



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2550 East Elliot Road, Gilbert, AZ 85234

Gilbert Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Highly Performing
2001-02	Improving

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

School Overview

Principal/Administrator : Mr. Robert Rimer
 Schedule : 8:00 AM to 4:30 PM
 Grades : Pre-K-6
 2004 Enrollment : 902
 Web Address : www.gilbert.k12.az.us/info/schools/greenfieldele/greenfieldele.htm
 Phone Number : (480) 892-2801
 Fax Number : (480) 926-3673
 E-mail : Robert_Rimer@gilbert.k12.az.us

Mission

Our mission is to ensure a safe, supportive environment where students can successfully learn. We strive to provide knowledge & skills to empower students to be productive citizens, complex thinkers, self-directed learners and collaborative workers.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Increase students' ability to apply problem solving in mathematics, science and a variety of situations in alignment with Arizona academic standards.
- ü To improve writing skills across the curriculum (application of mechanics and in the quality of content).

Enrollment

October 1, 2003 School Year Student Enrollment : 851
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 102

Instructional Programs

- Ü Full-day Kindergarten
- Ü Gifted (Primary and Intermediate)
- Ü On-site Special Education
- Ü ELL

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Greenfield Elementary adheres to high academic standards for all students and assists them to reach their goals. We emphasize student safety and self-esteem through parent/school partnerships.

Parents

Parents are responsible for ensuring that their child arrives at school on time, has appropriate immunizations, is properly clothed and nourished, and is in good health and ready to learn.

Transportation Policy

All students are instructed in bus safety and evacuation. Bus conduct reports are used to communicate inappropriate or unsafe behaviors to parents. Bus transportation is a privilege and can be denied for failure to comply with stated bus rules.

School Honors

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

Award/Honor	Year
Ü North Central Association Accreditation	2001
Ü Performing Handbell Choir	2001
Ü Nationally Competitive Chess Club	2001
Ü Teacher of the Year	2002

