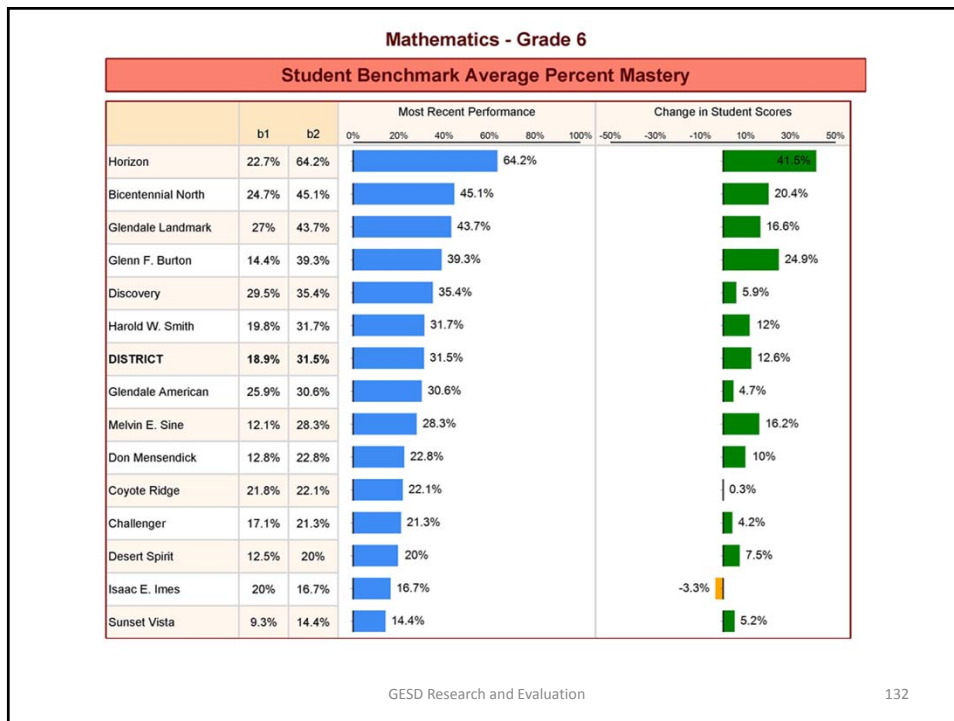
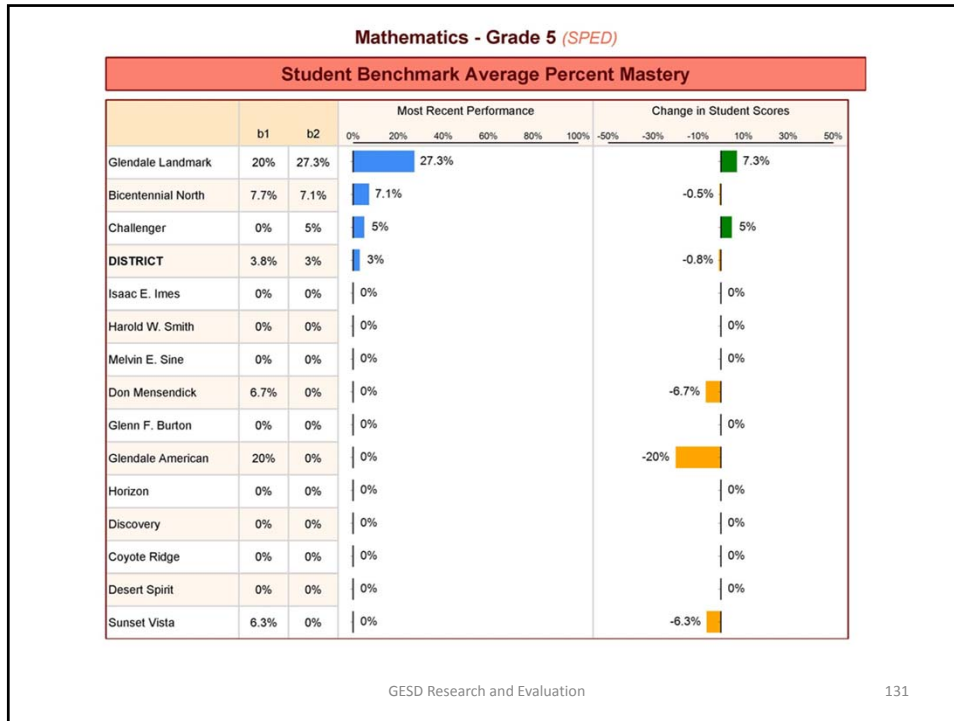


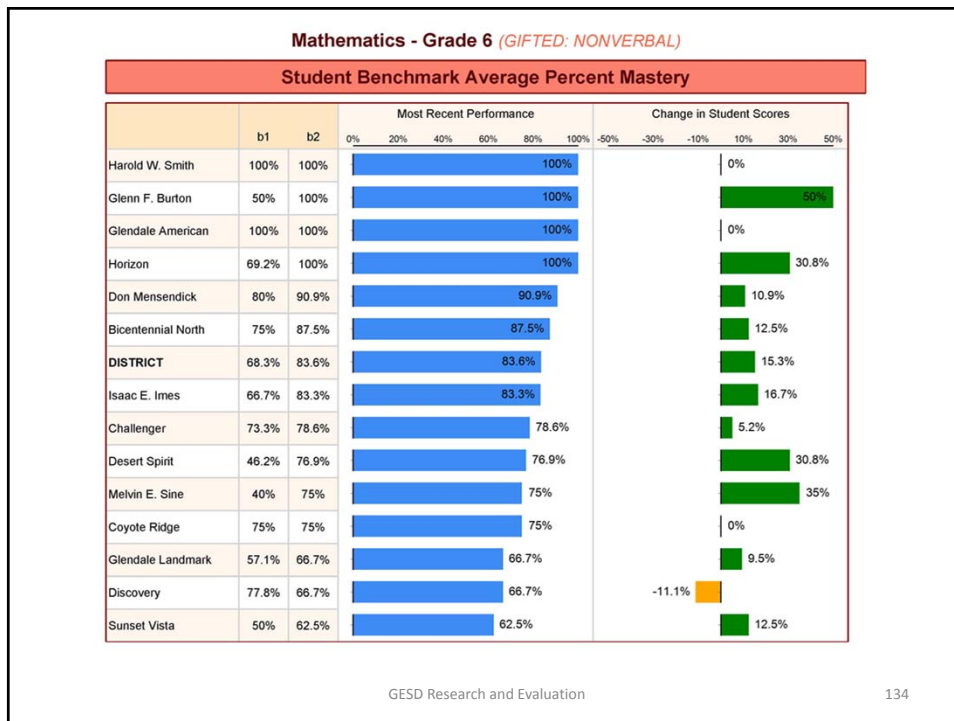
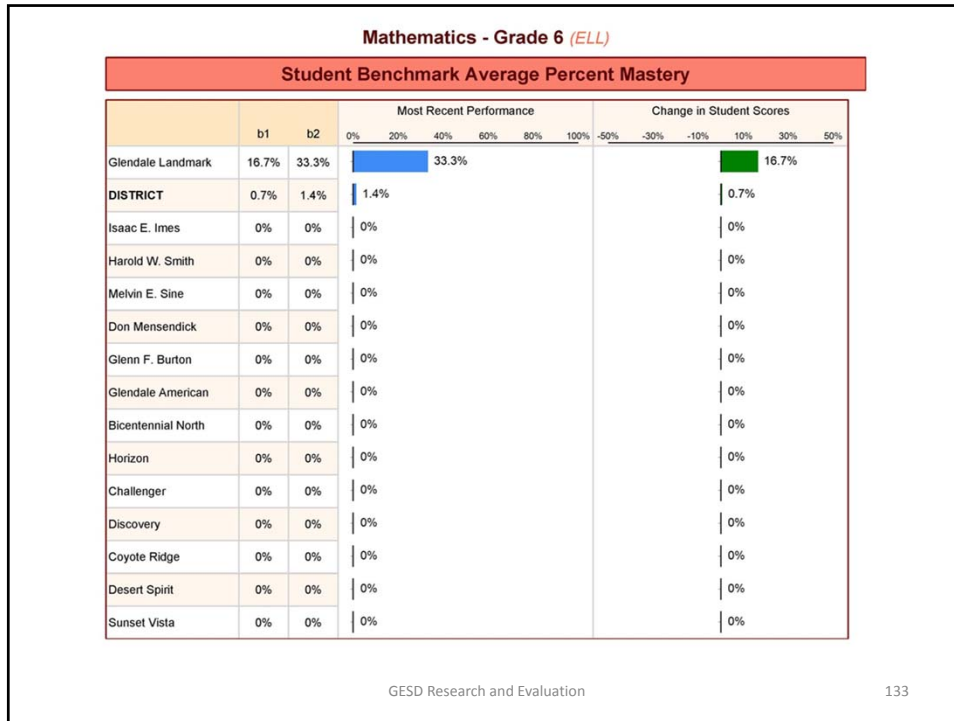


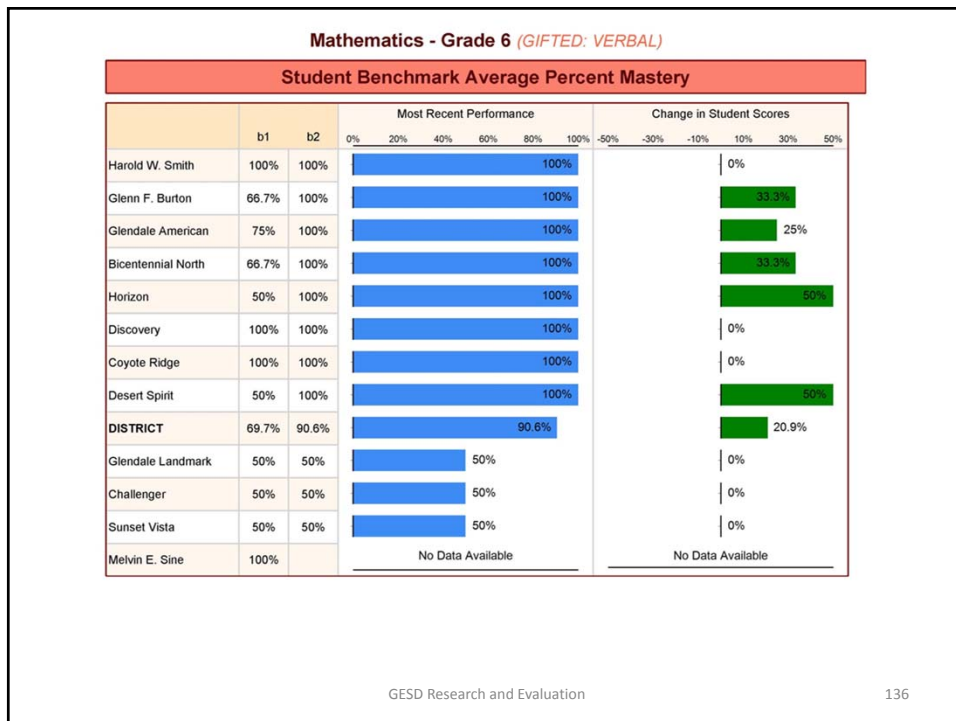
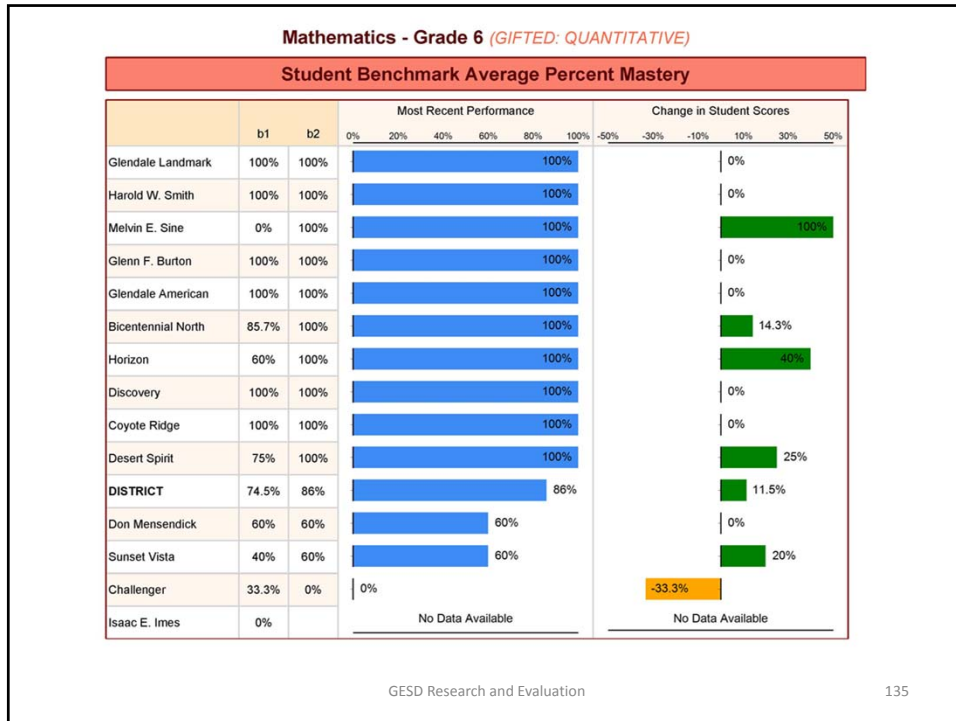


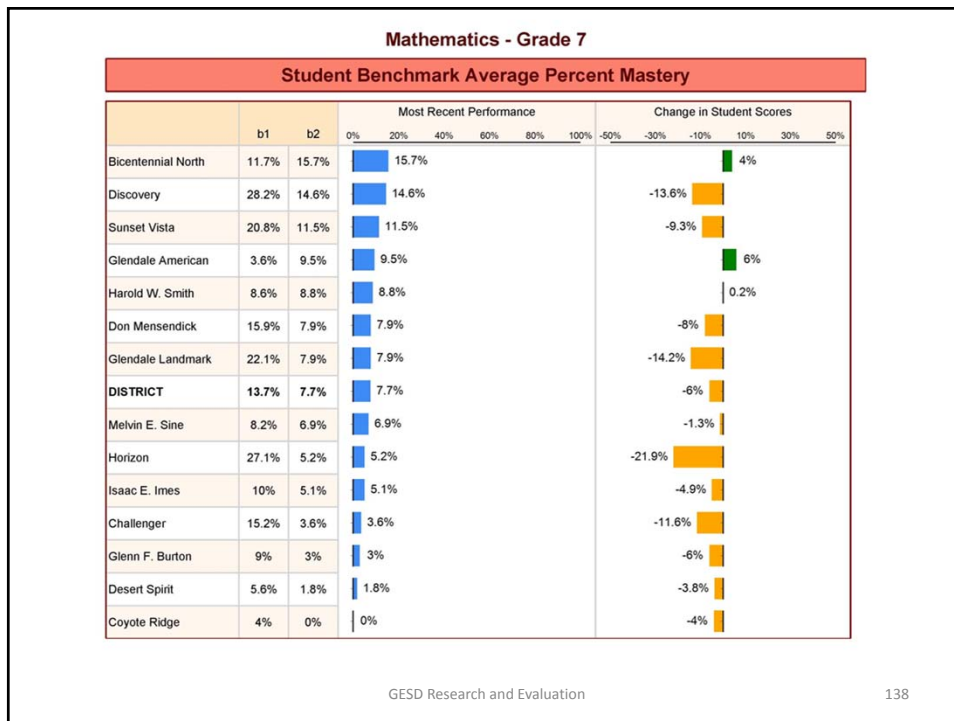
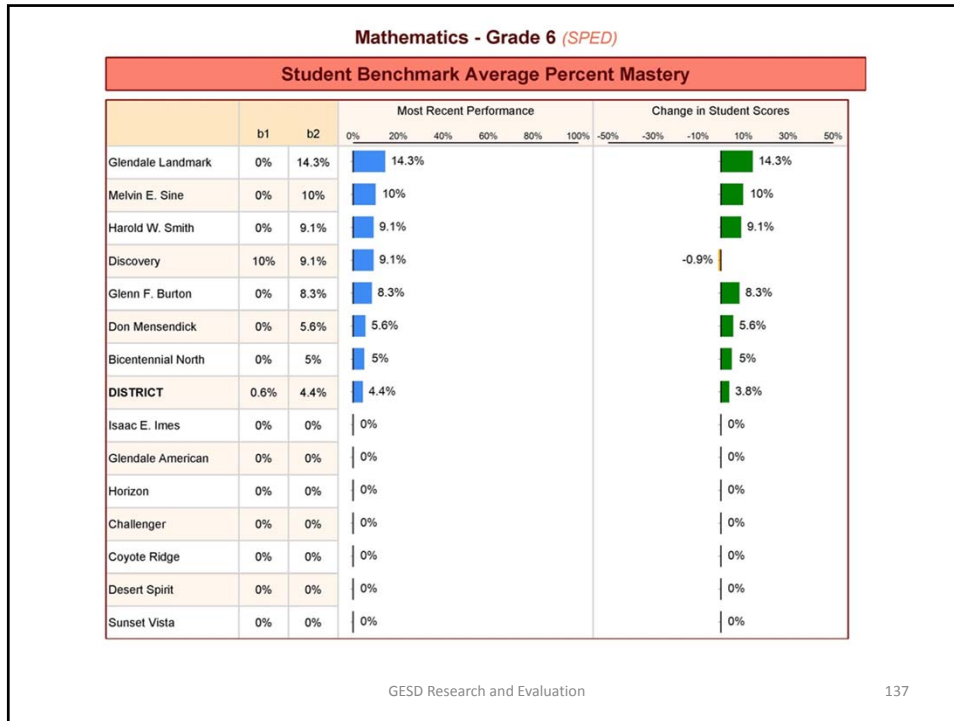


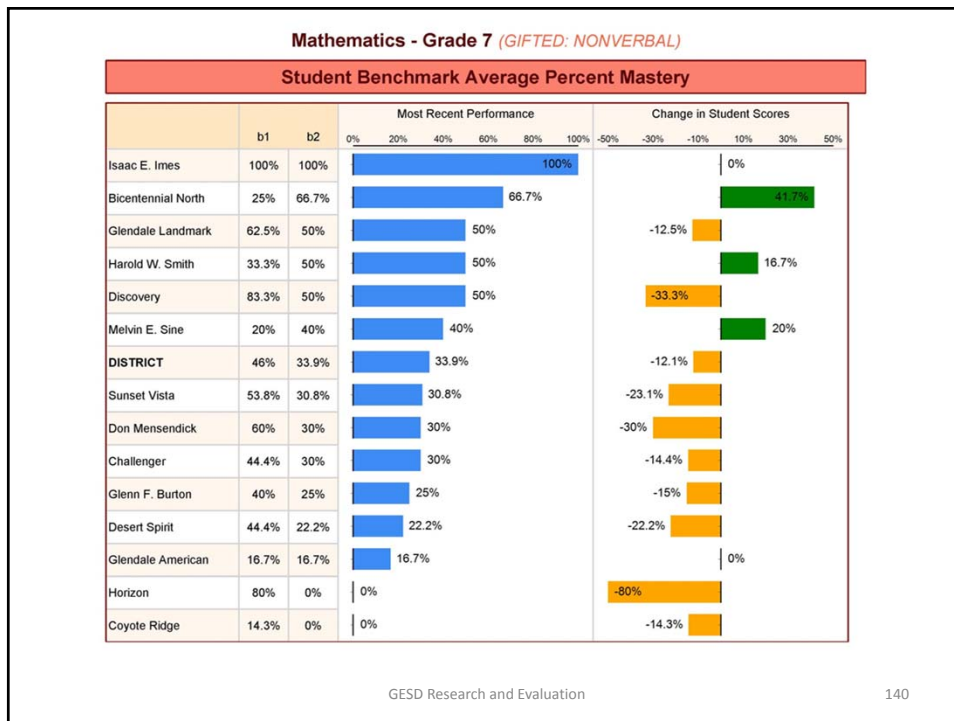
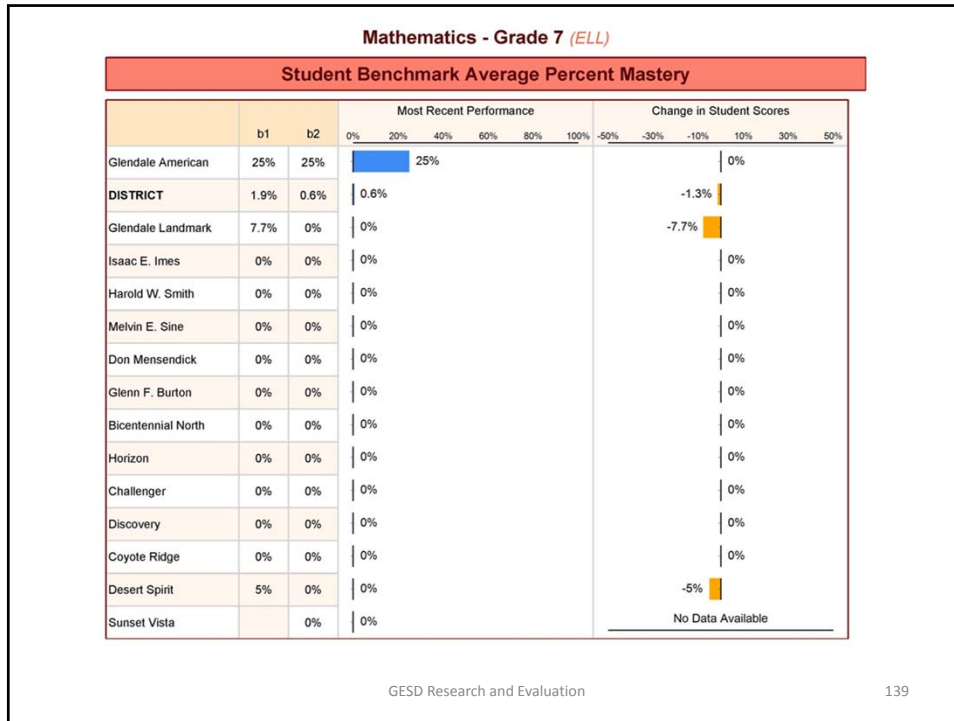


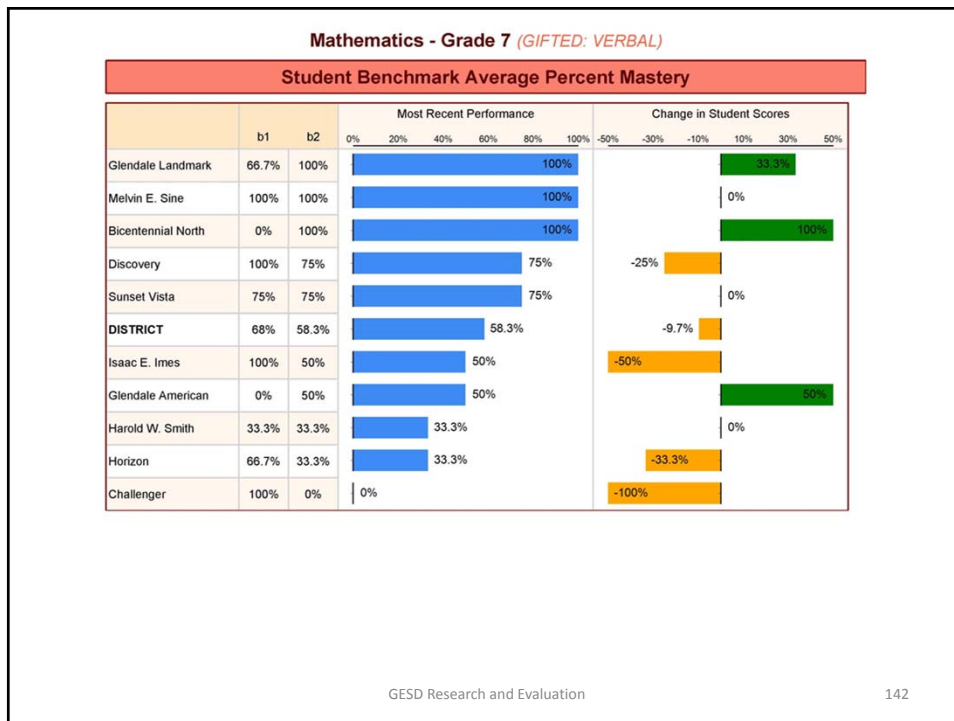
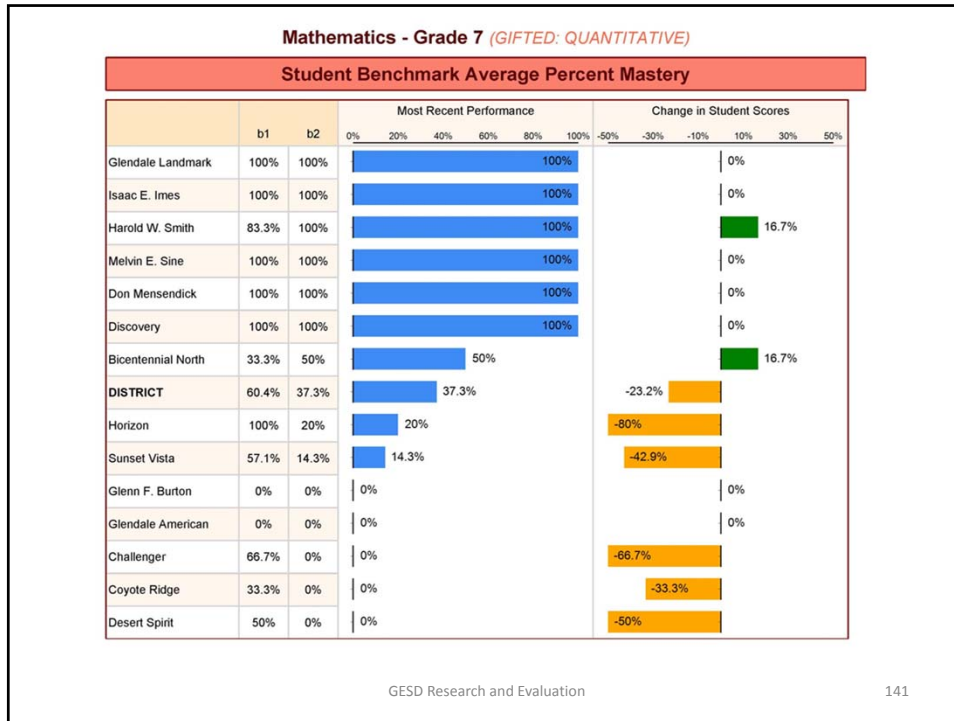


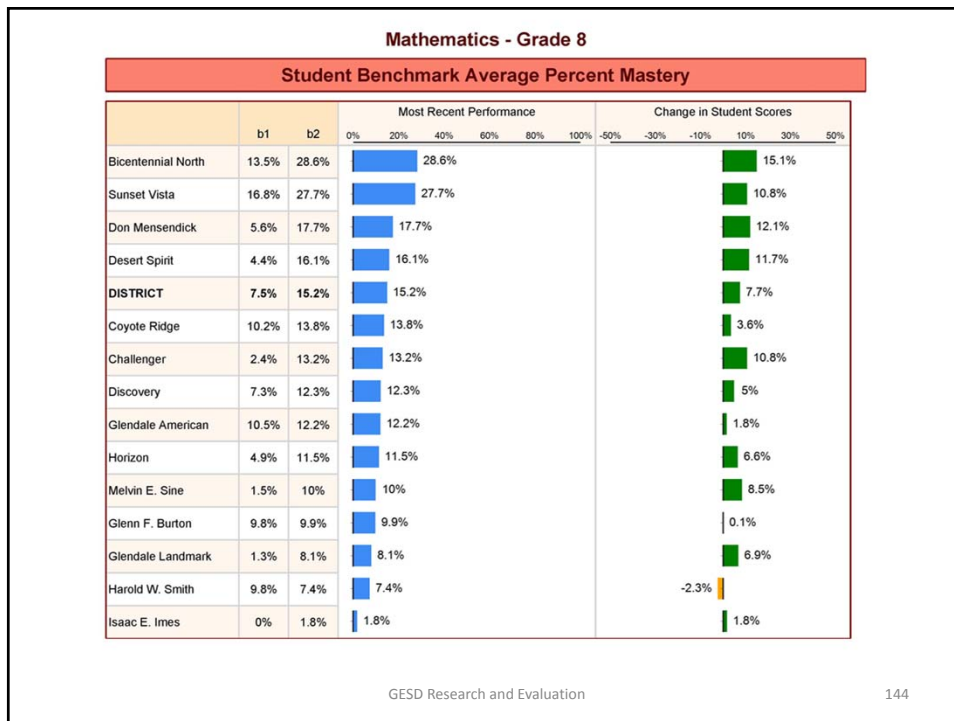
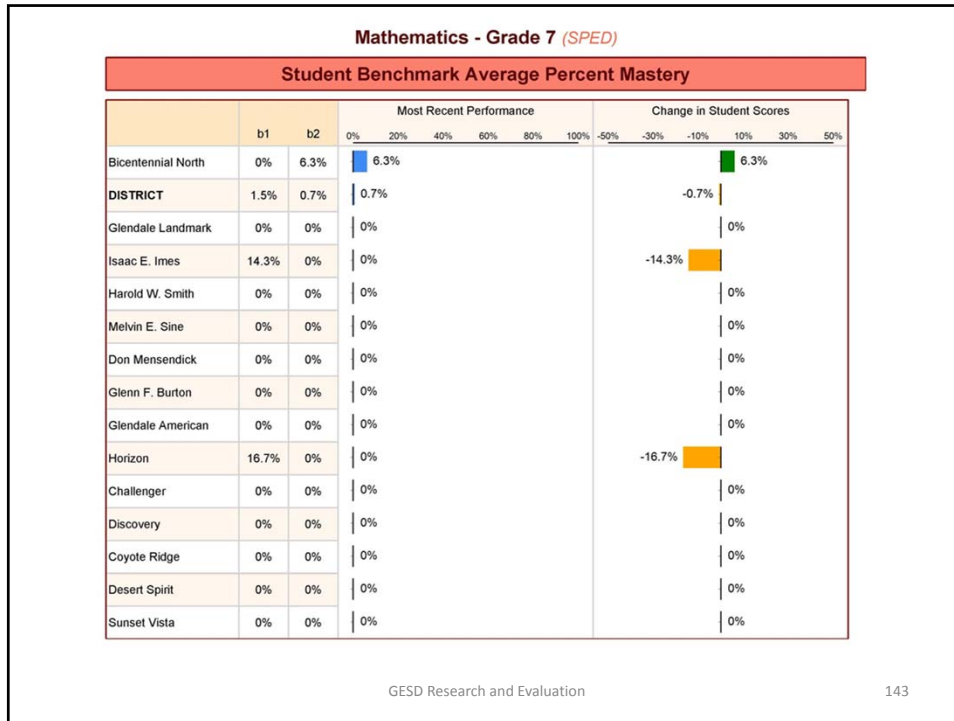


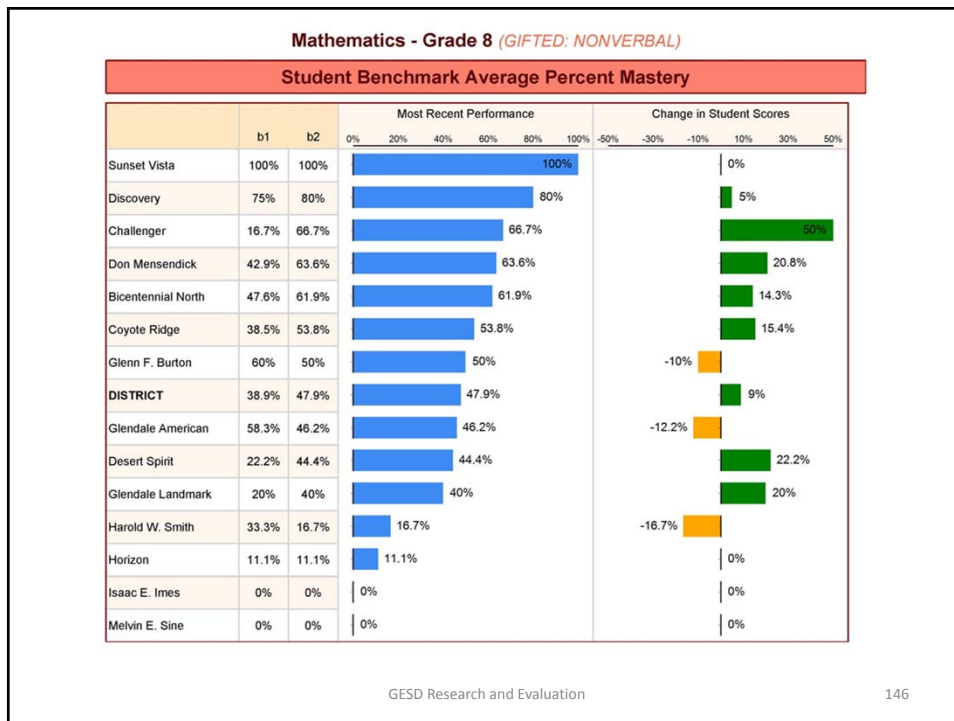
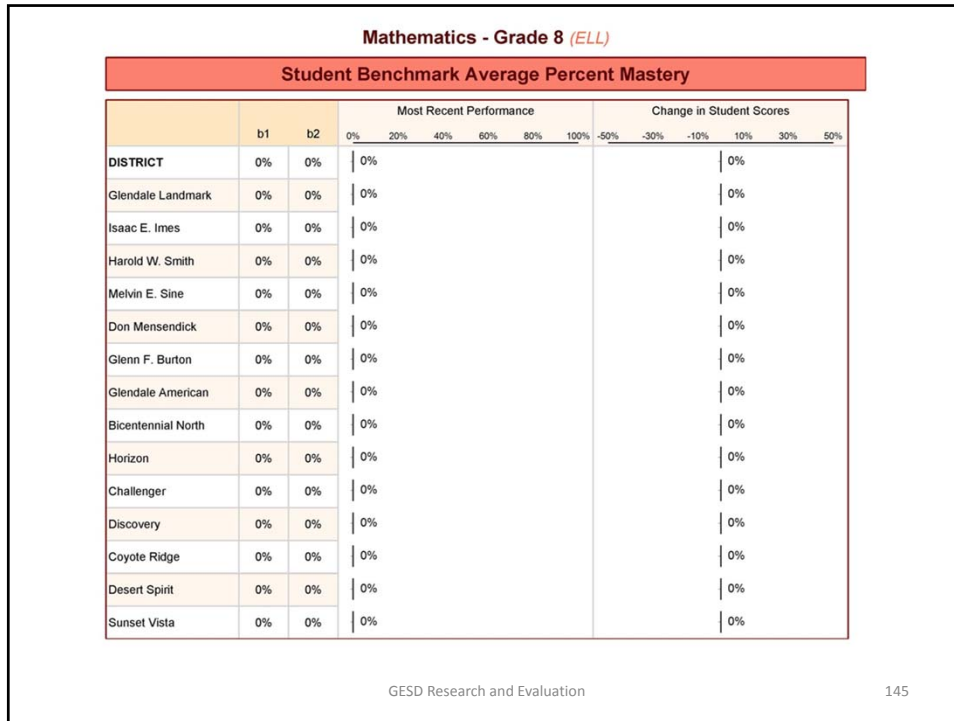


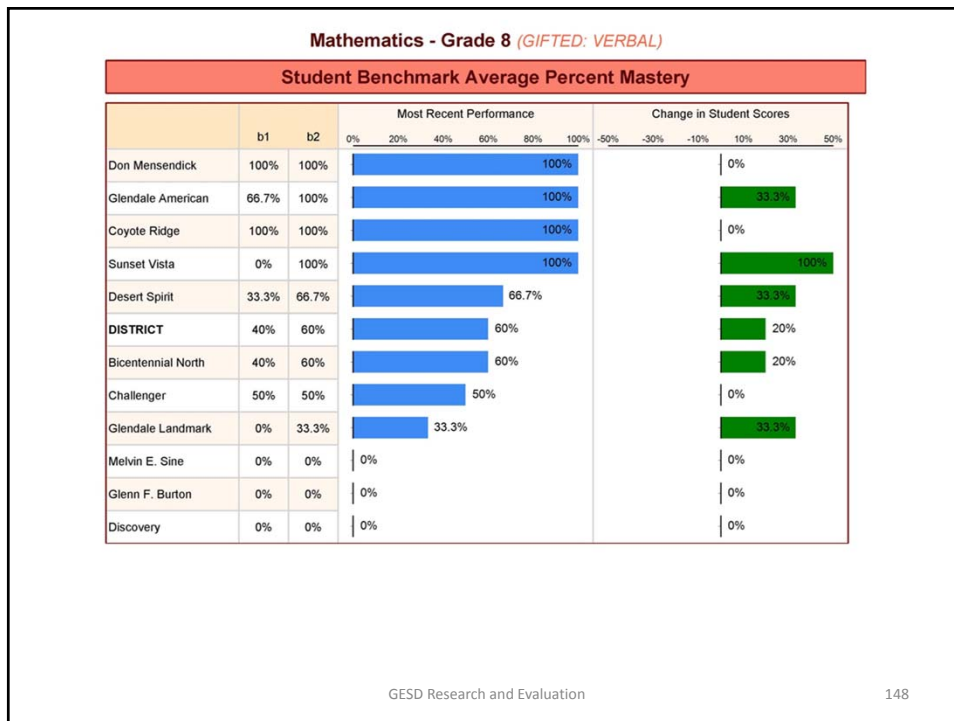
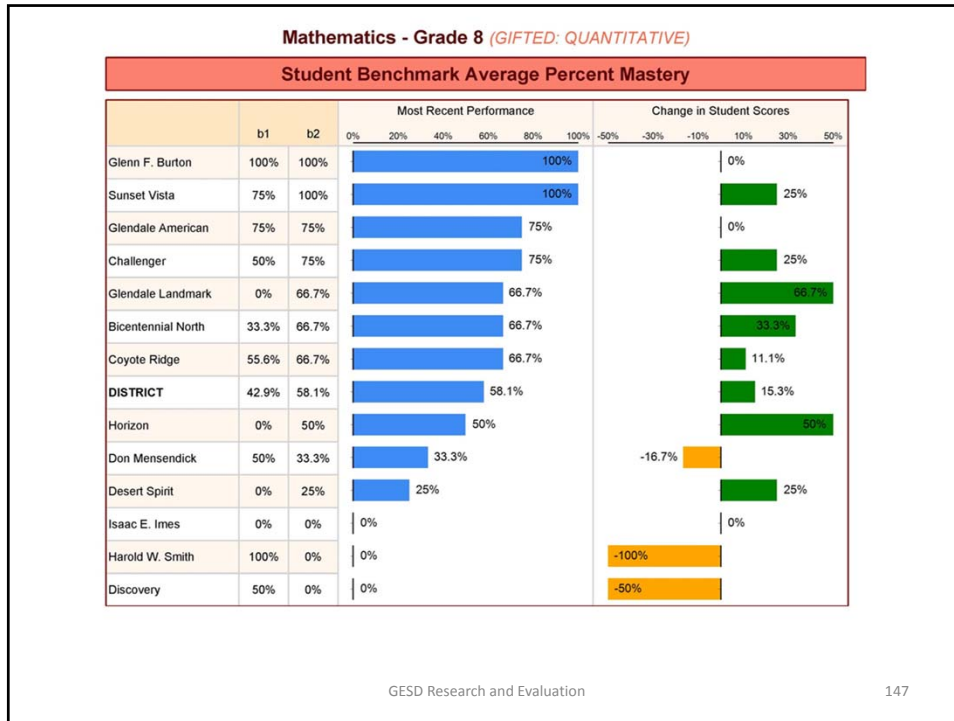


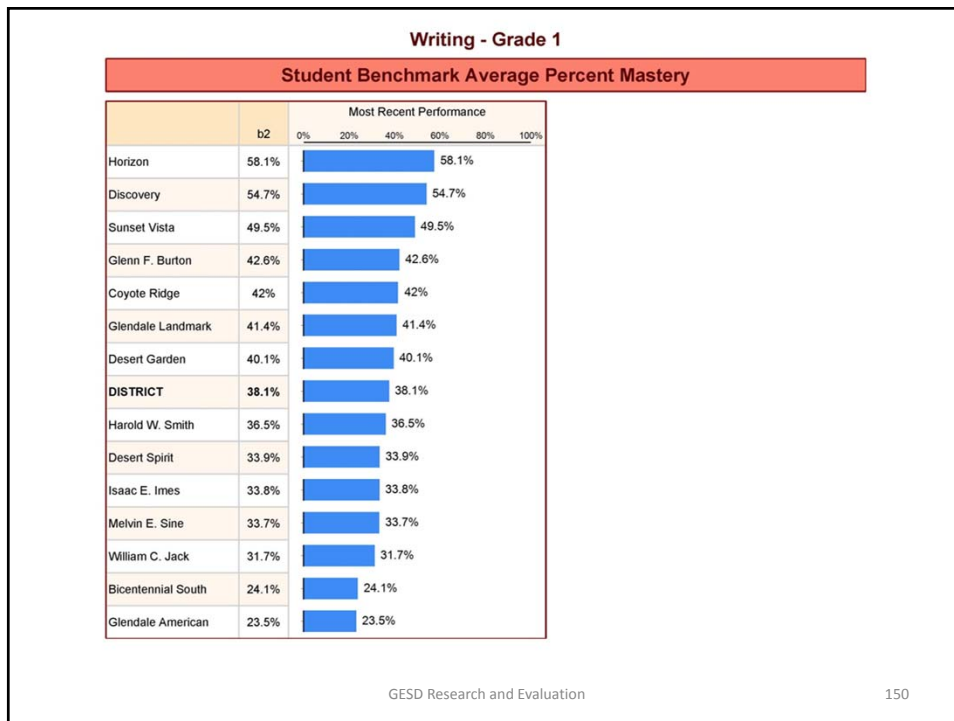
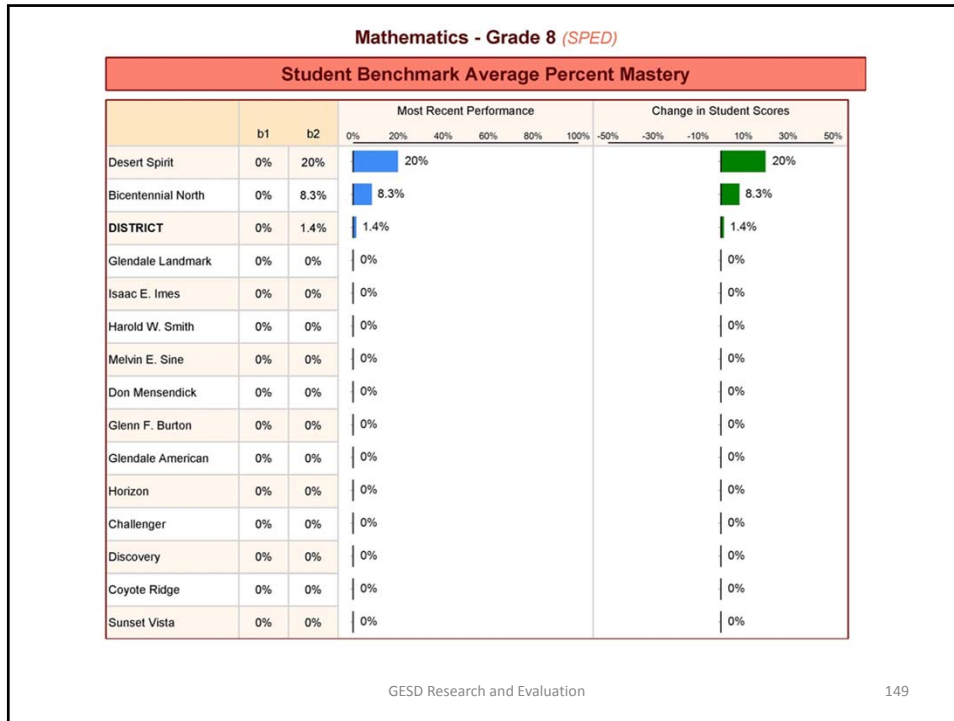


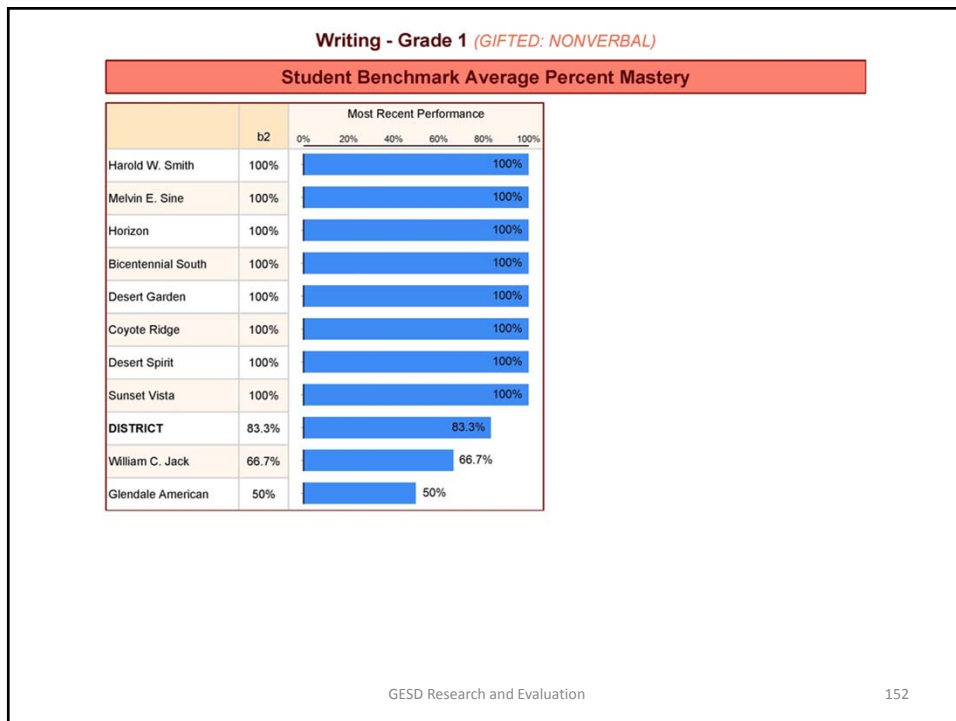
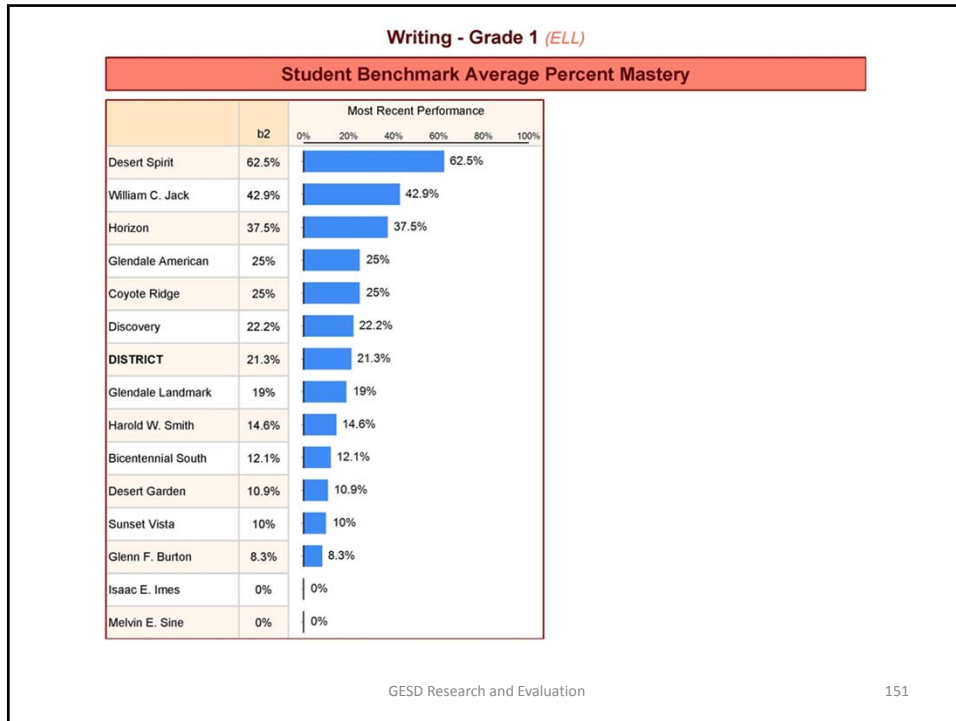