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	2770	75509	100	100	100	550	541	521	6	6	13	13	17	23	30	35	33	50	42	31
All Students (Prior Year)	131	2623	75372	99	99	100	546	539	523	3	3	9	11	16	25	39	40	36	46	40	30
Female	51	1380	37013	100	100	100	539	543	522	4	5	12	18	17	24	36	34	33	42	44	31
Male	64	1390	38430	100	99	99	559	538	521	8	7	14	10	17	22	26	36	33	56	40	31
African American	NC	109	3660	NC	100	99	NC	509	496	NC	10	24	NC	37	31	NC	34	28	NC	19	18
Hispanic	12	412	30486	100	100	99	528	523	505	9	10	18	9	23	29	36	34	32	45	33	21
Asian/Pacific Islander	NC	111	1780	NC	100	98	NC	559	549	NC	3	5	NC	15	13	NC	29	33	NC	53	50
American Indian/Alaskan Native	--	23	4075	--	100	100	--	522	486	--	5	28	--	20	34	--	50	26	--	25	12
White	93	2113	35192	100	99	99	553	544	534	6	5	8	12	15	19	30	36	35	52	45	39
Students with Disabilities	14	351	9708	100	100	100	503	512	489	29	19	32	29	27	27	21	27	24	21	26	17
Students without Disabilities	101	2419	65801	100	98	98	557	543	525	3	4	11	11	16	23	32	36	34	54	44	33
Limited English Proficient Students	NC	123	16928	NC	100	100	NC	499	485	NC	11	29	NC	43	33	NC	30	26	NC	15	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	343	36411	--	--	--	NC	515	503	NC	11	19	NC	26	29	NC	38	32	NC	26	20
Non-Economically Disadvantaged	106	2427	39040	--	--	--	551	544	534	7	5	8	13	16	19	30	35	34	50	44	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	2774	75492	100	100	100	539	533	519	5	4	12	5	11	16	50	50	47	39	35	24
All Students (Prior Year)	132	2633	75221	100	99	100	538	535	523	0	2	8	8	8	16	61	61	56	31	28	21
Female	51	1382	37014	100	100	100	540	538	523	4	3	10	2	9	15	54	48	48	40	40	27
Male	64	1392	38400	100	99	99	537	528	516	6	6	14	8	12	17	47	53	47	39	29	21
African American	NC	110	3665	NC	100	99	NC	514	505	NC	10	20	NC	22	22	NC	47	43	NC	20	14
Hispanic	12	413	30438	100	100	99	524	524	508	9	7	17	9	15	21	45	51	47	36	27	15
Asian/Pacific Islander	NC	111	1773	NC	100	98	NC	538	534	NC	3	4	NC	7	10	NC	49	50	NC	41	36
American Indian/Alaskan Native	--	23	4081	--	100	100	--	516	498	--	0	25	--	30	26	--	65	40	--	5	8
White	93	2113	35177	100	99	99	541	535	528	5	4	8	5	9	13	49	50	49	40	37	31
Students with Disabilities	14	352	9707	100	100	100	503	512	495	29	18	33	14	17	21	36	46	33	21	19	13
Students without Disabilities	101	2422	65785	100	98	98	544	535	522	2	3	10	4	10	16	52	51	49	42	36	26
Limited English Proficient Students	NC	123	16905	NC	100	100	NC	504	489	NC	15	34	NC	26	28	NC	54	32	NC	4	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	344	36302	--	--	--	NC	518	507	NC	9	18	NC	20	21	NC	48	46	NC	23	14
Non-Economically Disadvantaged	106	2430	39164	--	--	--	539	535	528	6	4	8	5	9	13	50	51	48	40	36	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	2766	75053	100	99	99	628	615	597	6	5	7	11	8	12	69	76	72	14	10	9
All Students (Prior Year)	131	2563	73654	99	97	99	547	542	530	0	3	9	3	7	13	87	78	70	10	11	7
Female	50	1377	36872	98	100	99	641	640	621	6	3	5	6	6	9	73	76	74	14	14	12
Male	64	1389	38109	100	99	99	617	589	573	6	7	10	15	11	14	66	76	69	13	6	6
African American	NC	108	3636	NC	100	99	NC	571	568	NC	10	12	NC	7	16	NC	78	67	NC	4	6
Hispanic	12	413	30235	100	100	98	684	603	575	0	7	9	0	8	14	73	76	70	27	9	6
Asian/Pacific Islander	NC	110	1768	NC	99	98	NC	643	651	NC	2	3	NC	5	5	NC	78	72	NC	15	19
American Indian/Alaskan Native	--	23	4044	--	100	99	--	593	550	--	0	13	--	15	17	--	85	66	--	0	4
White	92	2109	35028	99	99	99	623	618	613	8	4	6	12	9	10	67	76	73	13	11	11
Students with Disabilities	14	351	9625	100	100	100	530	569	530	29	14	21	36	16	21	29	64	55	7	6	4
Students without Disabilities	100	2415	65428	99	98	98	642	620	604	3	4	6	7	8	11	75	78	73	14	11	10
Limited English Proficient Students	NC	123	16765	NC	100	100	NC	561	525	NC	7	17	NC	15	20	NC	76	60	NC	2	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	343	36077	--	--	--	NC	580	566	NC	9	10	NC	11	16	NC	75	69	NC	5	5
Non-Economically Disadvantaged	105	2423	38950	--	--	--	627	619	618	7	4	5	10	8	9	70	76	73	13	11	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	2691	76019	98	100	100	503	512	499	11	7	14	36	35	39	18	17	14	35	41	33
All Students (Prior Year)	126	2679	76230	100	99	100	512	513	498	5	4	12	36	34	38	11	15	12	48	47	37
Female	56	1281	37207	98	99	100	500	511	499	13	6	12	38	38	41	13	17	14	36	39	33
Male	69	1401	38677	99	100	100	506	512	498	10	8	15	34	32	38	22	17	13	34	43	34
African American	NC	99	3817	NC	93	100	NC	482	475	NC	15	23	NC	52	47	NC	12	11	NC	22	18
Hispanic	NC	406	29458	NC	98	100	NC	492	480	NC	12	20	NC	48	48	NC	15	12	NC	25	20
Asian/Pacific Islander	NC	85	1673	NC	96	99	NC	526	531	NC	1	4	NC	26	29	NC	25	14	NC	47	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	494	466	NC	9	28	NC	43	49	NC	22	10	NC	26	13
White	112	2035	35880	100	99	100	504	516	515	11	5	7	34	32	32	18	17	16	37	45	45
Students with Disabilities	14	340	9786	100	100	100	460	475	457	31	28	39	46	40	40	8	9	7	15	23	13
Students without Disabilities	111	2351	66233	97	98	99	508	515	503	9	5	11	35	35	39	19	18	14	37	43	35
Limited English Proficient Students	NC	82	15206	NC	100	100	NC	469	459	NC	10	31	NC	74	53	NC	13	7	NC	3	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	352	35714				NC	494	480	NC	13	20	NC	45	47	NC	15	12	NC	28	20
Non-Economically Disadvantaged	120	2339	40266				505	514	513	10	6	9	35	34	33	19	17	15	36	43	43