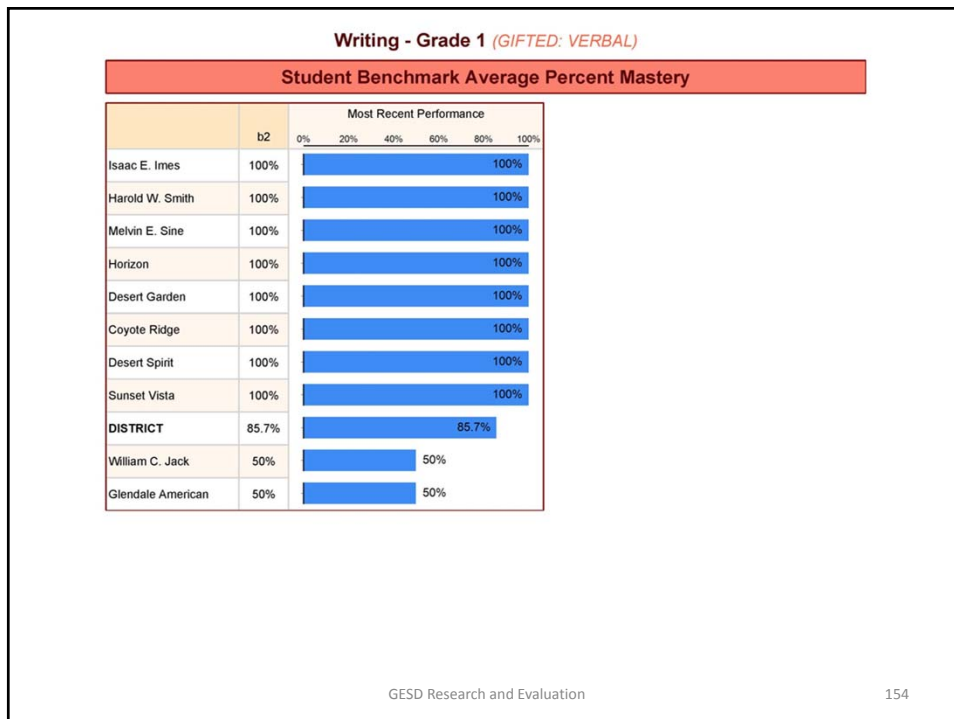
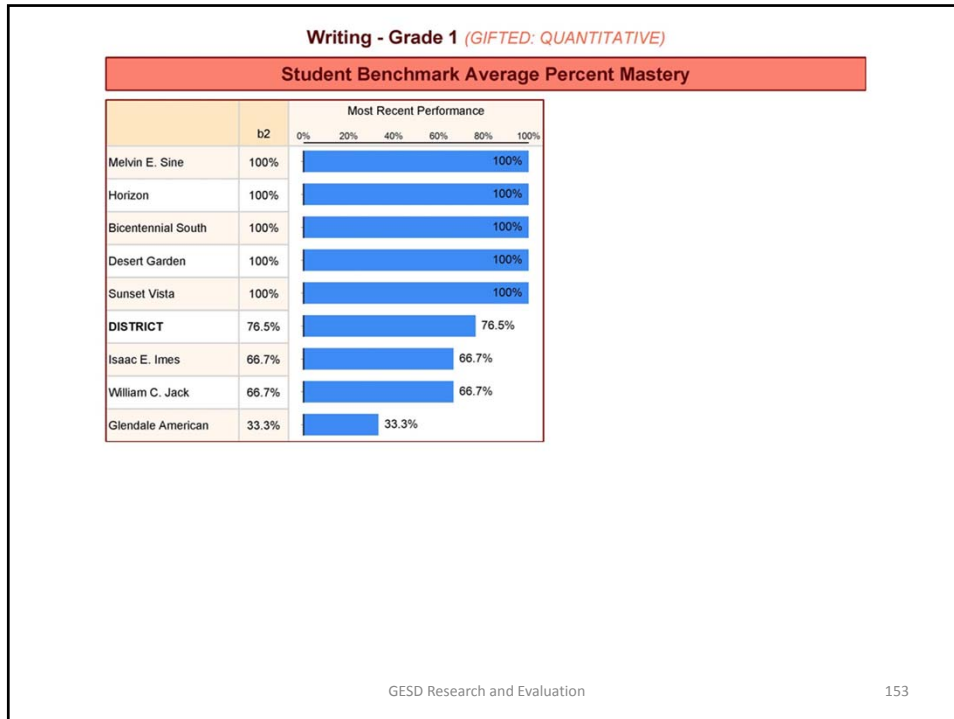


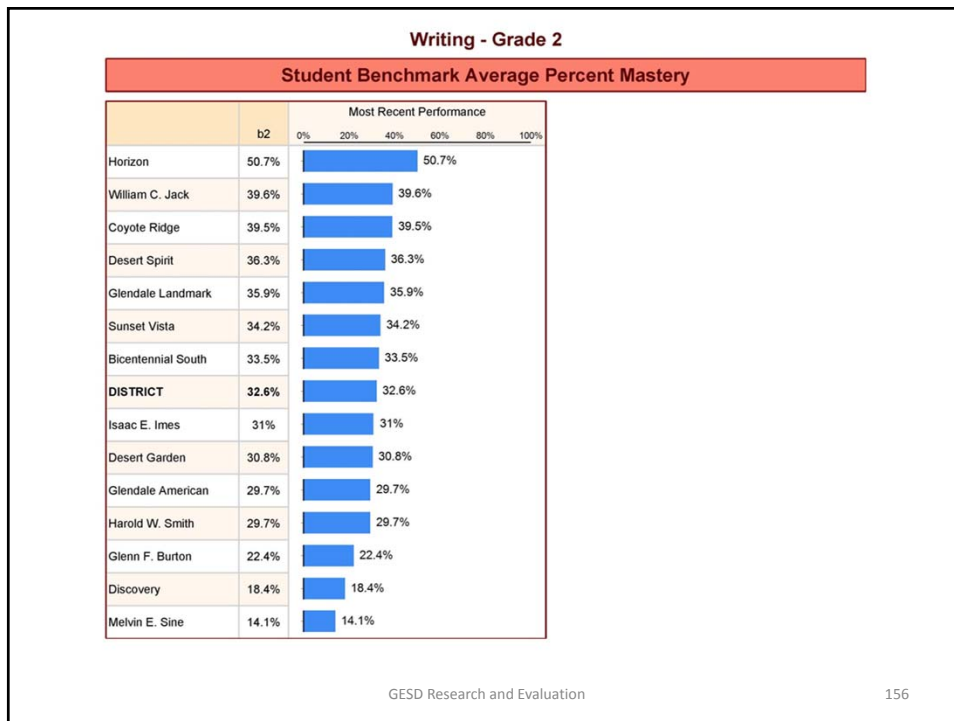
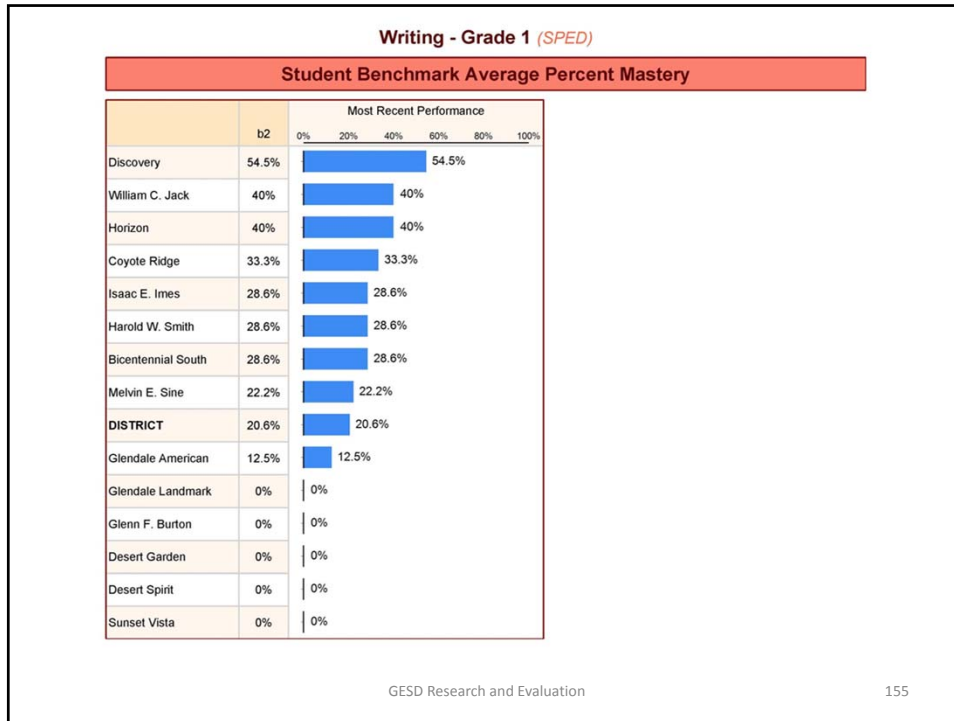


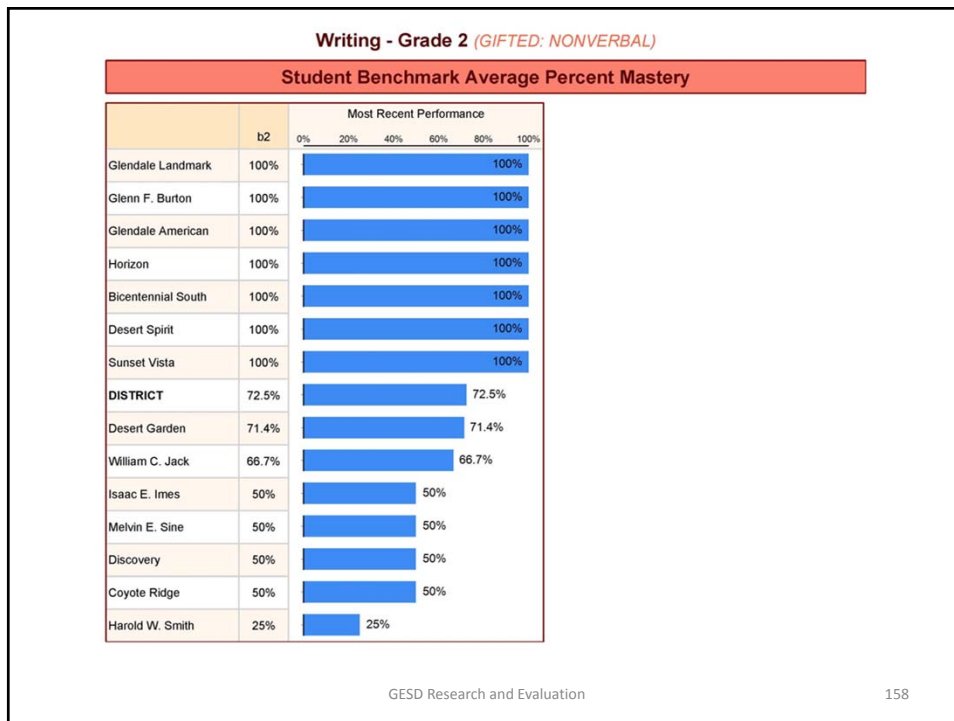
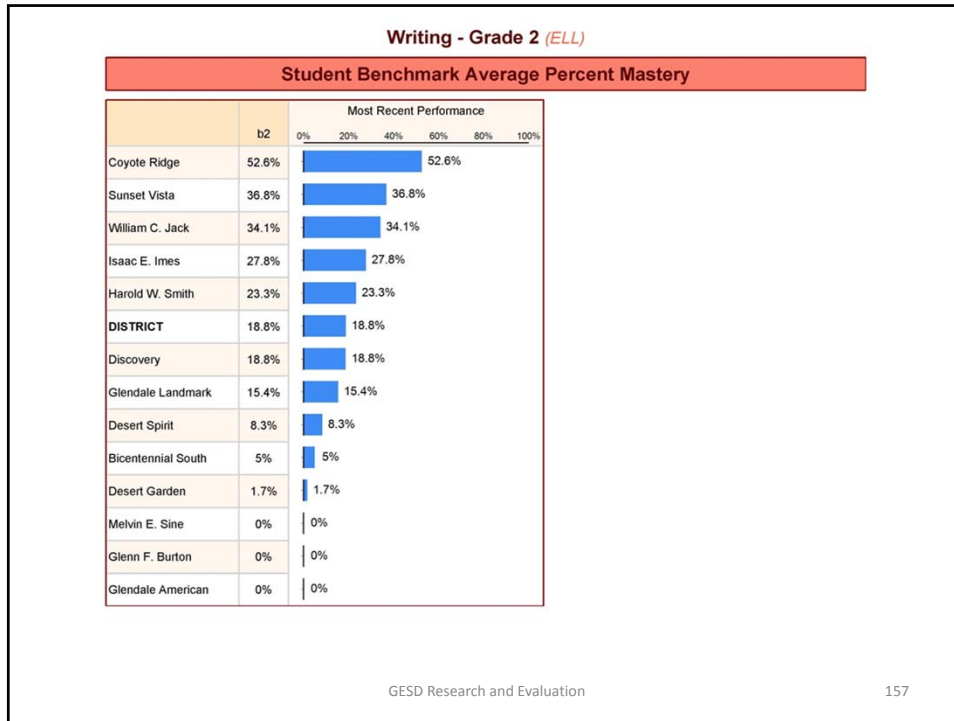


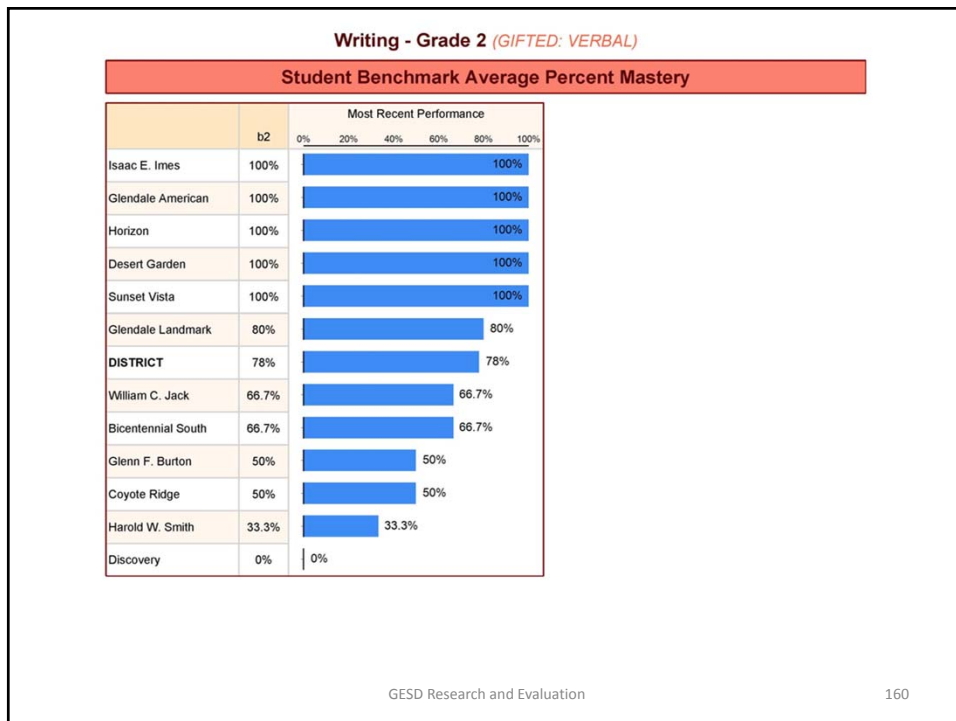
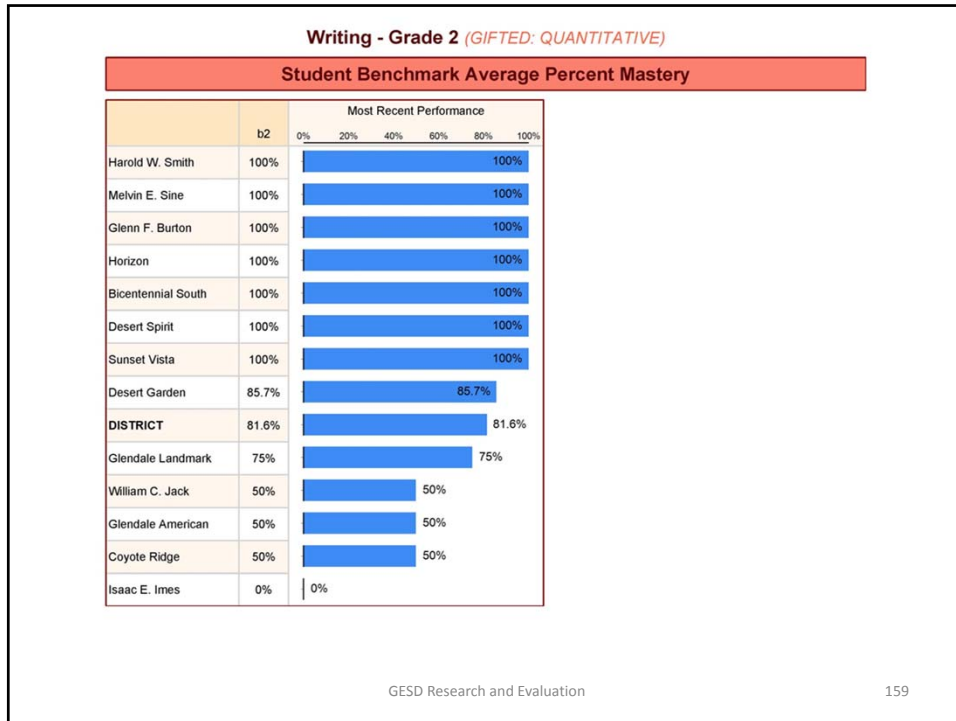


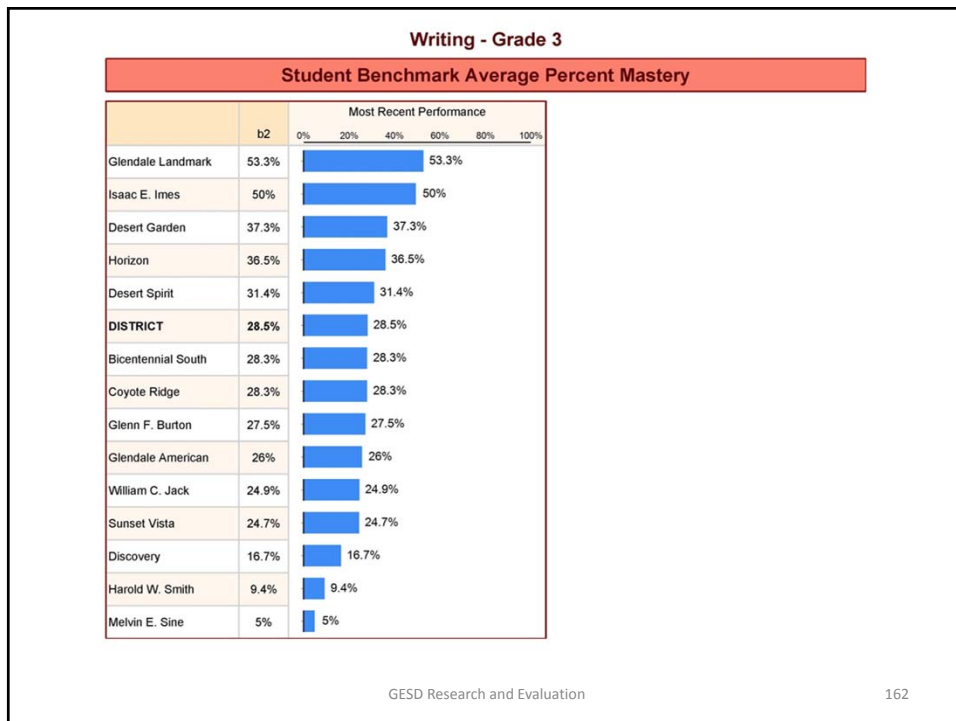
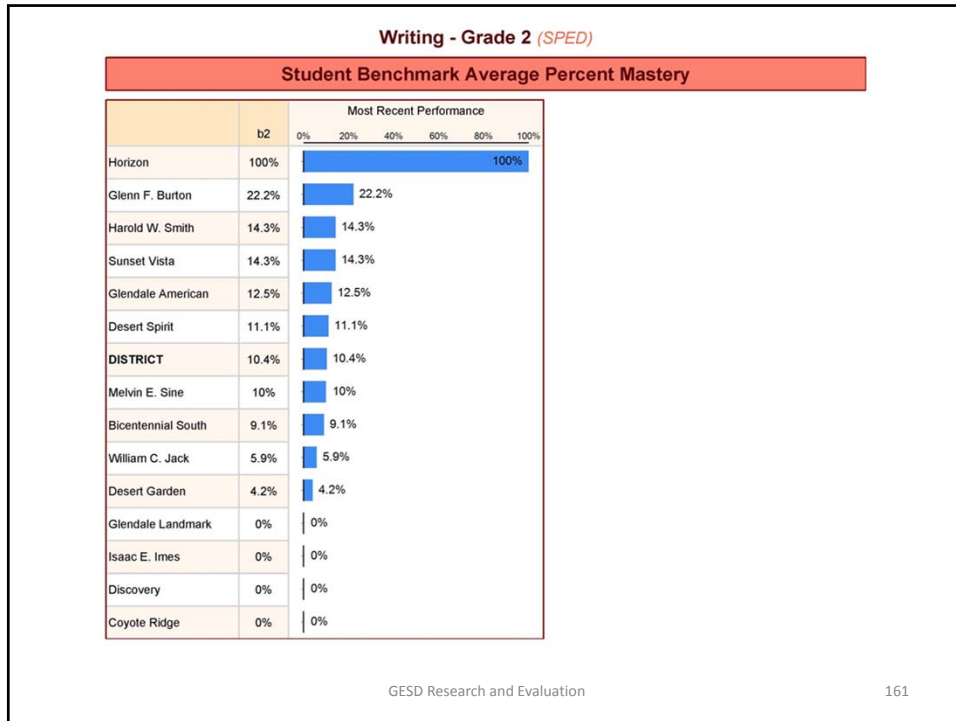


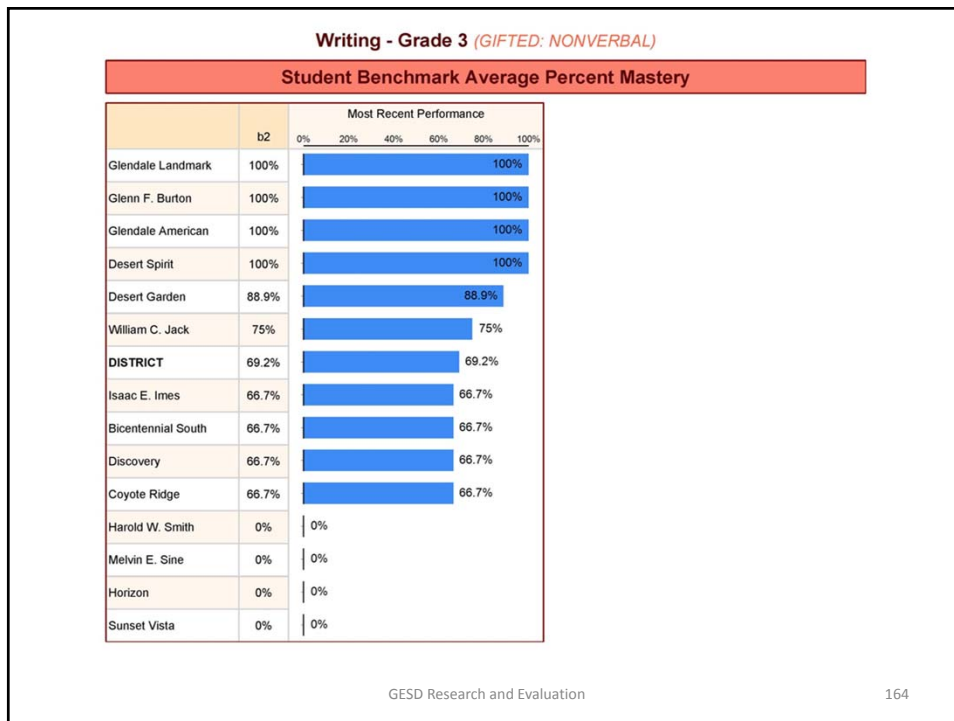
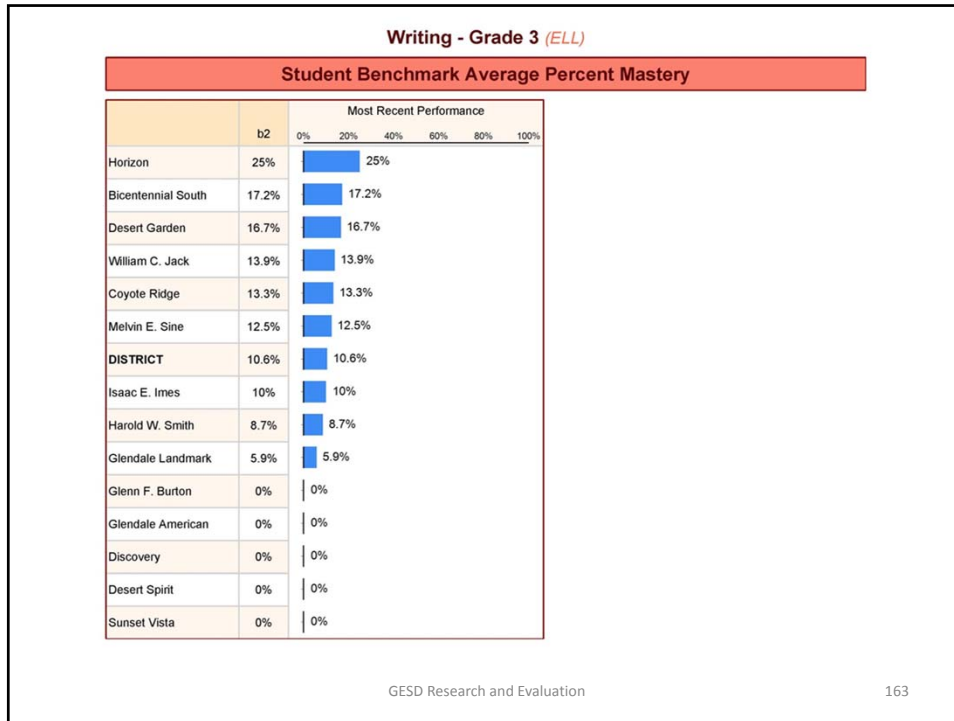


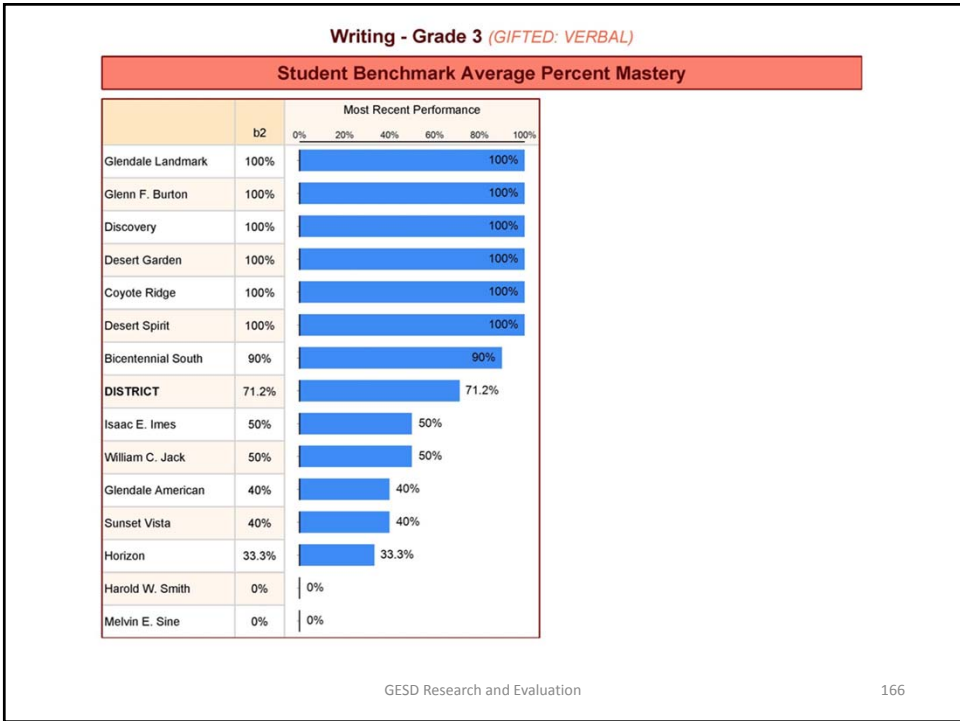
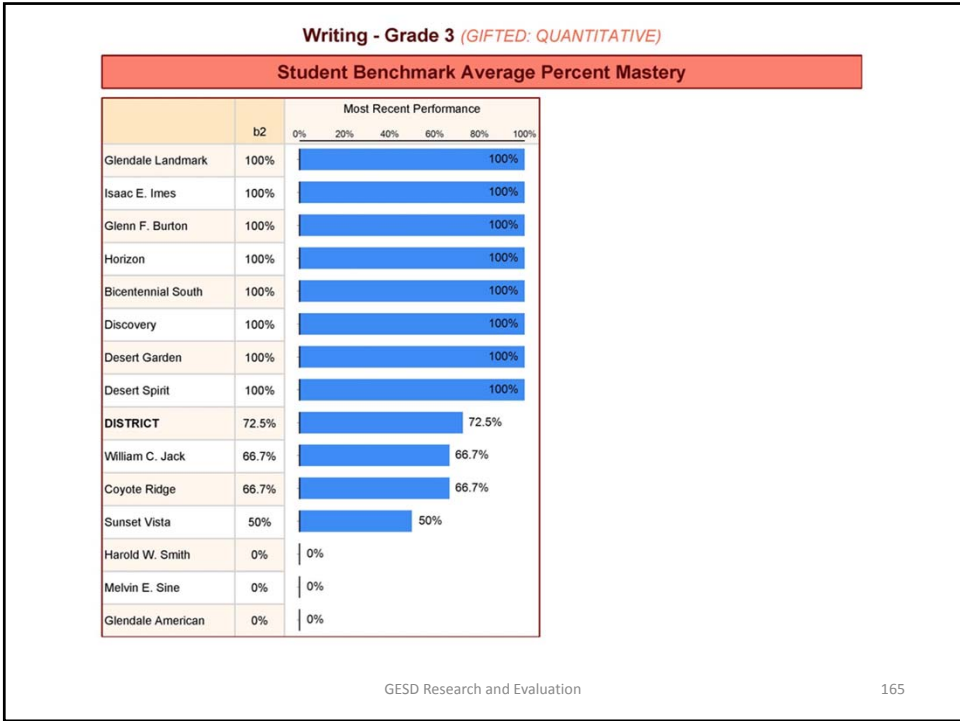


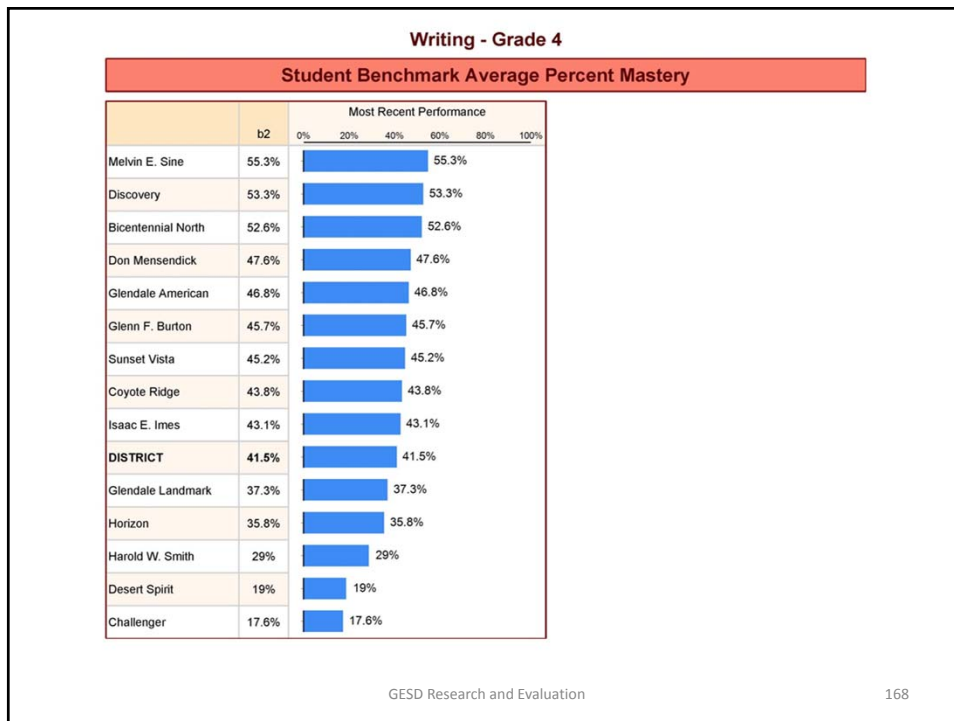
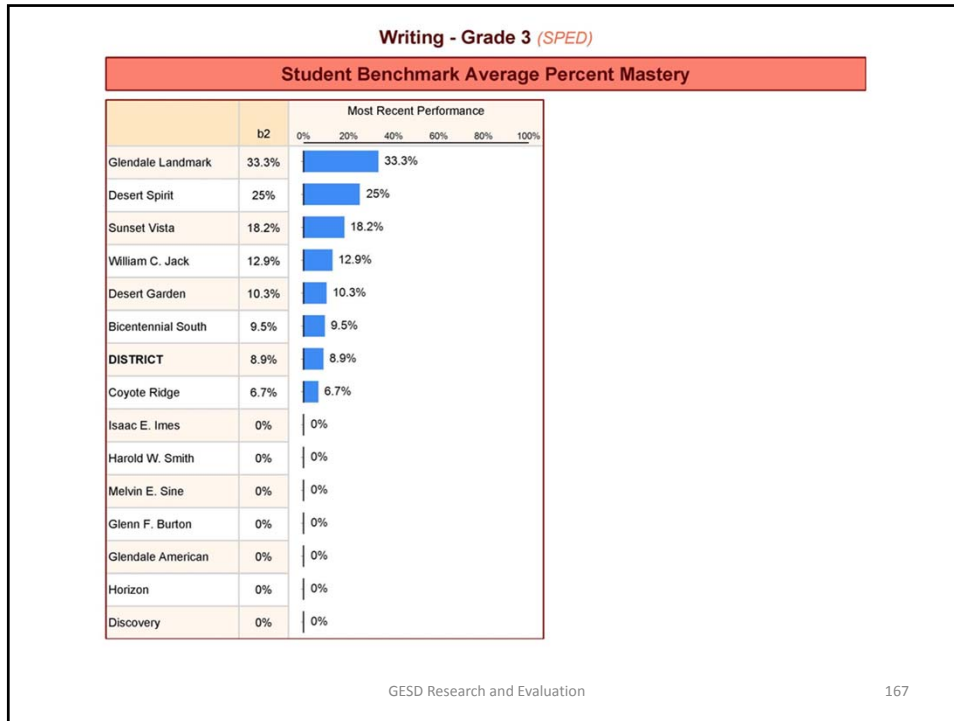


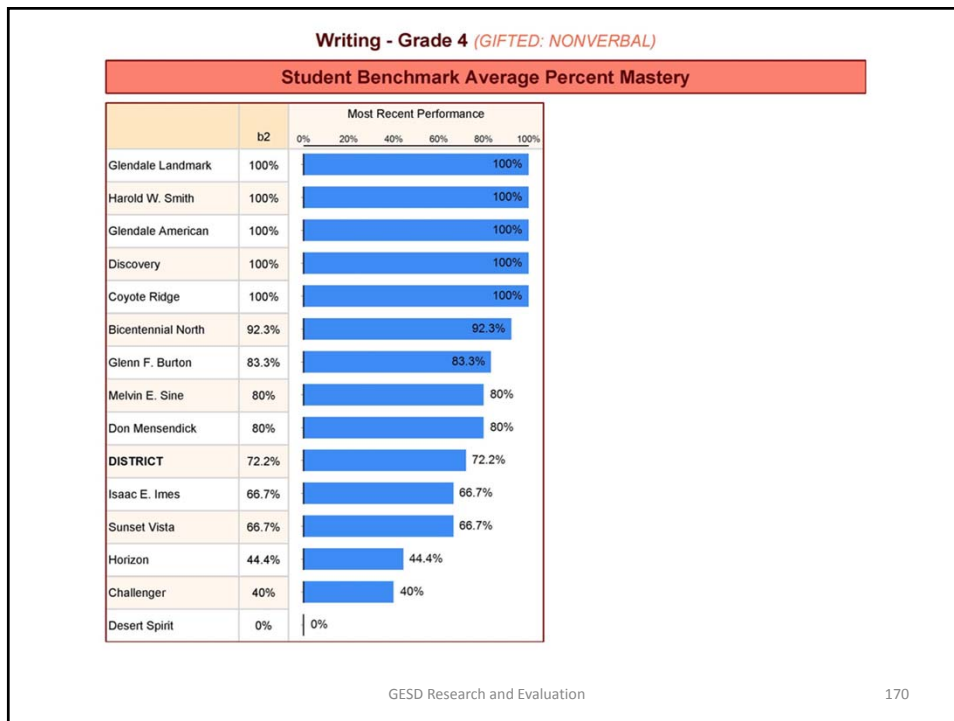
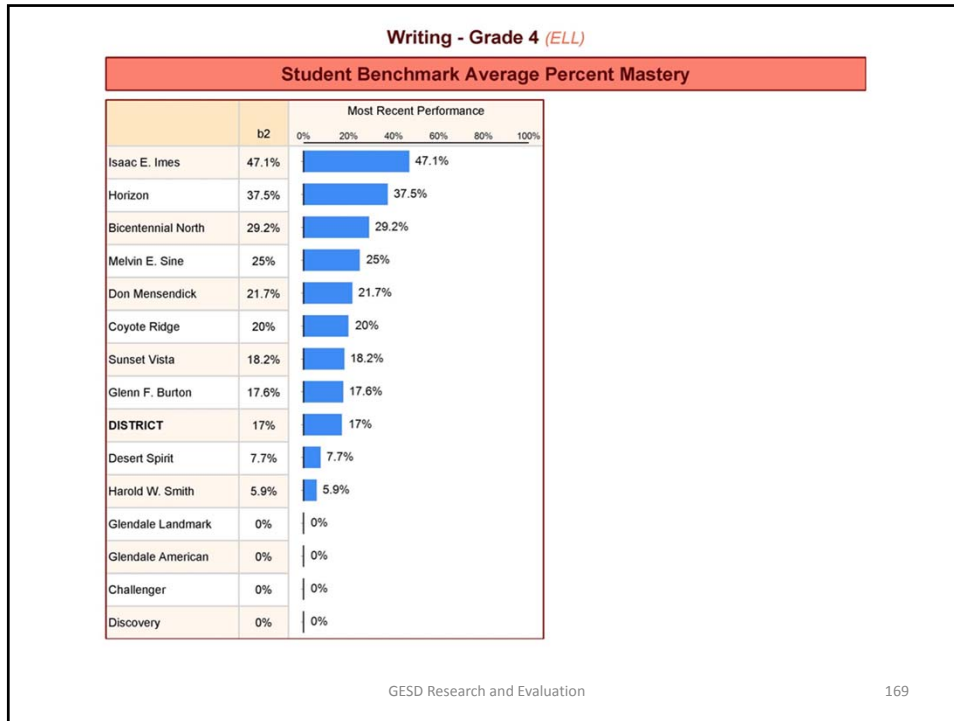


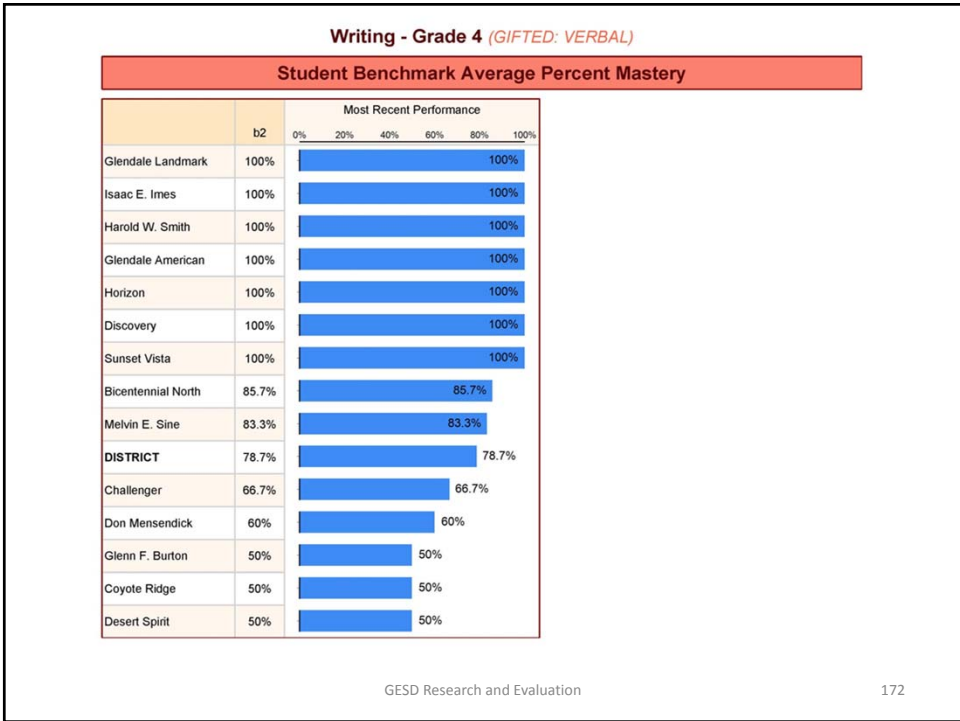
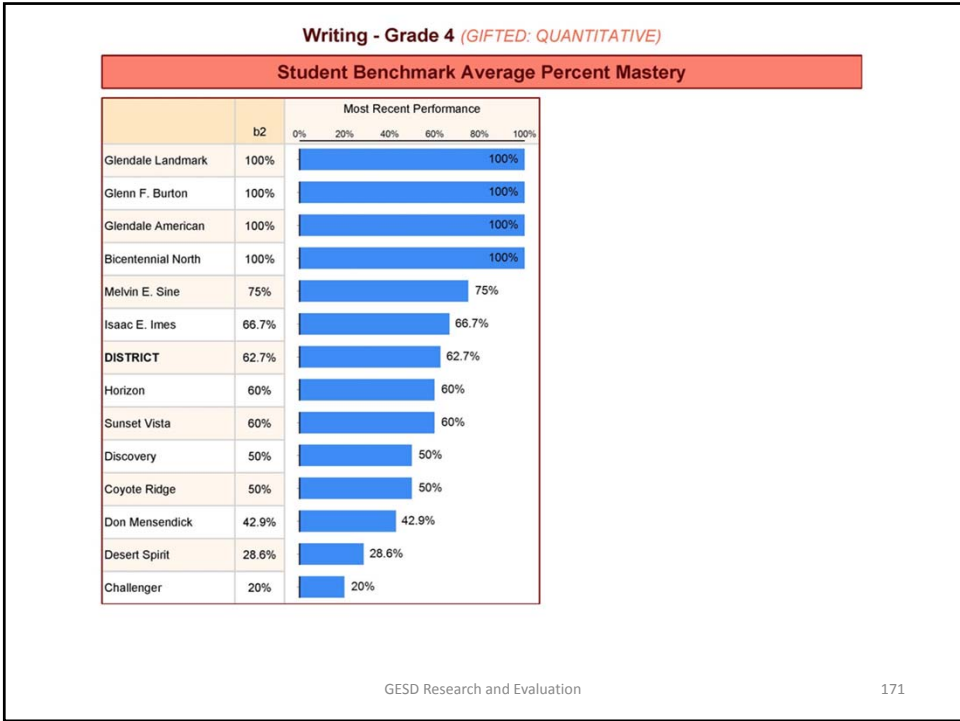


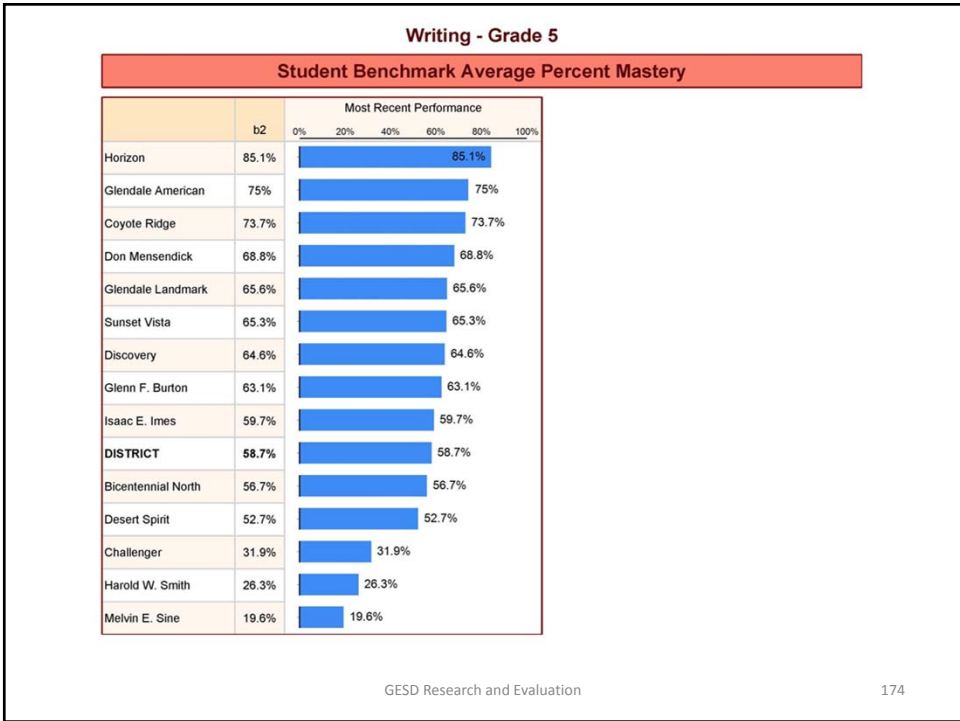
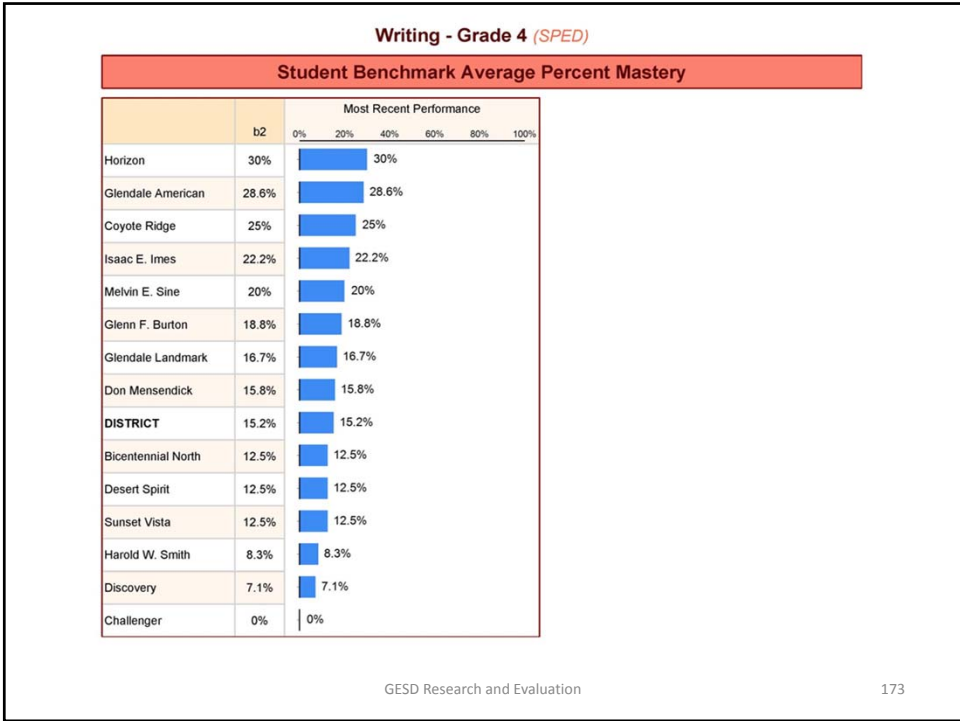


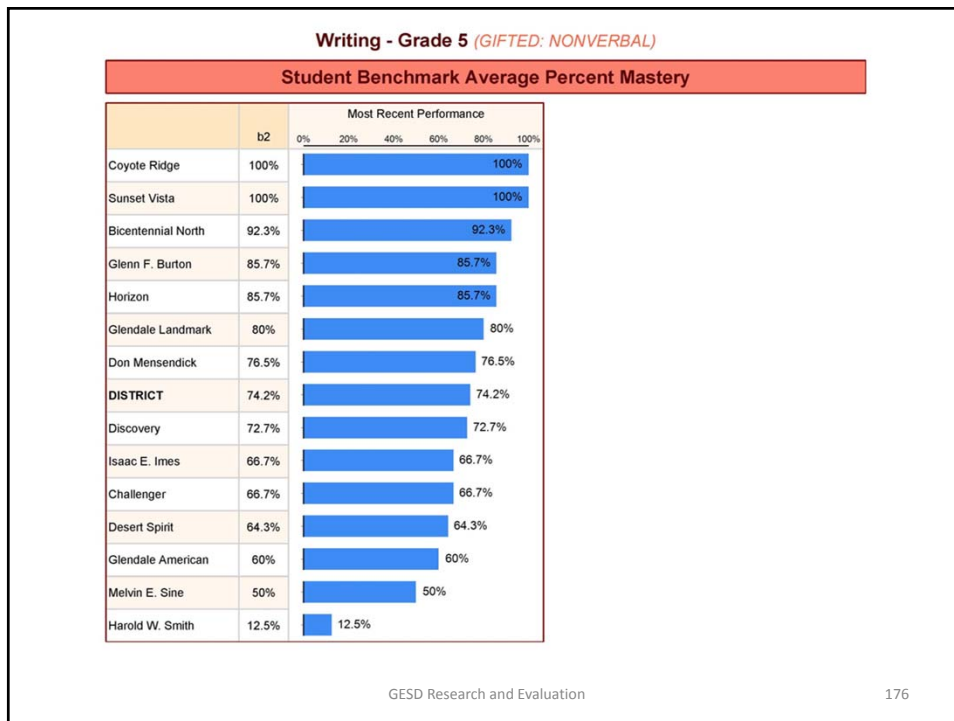
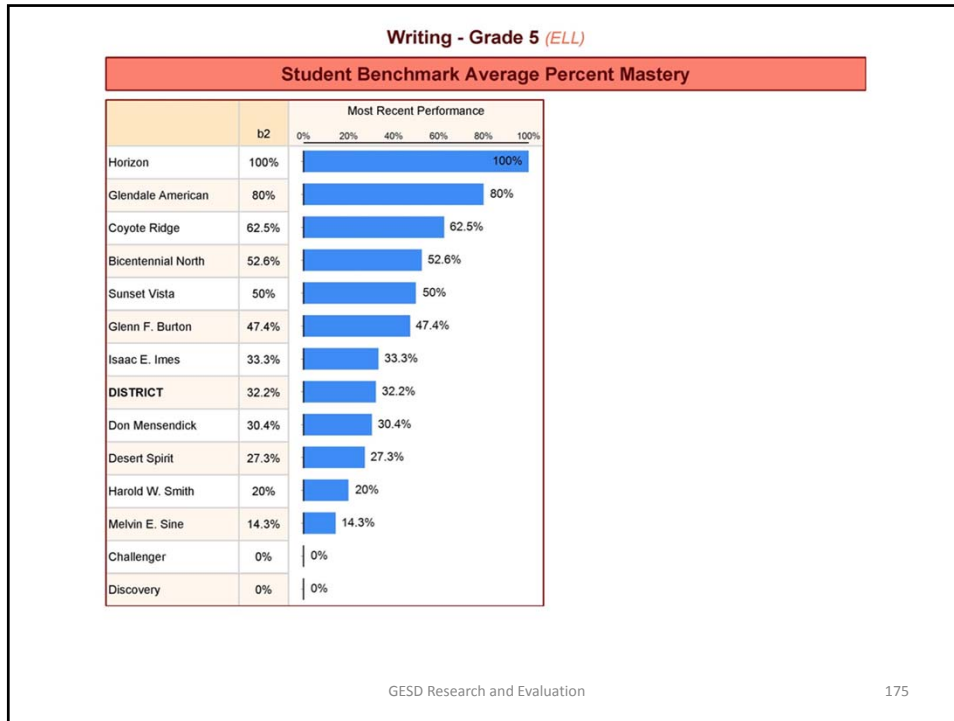


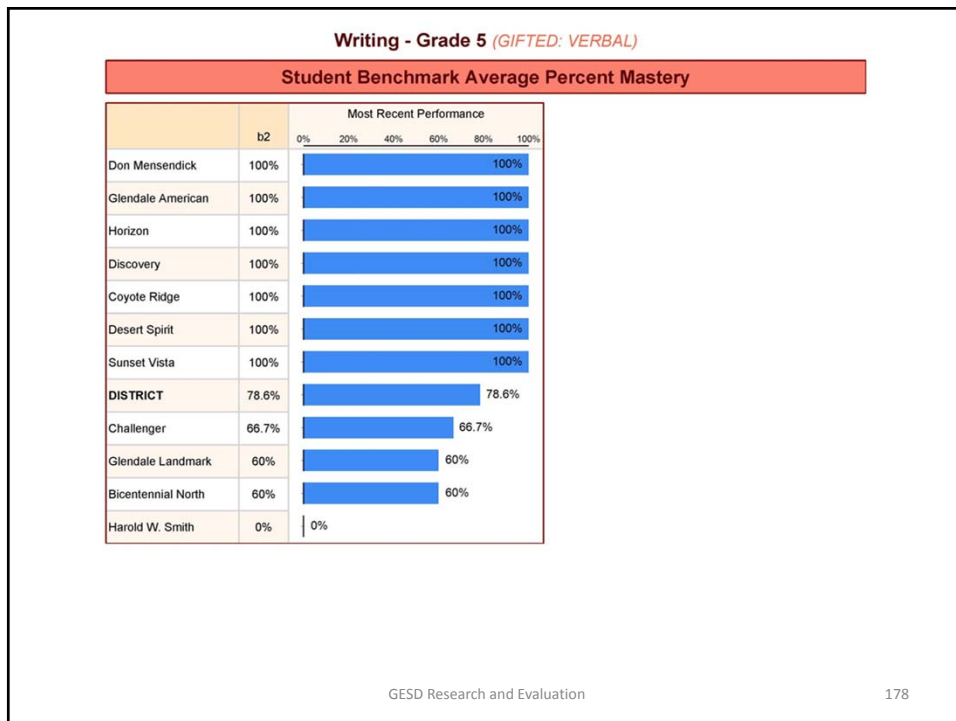
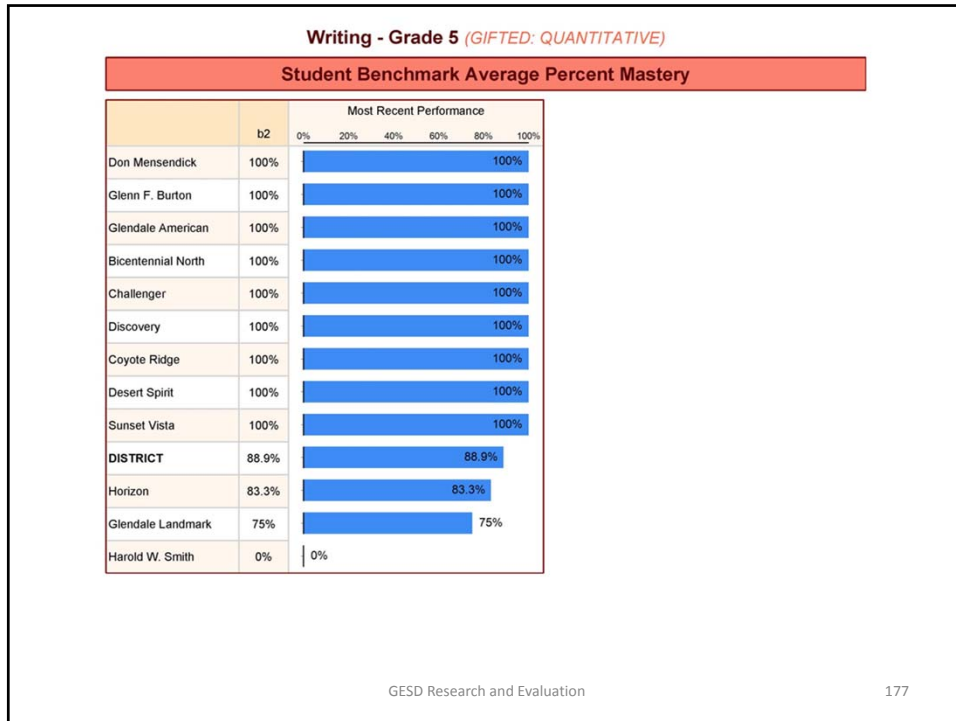


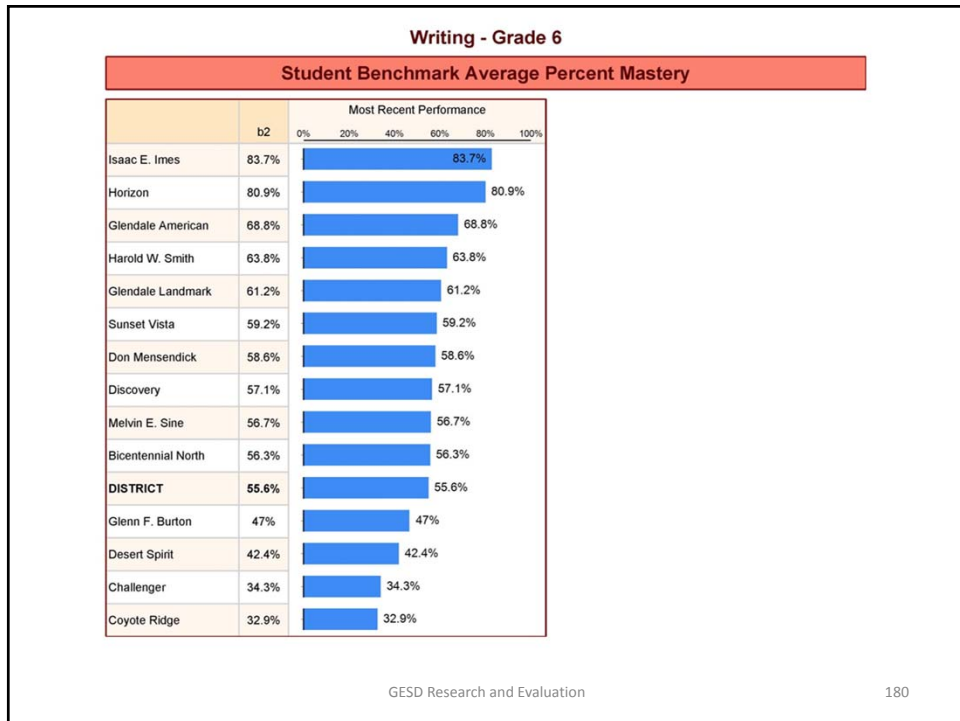
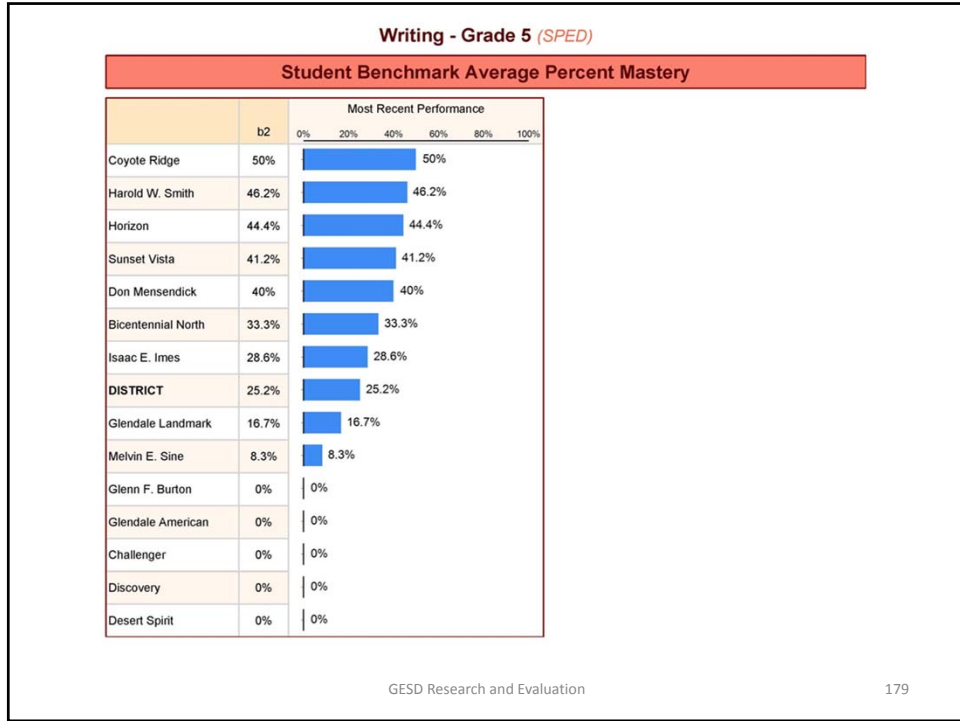


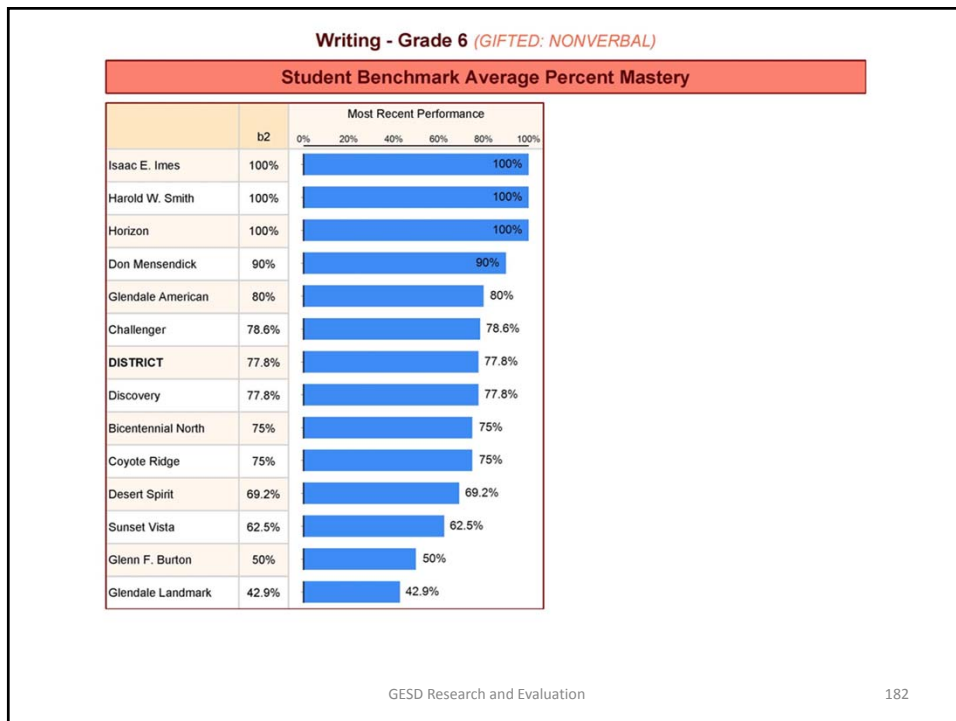
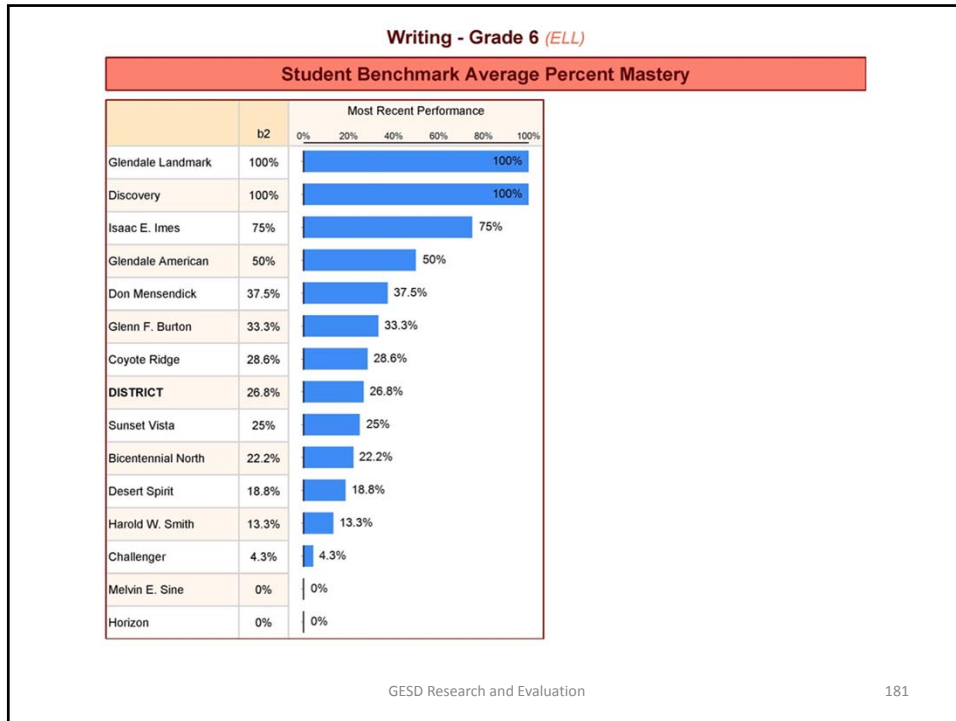


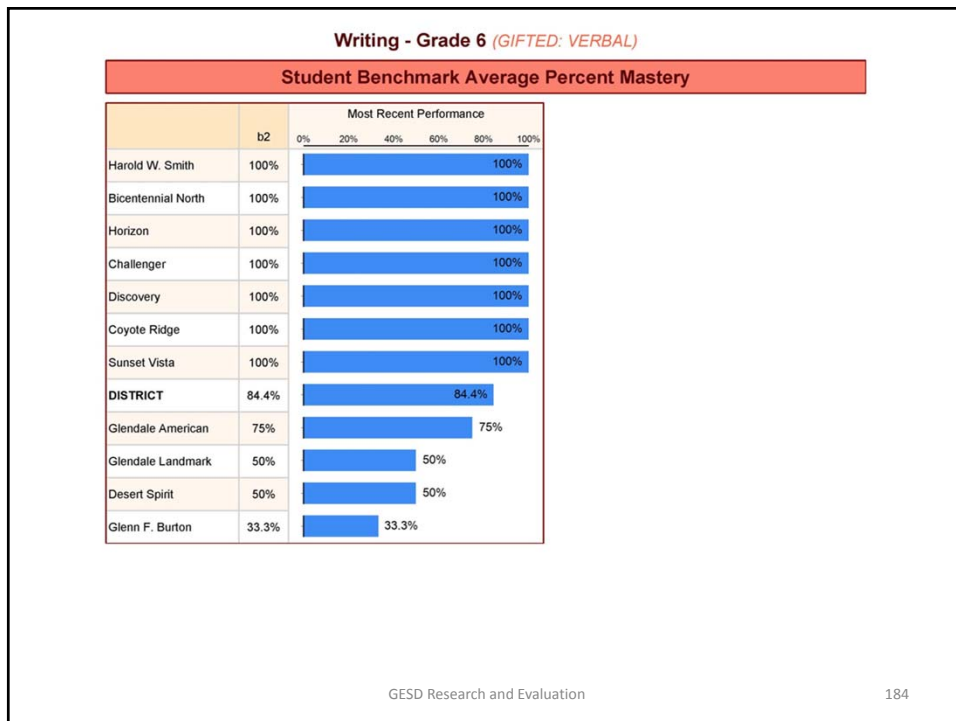
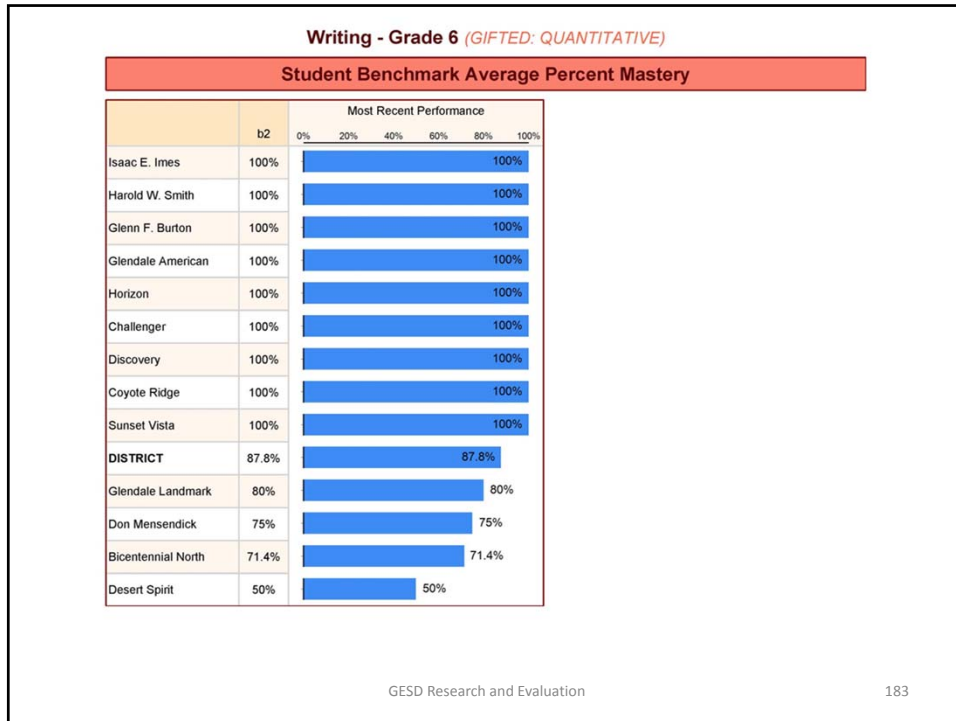


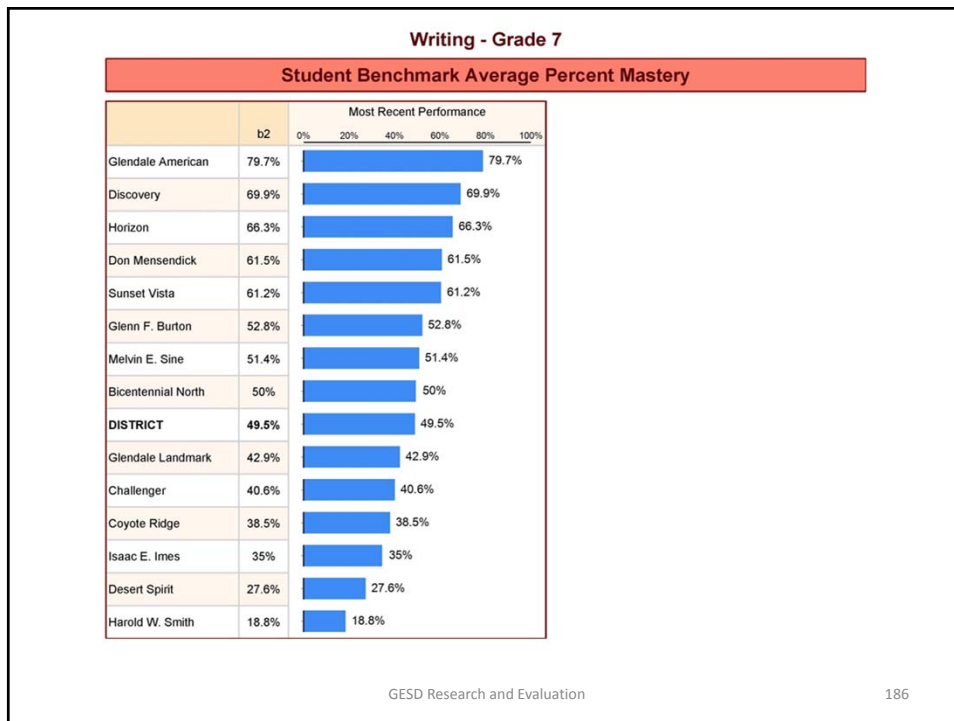
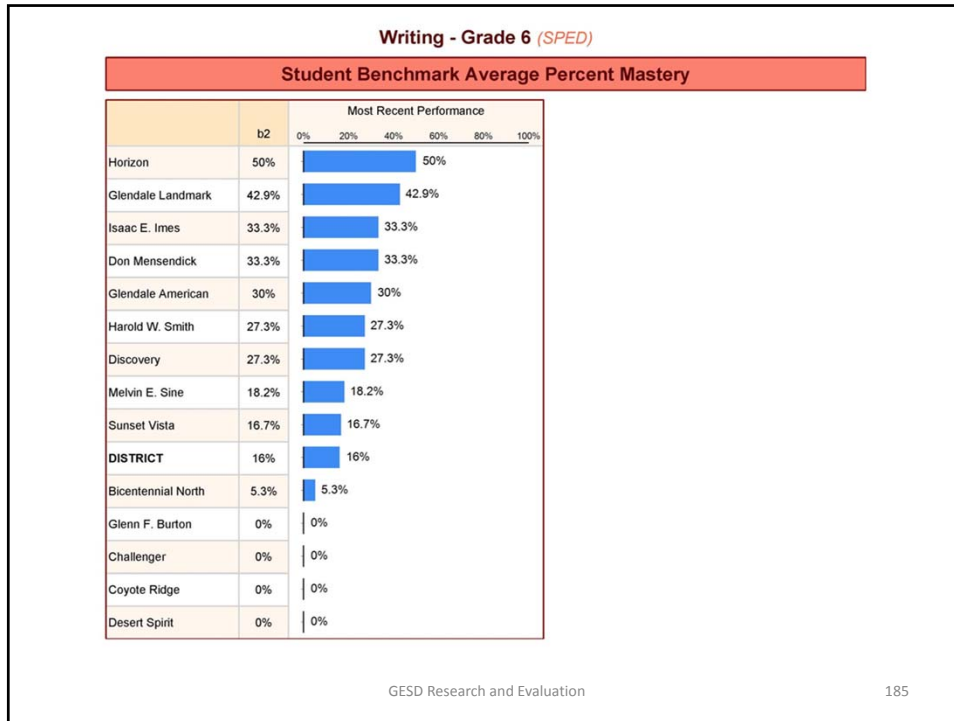


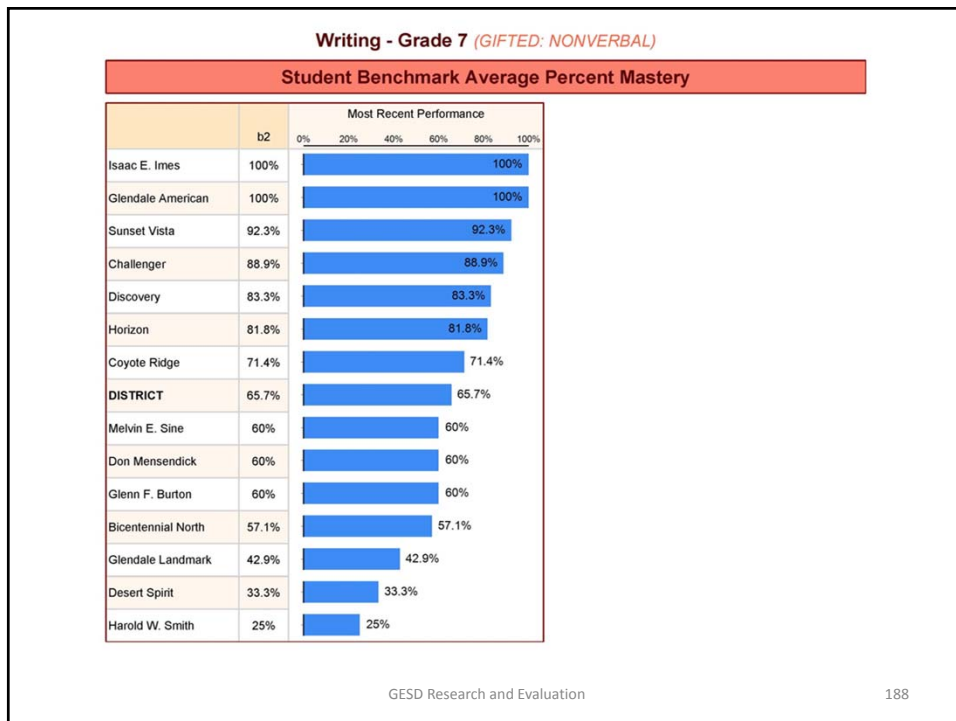
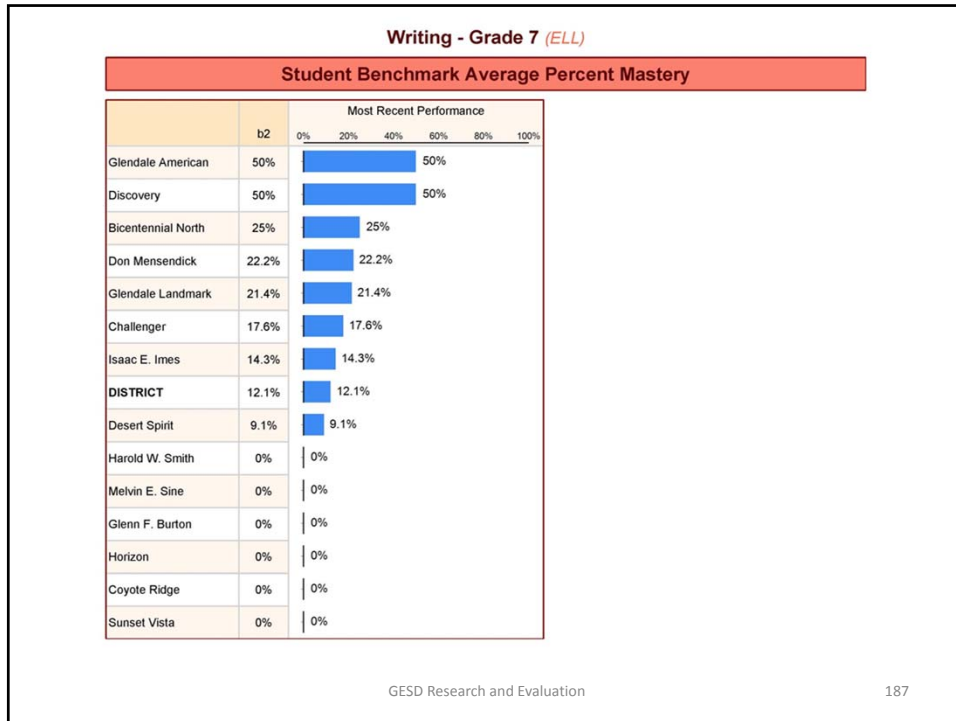


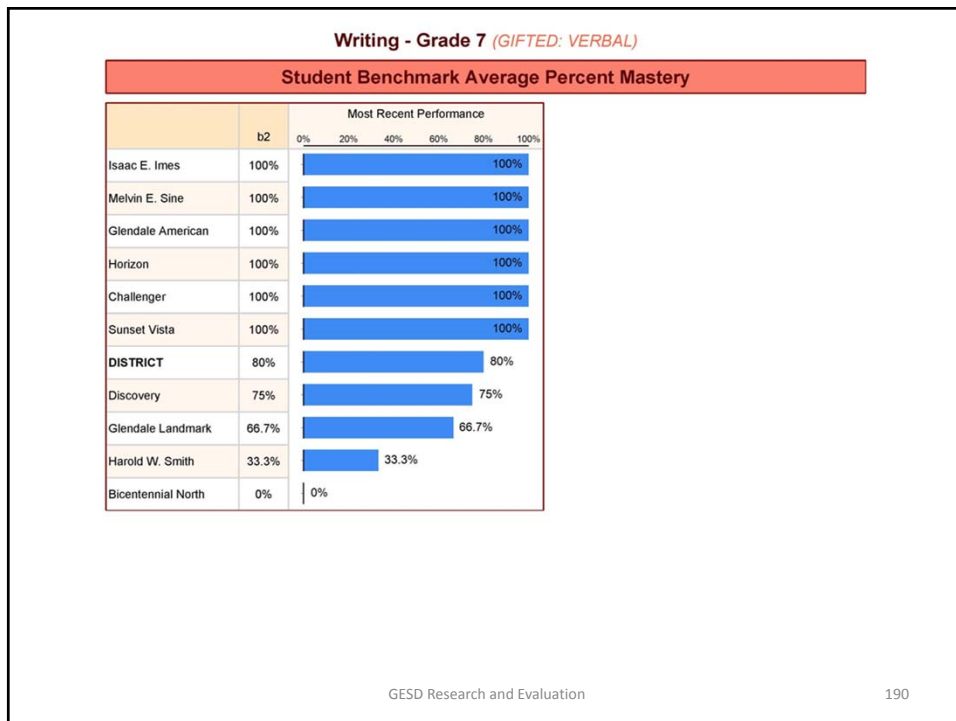
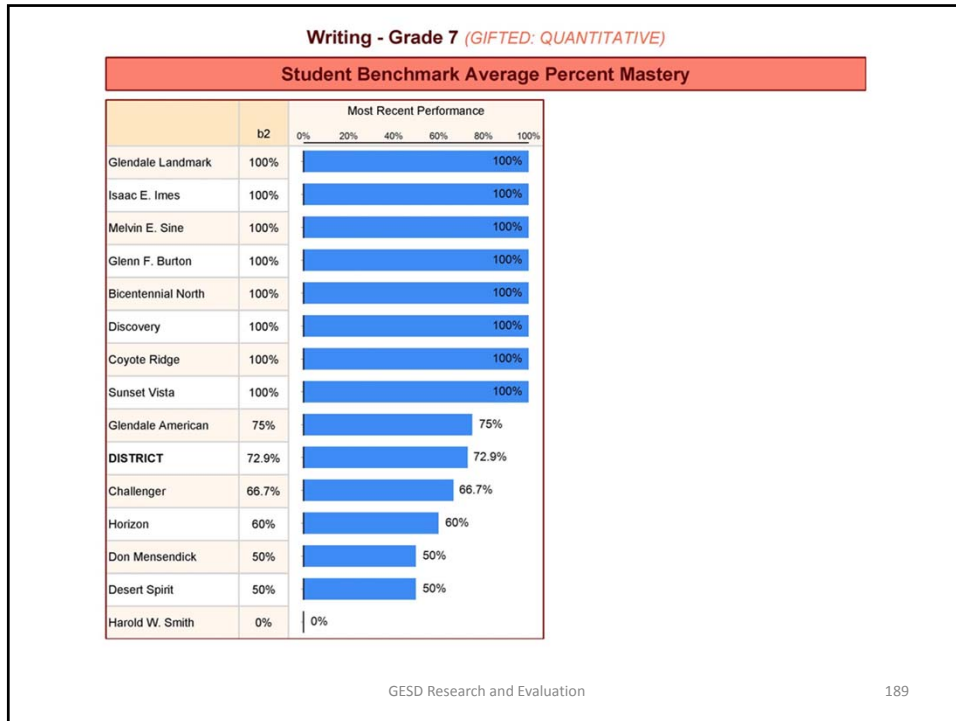


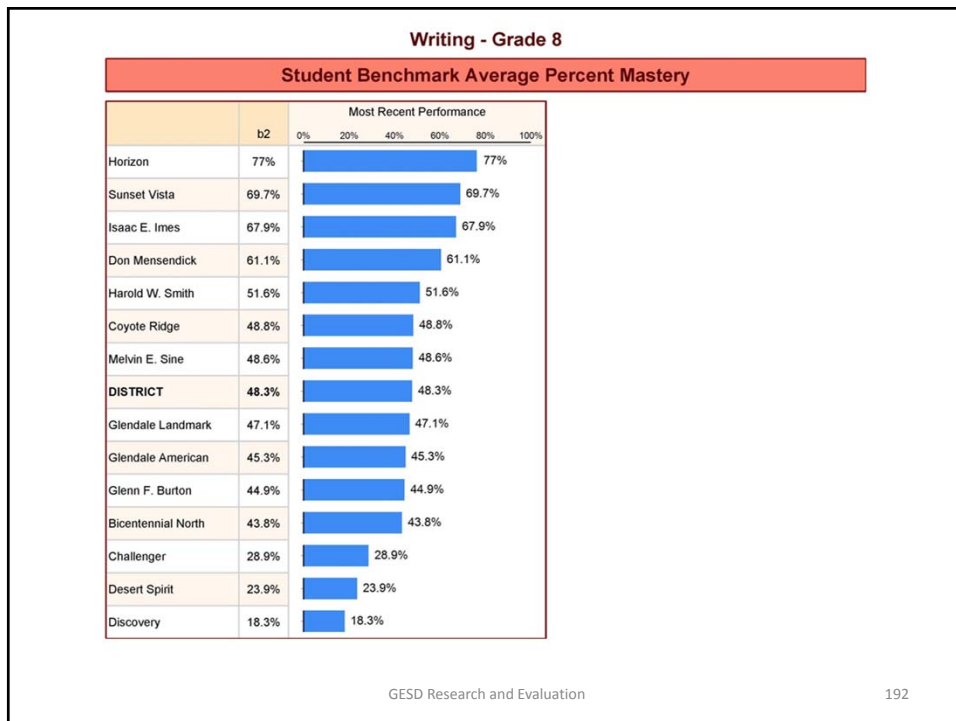
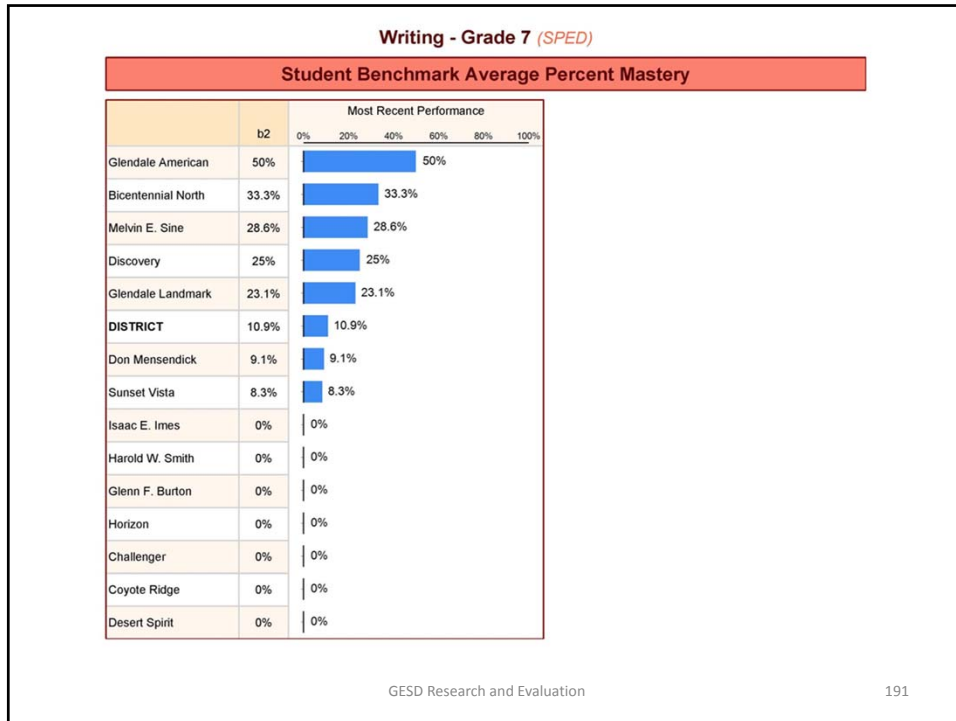


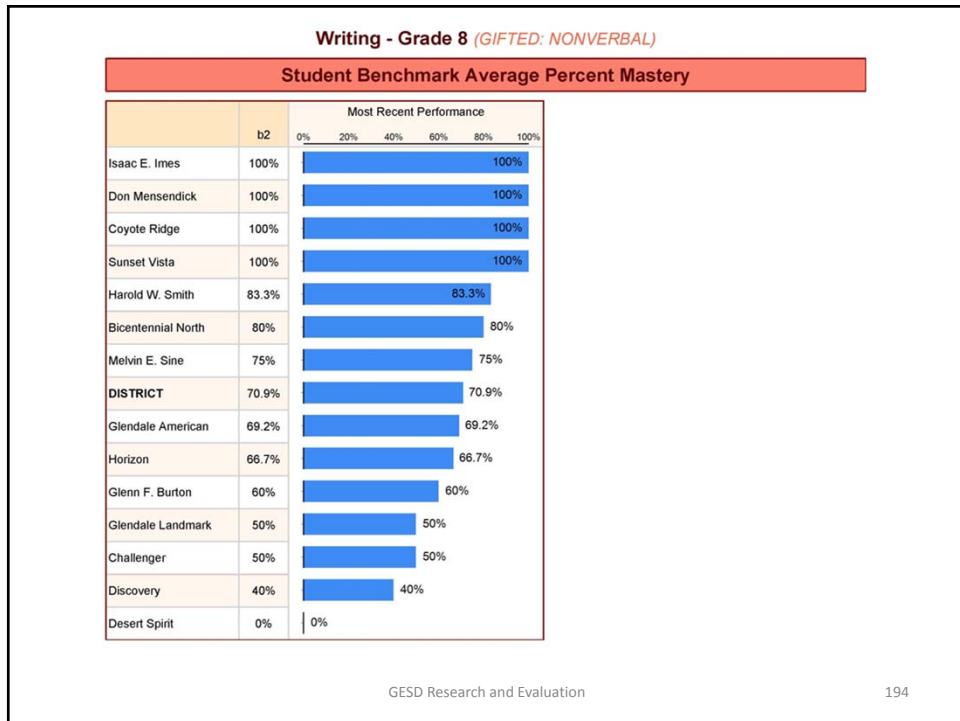
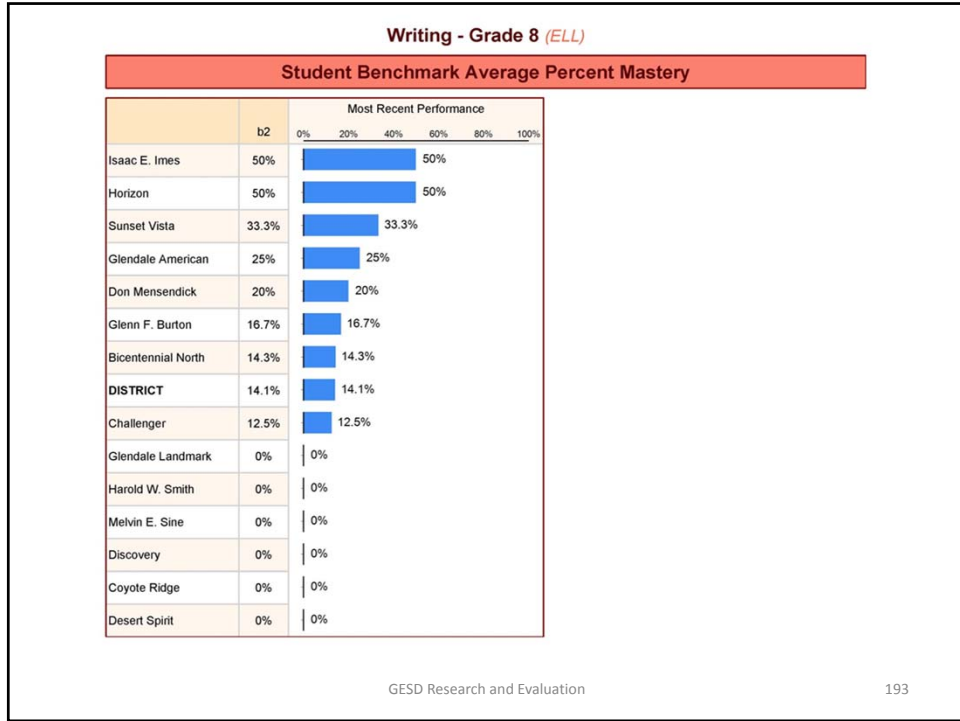


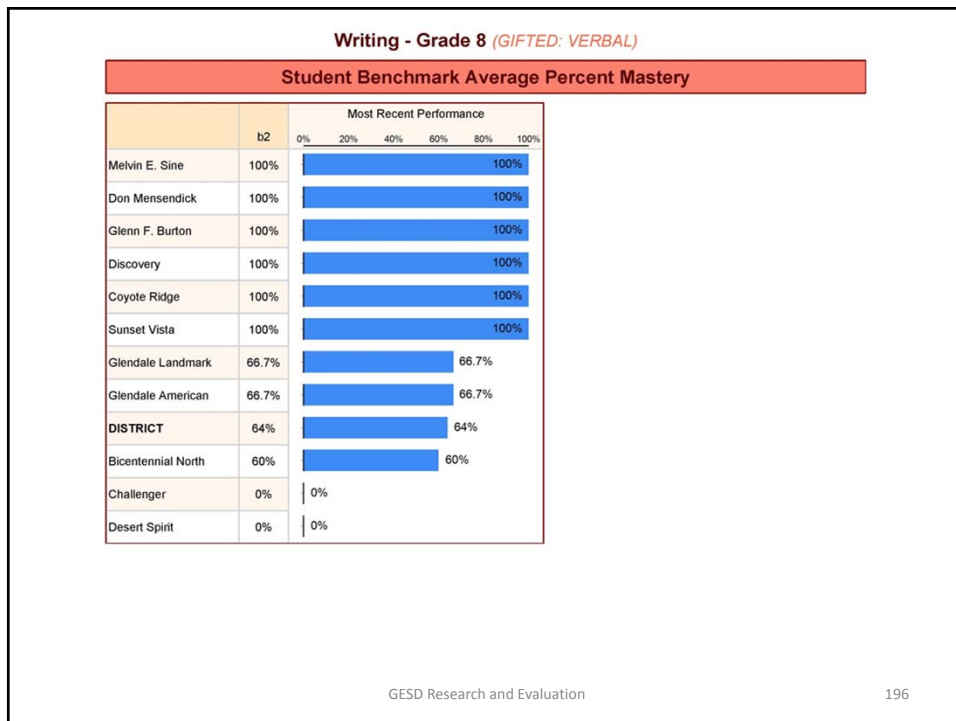
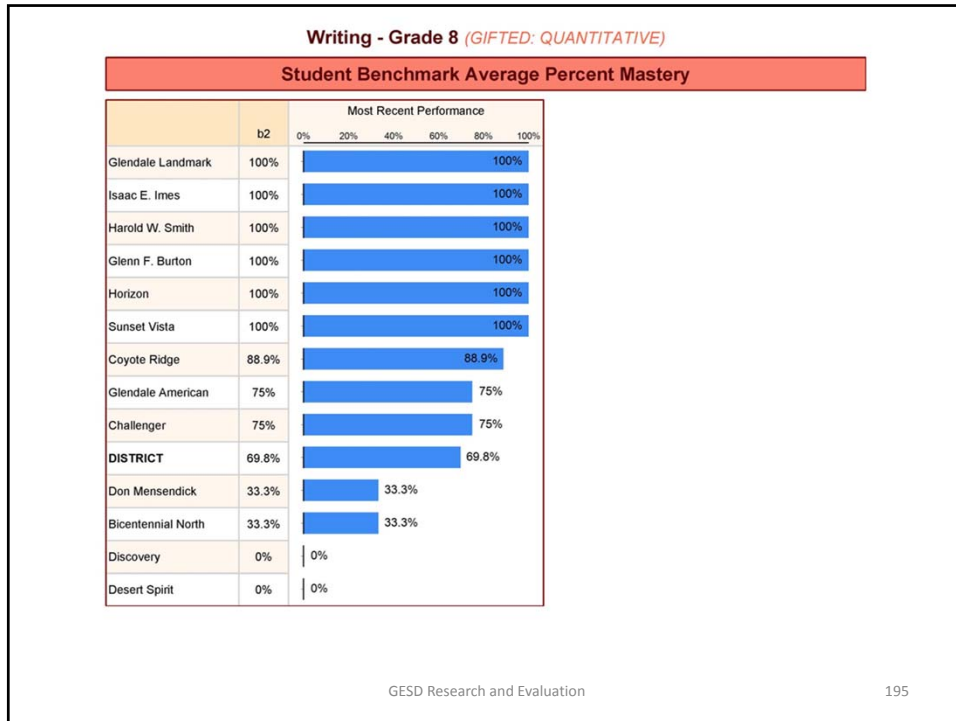


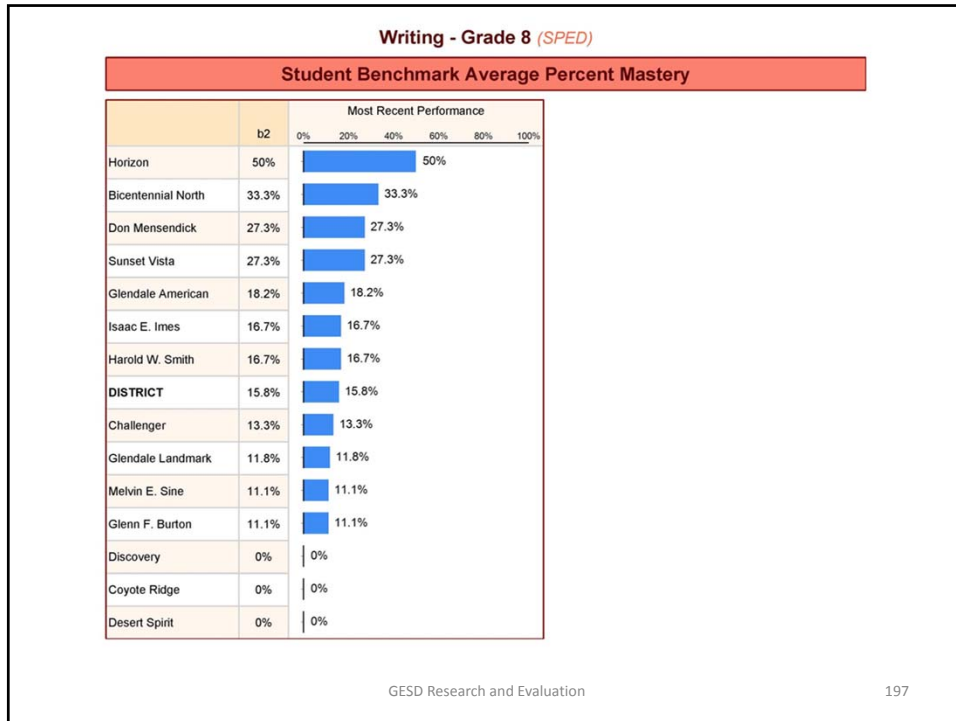










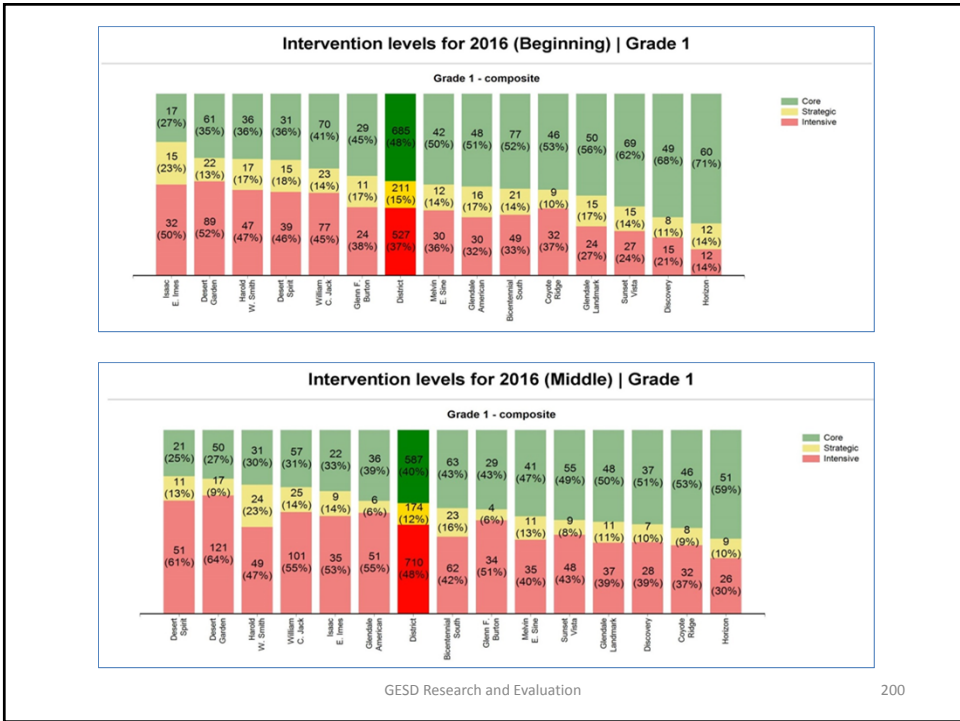
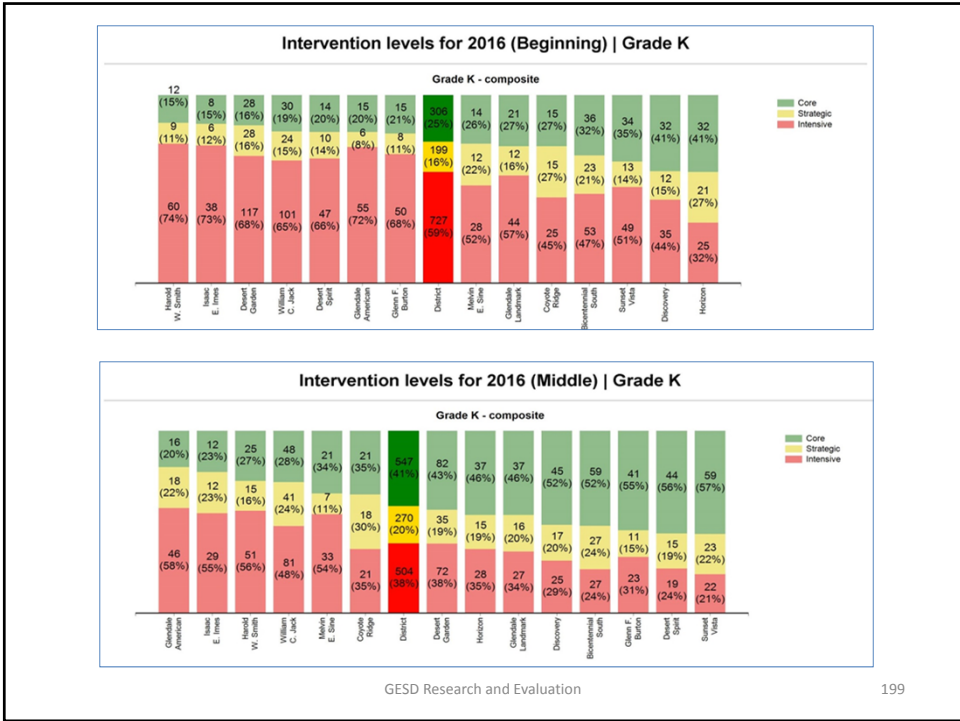


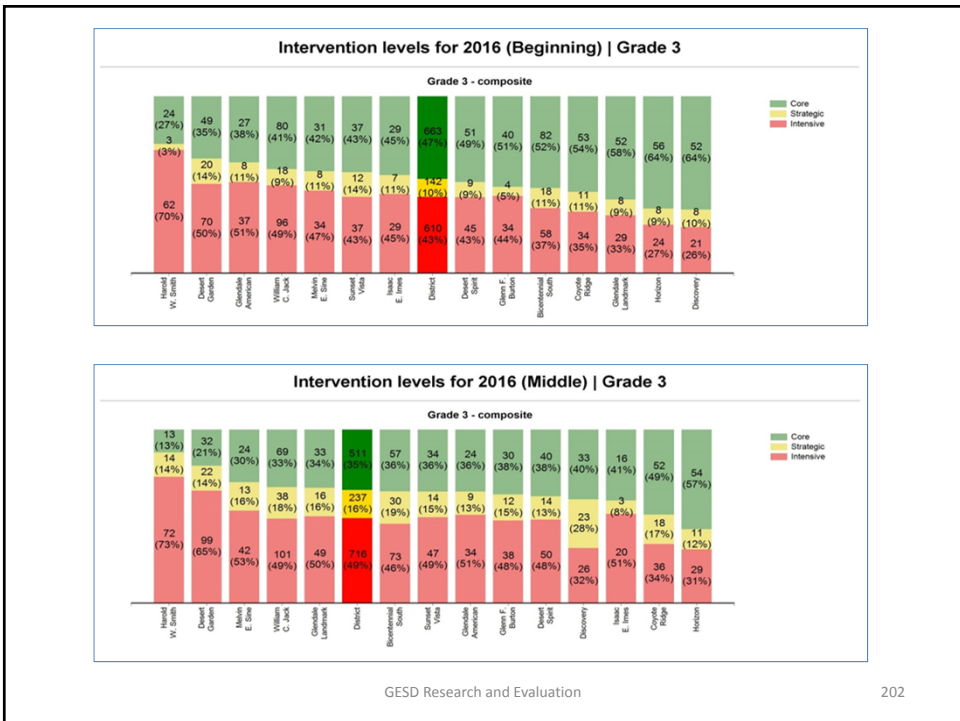
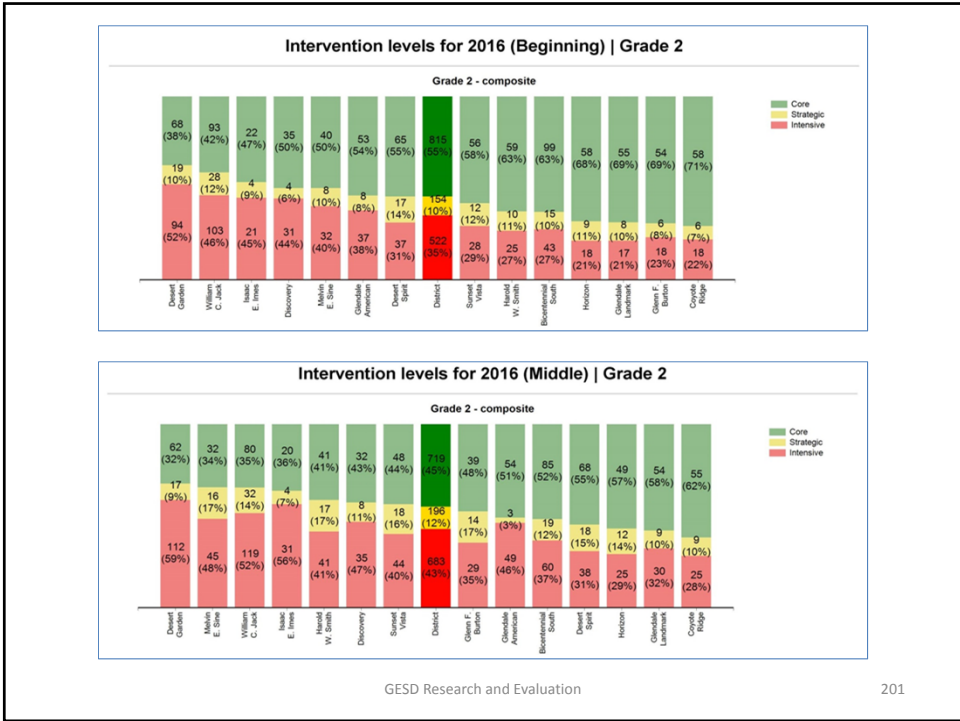
Dibels Next
2016 (Middle)
Thursday, January 07, 2016

Note:

- *Core* refers to “At or Above DIBELS Benchmark”
- *Strategic* refers to “Below DIBELS Benchmark”
- *Intensive* refers to “Well Below DIBELS Benchmark”

GESD Research and Evaluation 198





DIBELS Average Composite Score - Grade K		
School	Avg of Beginning	Avg of Middle
Sunset Vista	20	131
Bicentennial South	21	130
Desert Spirit	12	126
Discovery	23	118
Horizon	25	117
Glendale Landmark	19	115
Glenn F. Burton	13	113
Coyote Ridge	20	109
District	16	108
Desert Garden	12	107
Isaac E. Imes	12	96
Harold W. Smith	11	92
William C. Jack	12	92
Melvin E. Sine	18	85
Glendale American	13	72

GESD Research and Evaluation

203

DIBELS Average Composite Score - Grade K English Language Learners		
School	Avg of Beginning	Avg of Middle
Bicentennial South	16	124
Desert Garden	7	123
Sunset Vista	8	113
Discovery	15	112
Horizon	18	103
Glenn F. Burton	7	101
Desert Spirit	9	94
District	7	93
Melvin E. Sine	9	89
Isaac E. Imes	3	84
Harold W. Smith	3	75
William C. Jack	6	73
Glendale American	7	68
Coyote Ridge	1	61
Glendale Landmark	2	48

GESD Research and Evaluation

204

DIBELS Average Composite Score - Grade K Special Education		
School	Avg of Beginning	Avg of Middle
Desert Spirit	10	114
Glenn F. Burton	12	111
Bicentennial South	22	107
Discovery	30	92
Horizon	23	79
Isaac E. Imes	11	77
William C. Jack	16	76
District	12	71
Desert Garden	6	58
Melvin E. Sine	14	52
Coyote Ridge	14	50
Sunset Vista	0	48
Glendale American	10	44
Harold W. Smith	10	29

GESD Research and Evaluation

205

DIBELS Average Composite Score - Grade 1		
School	Avg of Beginning	Avg of Middle
Horizon	140	175
Coyote Ridge	112	158
Melvin E. Sine	114	148
Discovery	128	140
Sunset Vista	120	137
Bicentennial South	121	134
Glendale Landmark	117	133
Glendale American	117	127
District	111	126
Isaac E. Imes	95	123
Glenn F. Burton	109	121
Harold W. Smith	98	108
William C. Jack	106	107
Desert Garden	93	100
Desert Spirit	94	95

GESD Research and Evaluation

206

DIBELS Average Composite Score - Grade 1 English Language Learners		
School	Avg of Beginning	Avg of Middle
Melvin E. Sine	111	163
Glendale American	109	150
Horizon	123	127
Discovery	124	126
Harold W. Smith	87	98
Coyote Ridge	77	95
William C. Jack	91	91
Bicentennial South	93	88
District	83	87
Sunset Vista	96	84
Glenn F. Burton	77	84
Glendale Landmark	72	82
Isaac E. Imes	58	65
Desert Garden	68	60
Desert Spirit	56	60

GESD Research and Evaluation 207

DIBELS Average Composite Score - Grade 1 Special Education		
School	Avg of Beginning	Avg of Middle
Discovery	101	99
Bicentennial South	90	99
Melvin E. Sine	52	81
Horizon	107	75
Isaac E. Imes	74	74
District	65	58
Harold W. Smith	90	52
Glendale American	34	51
Glendale Landmark	65	51
Coyote Ridge	43	51
Desert Spirit	56	45
Glenn F. Burton	65	39
William C. Jack	62	39
Desert Garden	48	32
Sunset Vista	51	30

GESD Research and Evaluation 208

DIBELS Average Composite Score - Grade 2		
School	Avg of Beginning	Avg of Middle
Coyote Ridge	189	208
Glendale Landmark	178	208
Horizon	179	198
Desert Spirit	157	188
Bicentennial South	166	185
Glenn F. Burton	166	177
Glendale American	152	176
Sunset Vista	153	169
District	146	165
Harold W. Smith	145	157
Discovery	138	155
Melvin E. Sine	142	143
William C. Jack	116	136
Isaac E. Imes	116	133
Desert Garden	108	126

GESD Research and Evaluation

209

DIBELS Average Composite Score - Grade 2 English Language Learners		
School	Avg of Beginning	Avg of Middle
Sunset Vista	118	126
Coyote Ridge	106	125
Glenn F. Burton	121	119
William C. Jack	94	105
Harold W. Smith	96	93
Horizon	58	90
District	78	88
Bicentennial South	91	83
Desert Spirit	69	80
Melvin E. Sine	66	72
Glendale Landmark	77	72
Desert Garden	47	62
Glendale American	34	56
Discovery	47	54
Isaac E. Imes	37	51

GESD Research and Evaluation

210

DIBELS Average Composite Score - Grade 2 Special Education		
School	Avg of Beginning	Avg of Middle
Horizon	187	177
Desert Spirit	115	134
Glenn F. Burton	109	113
Sunset Vista	133	109
Harold W. Smith	69	93
Glendale Landmark	87	92
Bicentennial South	82	82
District	65	69
William C. Jack	55	56
Glendale American	40	53
Coyote Ridge	46	46
Desert Garden	35	44
Isaac E. Imes	58	43
Melvin E. Sine	29	26
Discovery	15	18

GESD Research and Evaluation 211

DIBELS Average Composite Score - Grade 3		
School	Avg of Beginning	Avg of Middle
Horizon	243	280
Discovery	237	272
Coyote Ridge	210	268
Sunset Vista	199	249
Glendale American	206	241
Bicentennial South	206	239
Glenn F. Burton	200	236
Isaac E. Imes	195	233
Glendale Landmark	216	233
District	196	232
William C. Jack	183	229
Desert Spirit	201	228
Melvin E. Sine	180	207
Desert Garden	168	199
Harold W. Smith	127	150

GESD Research and Evaluation 212

DIBELS Average Composite Score - Grade 3 English Language Learner		
School	Avg of Beginning	Avg of Middle
Horizon	116	168
Sunset Vista	157	163
Discovery	130	161
Coyote Ridge	66	148
Glenn F. Burton	143	147
Glendale American	89	146
Desert Garden	97	140
Bicentennial South	111	137
District	77	109
Melvin E. Sine	70	93
Harold W. Smith	56	84
William C. Jack	56	83
Glendale Landmark	60	77
Desert Spirit	38	61

GESD Research and Evaluation

213

DIBELS Average Composite Score - Grade 3 Special Education		
School	Avg of Beginning	Avg of Middle
Coyote Ridge	161	254
Desert Spirit	164	211
Glendale Landmark	187	197
William C. Jack	117	153
Sunset Vista	85	147
Glenn F. Burton	95	140
District	105	138
Bicentennial South	114	137
Discovery	107	132
Melvin E. Sine	102	119
Glendale American	73	118
Desert Garden	69	95
Harold W. Smith	75	87
Isaac E. Imes	65	73
Horizon	0	6

GESD Research and Evaluation

214

GESD ELL Student Counts

By Grade, by School and by Overall Proficiency Level

As of January 6, 2016

Count of Sis Num Grade/School	Overall Proficiency Levels				ELL Student Total
	Basic	Basic/Intermediate	Intermediate	Pre-Emergent/Emergent	
1st Grade	85	2	201	80	368
Bicentennial South	11		19	4	34
Coyote Ridge	3		10	3	16
Desert Garden	14		30	20	64
Desert Spirit	5		13	11	29
Discovery	1		6	2	9
Glendale American	3		5		8
Glendale Landmark	6		6	9	21
Glenn F. Burton	8		8	8	24
Harold W. Smith	7		24	9	40
Horizon	2		6		8
Isaac E. Imes	4		9	2	15
Melvin E. Sine		1	8	1	10
Sunset Vista	6	1	12	4	23
William C. Jack	15		45	7	67

GESD ELL Student Counts

By Grade, by School and by Overall Proficiency Level

As of January 6, 2016

Count of Sis Num Grade/School	Overall Proficiency Levels				ELL Student Total
	Basic	Basic/Intermediate	Intermediate	Pre-Emergent/Emergent	
2nd Grade	91		228	45	364
Bicentennial South	5		11	2	18
Coyote Ridge	3		15	1	19
Desert Garden	16		36	7	59
Desert Spirit	8		15	4	27
Discovery	4		11	1	16
Glendale American			9		9
Glendale Landmark	2		5	5	12
Glenn F. Burton	5		20	1	26
Harold W. Smith	3		18	9	30
Horizon	5		5		10
Isaac E. Imes	9		10	1	20
Melvin E. Sine	9		6	1	16
Sunset Vista	5		11	3	19
William C. Jack	17		56	10	83

GESD ELL Student Counts

By Grade, by School and by Overall Proficiency Level

As of January 6, 2016

Count of Sis Num Grade/School	Overall Proficiency Levels				ELL Student Total
	Basic	Basic/Intermediate	Intermediate	Pre-Emergent/Emergent	
3rd Grade	75		130	45	250
Bicentennial South	5		16	5	26
Coyote Ridge	8		5	2	15
Desert Garden	15		16	4	35
Desert Spirit	5		14	2	21
Discovery	1		5	1	7
Glendale American	2		2		4
Glendale Landmark	6		5	7	18
Glenn F. Burton	2		8	2	12
Harold W. Smith	15		20	10	45
Horizon	1		4		5
Isaac E. Imes	3		9		12
Melvin E. Sine	4		3	2	9
Sunset Vista	1		2	2	5
William C. Jack	7		21	8	36

GESD ELL Student Counts

By Grade, by School and by Overall Proficiency Level

As of January 6, 2016

Count of Sis Num Grade/School	Overall Proficiency Levels				ELL Student Total
	Basic	Basic/Intermediate	Intermediate	Pre-Emergent/Emergent	
4th Grade	80		112	54	246
Bicentennial North	4		13	7	24
Challenger	6		14	8	28
Coyote Ridge	2		7	1	10
Desert Spirit	1		11	8	20
Discovery	4			1	5
Don Mensendick	19		21	5	45
Glendale American	2		3	1	6
Glendale Landmark	4		5	4	13
Glenn F. Burton	4		11	2	17
Harold W. Smith	13		10	11	34
Horizon	4		3	1	8
Isaac E. Imes	8		4	4	16
Melvin E. Sine	4		4		8
Sunset Vista	5		6	1	12

GESD ELL Student Counts

By Grade, by School and by Overall Proficiency Level

As of January 6, 2016

Count of Sis Num Grade/School	Overall Proficiency Levels				ELL Student Total
	Basic	Basic/Intermediate	Intermediate	Pre-Emergent/Emergent	
5th Grade	62		114	51	227
Bicentennial North	4		11	4	19
Challenger	4		14	11	29
Coyote Ridge	4		3	1	8
Desert Spirit	5		10	6	21
Discovery	1		1	1	3
Don Mensendick	16		22	10	48
Glendale American	1		6		7
Glendale Landmark	1		5	3	9
Glenn F. Burton	5		12	1	18
Harold W. Smith	10		14	10	34
Horizon			4	1	5
Isaac E. Imes	4		3		7
Melvin E. Sine	2		3	2	7
Sunset Vista	5		6	1	12

GESD ELL Student Counts

By Grade, by School and by Overall Proficiency Level

As of January 6, 2016

Count of Sis Num Grade/School	Overall Proficiency Levels				ELL Student Total
	Basic	Basic/Intermediate	Intermediate	Pre-Emergent/Emergent	
6th Grade	36		63	50	149
Bicentennial North	4		5		9
Challenger	5		8	13	26
Coyote Ridge	2		3	3	8
Desert Spirit	3		9	5	17
Discovery	1			1	2
Don Mensendick	10		5	8	23
Glendale American	3		3		6
Glendale Landmark			2	3	5
Glenn F. Burton	4		6	4	14
Harold W. Smith	3		8	6	17
Horizon			2		2
Isaac E. Imes	1		5	2	8
Melvin E. Sine			2	2	4
Sunset Vista			5	3	8

GESD ELL Student Counts

By Grade, by School and by Overall Proficiency Level

As of January 6, 2016

Count of Sis Num Grade/School	Overall Proficiency Levels				ELL Student Total
	Basic	Basic/Intermediate	Intermediate	Pre-Emergent/Emergent	
7th Grade	54		76	43	173
Bicentennial North	4		7	2	13
Challenger	4		5	9	18
Coyote Ridge	2		5	1	8
Desert Spirit	7		11	4	22
Discovery	1		1		2
Don Mensendick	8		7	5	20
Glendale American	1		1	2	4
Glendale Landmark	3		6	5	14
Glenn F. Burton	3		10	3	16
Harold W. Smith	10		13	9	32
Horizon	3		3		6
Isaac E. Imes	3		4	1	8
Melvin E. Sine	1		1		2
Sunset Vista	4		2	2	8

GESD ELL Student Counts

By Grade, by School and by Overall Proficiency Level

As of January 6, 2016

Count of Sis Num Grade/School	Overall Proficiency Levels				ELL Student Total
	Basic	Basic/Intermediate	Intermediate	Pre-Emergent/Emergent	
8th Grade	20		39	42	101
Bicentennial North	3		3	1	7
Challenger	2		5	9	16
Coyote Ridge			1		1
Desert Spirit	3		1		4
Discovery			2		2
Don Mensendick	4		8	10	22
Glendale American	1		3		4
Glendale Landmark	1		1	7	9
Glenn F. Burton			6	1	7
Harold W. Smith	2		4	9	15
Horizon	1		1		2
Isaac E. Imes	1		1	1	3
Melvin E. Sine	1		2	2	5
Sunset Vista	1		1	2	4

GESD ELL Student Counts

By Grade, by School and by Overall Proficiency Level

As of January 6, 2016

Count of Sis Num Grade/School	Overall Proficiency Levels				ELL Student Total
	Basic	Basic/Intermediate	Intermediate	Pre-Emergent/Emergent	
Kindergarten		200		129	329
Bicentennial South		23		2	25
Coyote Ridge		3		2	5
Desert Garden		30		28	58
Desert Spirit		13		10	23
Discovery		12		2	14
Glendale American		7		7	14
Glendale Landmark		8		12	20
Glenn F. Burton		19		7	26
Harold W. Smith		18		21	39
Horizon		4		3	7
Isaac E. Imes		12		9	21
Melvin E. Sine		3		2	5
Sunset Vista		12		2	14
William C. Jack		36		22	58

GESD ELL Student Counts

By Grade, by School and by Overall Proficiency Level

As of January 6, 2016

Count of Sis Num	Overall Proficiency Levels				
Grade/School	Basic	Basic/Intermediate	Intermediate	Pre-Emergent/Emergent	ELL Student Total
ELL Student Total	503	202	963	539	2207

DIBELS Next Benchmark Goal-Composite Score

	Beginning	Middle	End
Kindergarten	26+	122+	119+
First Grade	113+	130+	155+
Second Grade	141+	190+	238+
Third Grade	220+	285+	330+



Glendale Elementary School District
Educational Services Division
Leadership... a Team Performance

What Great Leaders Do...

Create a strong team with complimentary strengths.
Understand the importance of shared leadership.

What is a Guiding Coalition?

An alliance of key members of an organization who are specifically charged to lead a change process through predictable turmoil.

Members of the alliance should have shared goals and high levels of trust.

But the **principal** must be the **champion** for the belief and its most vocal supporter....

3 Keys to Building a Guiding Coalition

1. **Choose** the right people.
People with strong position power, broad experience, high credibility, and real leadership skill.
2. **“Grow”** the coalition strategically.
Diversity of views and voices.
3. **Work** as a team, not just a collection of individuals.
Do the real work together, share a vision and commitment.

References:

John Kotter (1996) *Leading Change*
Rick DuFour *Solution Tree*

GLENDALE ELEMENTARY SCHOOL DISTRICT
Adoption Cycle for District Wide Materials

I-5800 IJJ Textbook/Supplementary Materials Selection and Process

“The Board will approve and adopt all new textbooks and supplementary books. The Superintendent shall establish textbook selection procedures that shall provide for the appropriate involvement of staff members, students, and community members....”

“Textbooks and supplementary books for common schools recommended by the textbook committees will be placed on display in the District office for a period of at least sixty (60) days prior to the meeting at which the Board will consider their adoption.”

PreK-8 curriculum areas in the Glendale Elementary School District will undergo curriculum evaluation, revision, and/or review on a rotating basis. The purpose of this ongoing cycle of review is to allot time for a concentrated focus within a given curriculum area and to provide a formal means by which all planned courses are revised and kept current. The following tables identify the past and current curriculum development cycles for the district.

ADOPTION CYCLE HISTORY

SCHOOL YEAR	SELECTION PROCESS	IMPLEMENTATION
2002-2003	Reading	Site Selection not District Wide
2003-2004	Math and Music	2004-2005
2004-2005	No Adoption	
2005-2006	Science and Writing	2006-2007
2006-2007	Social Studies and Maps	2007-2008
2007-2008	Reading	2008-2009
2008-2009	No Adoption	
2009-2010	Writing	2010-2011
2010-2011	Music	2011-2012
2011-2012	Mathematics*	2012-2013
2012-2013	No Adoption	
2013-2014	No Adoption	
2014-2015	No Adoption	

**Mathematics adoption included math manipulative kits for 2 sets of manipulatives per grade level per site.*

PROPOSED 7-YEAR ADOPTION CYCLE

SCHOOL YEAR	SELECTION PROCESS	COLLECTIVE INQUIRY/ACTION RESEARCH	IMPLEMENTATION/PROFESSIONAL DEVELOPMENT
2012-2013		2012-2013*	
2013-2014	Science with STEM focus**	2013-2014	2014-2015
2014-2015	Social Studies***	2014-2015	2015-2016
2015-2016	Reading and Writing	2015-2016	2016-2017
2016-2017	Science	2016-2017	2017-2018
2017-2018	Social Studies	2017-2018	2018-2019
2018-2019	Music, Art, PE, Health	2018-2019	2019-2020
2019-2020	Math	2019-2020	2020-2021

*2012-2013 No adoption this year but collective inquiry/action research will begin with Science and STEM

**2013-2014 Science Adoption will be contingent upon the release of new Science Common Core Standards and availability of quality materials by vendors.

***2014-2015 Social Studies Adoption will be contingent upon the release of new Social Studies Common Core Standards and availability of quality materials by vendors.

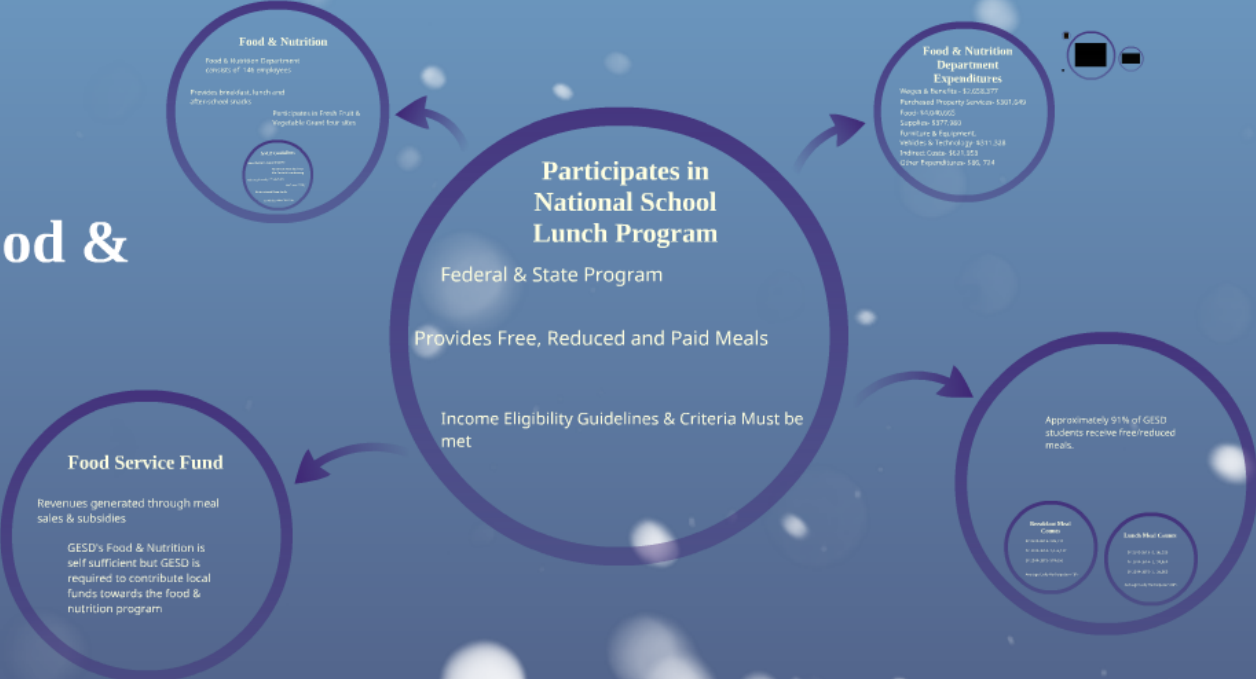
BUDGET PROJECTION

SCHOOL YEAR	RESOURCES	PROJECTED COST
2012-2013	ADOPTION FREEZE	
2013-2014	ADOPTION FREEZE	
2014-2015	ADOPTION FREEZE	
2015-2016	Reading and Writing	\$2,300,000.00
2016-2017	Science	Undetermined
2017-2018	Social Studies	Undetermined
2018-2019	Music, Art, PE, Health	Undetermined
2019-2020	Math*	Undetermined

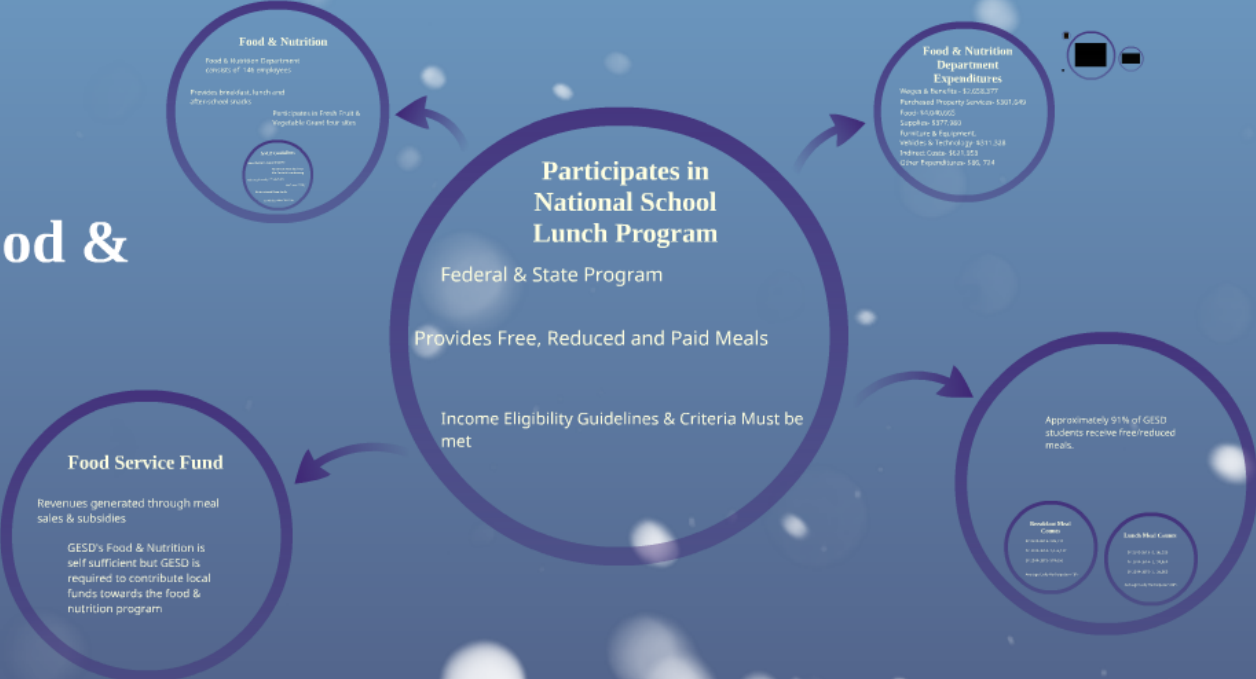
*2018-2019 Last year of 2011-2012 math consumables

Each adoption selection will include instructional technology resources.

Glendale Elementary Food & Nutrition



Glendale Elementary Food & Nutrition



Food & Nutrition

Food & Nutrition Department
consists of 146 employees

Provides breakfast, lunch and
after-school snacks

Participates in Fresh Fruit &
Vegetable Grant four sites

NSLP Guidelines

Meal Pattern requirements

Nutrition Standards for
Ala Carte & Fundraising

Paid meal equity calculations

Wellness Policy

Professional Standards

Administrative Reviews

n Fresh Fruit &
rant four sites

Food- \$
Supplie
Furnitu
Vehicles
Indirect
Other E

Participates in National School Lunch Program

Federal & State Program

Provides Free, Reduced and Paid Meals

Income Eligibility Guidelines & Criteria Must be
met

NSLP Guidelines

Meal Pattern requirements

**Nutrition Standards for
Ala Carte & Fundraising**

Paid meal equity calculations

Wellness Policy

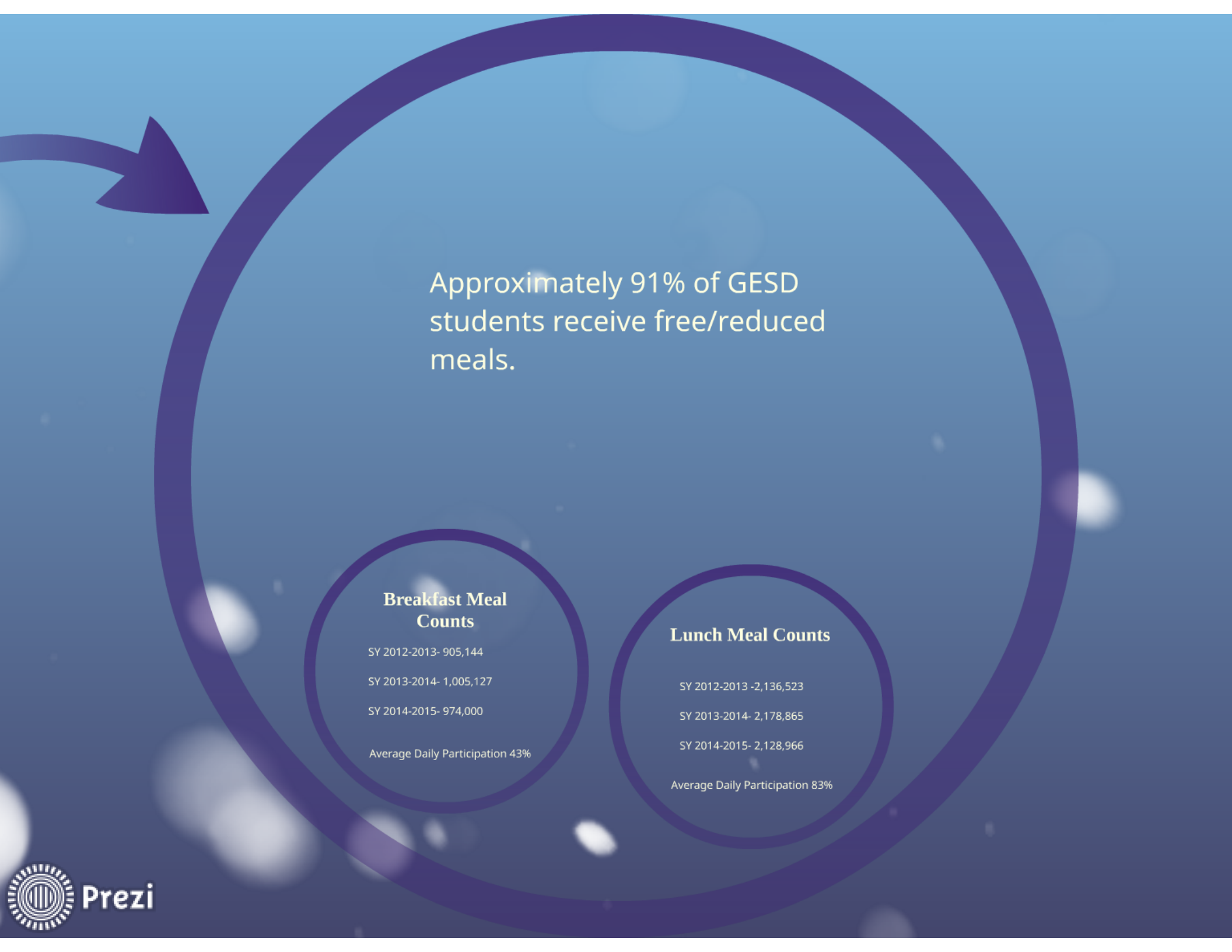
Professional Standards

Administrative Reviews

Food Service Fund

Revenues generated through meal sales & subsidies

GESD's Food & Nutrition is self sufficient but GESD is required to contribute local funds towards the food & nutrition program



Approximately 91% of GESD students receive free/reduced meals.

Breakfast Meal Counts

SY 2012-2013- 905,144

SY 2013-2014- 1,005,127

SY 2014-2015- 974,000

Average Daily Participation 43%

Lunch Meal Counts

SY 2012-2013- 2,136,523

SY 2013-2014- 2,178,865

SY 2014-2015- 2,128,966

Average Daily Participation 83%

Breakfast Meal Counts

SY 2012-2013- 905,144

SY 2013-2014- 1,005,127

SY 2014-2015- 974,000

Average Daily Participation 43%

Lunch Meal Counts

SY 2012-2013 -2,136,523

SY 2013-2014- 2,178,865

SY 2014-2015- 2,128,966

Average Daily Participation 83%

Food & Nutrition Department Expenditures

Wages & Benefits - \$2,658,377

Purchased Property Services- \$301,649

Food- \$4,040,665

Supplies- \$377,980

Furniture & Equipment,
Vehicles & Technology- \$311,328

Indirect Costs- \$621,953

Other Expenditures- \$86,724











Glendale Elementary Food & Nutrition