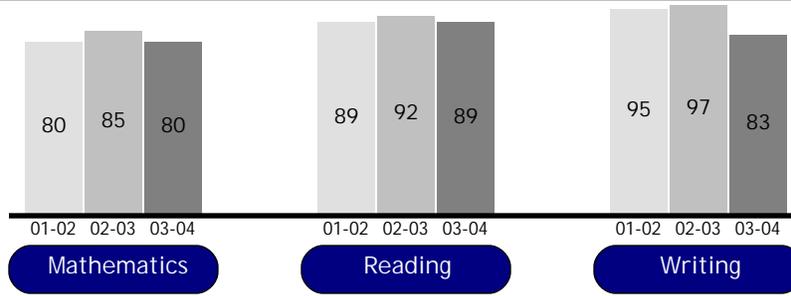
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	2700	76020	98	100	100	513	511	503	17	13	25	19	20	23	49	50	40	15	17	12
All Students (Prior Year)	126	2678	76202	100	99	100	516	514	505	7	6	19	21	19	24	54	58	46	18	17	11
Female	56	1283	37213	98	100	100	512	512	504	13	11	22	18	20	23	55	50	42	15	19	13
Male	69	1402	38666	99	100	100	514	510	501	21	15	29	19	20	22	44	49	38	16	16	12
African American	NC	99	3819	NC	93	100	NC	502	494	NC	27	37	NC	22	26	NC	41	31	NC	9	6
Hispanic	NC	406	29442	NC	98	99	NC	501	494	NC	22	37	NC	25	26	NC	46	31	NC	8	6
Asian/Pacific Islander	NC	85	1672	NC	96	99	NC	513	513	NC	7	12	NC	20	19	NC	54	49	NC	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	501	489	NC	13	48	NC	35	25	NC	43	24	NC	9	3
White	112	2036	35890	100	100	100	515	513	511	16	11	15	17	19	20	50	51	48	17	19	18
Students with Disabilities	14	343	9784	100	100	100	499	496	485	62	38	58	23	25	19	8	27	19	8	9	4
Students without Disabilities	111	2357	66236	97	98	99	515	512	504	12	11	23	18	20	23	54	51	42	16	18	13
Limited English Proficient Students	NC	82	15198	NC	100	100	NC	488	483	NC	32	59	NC	52	25	NC	16	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	352	35703				NC	501	494	NC	20	37	NC	23	26	NC	50	31	NC	6	6
Non-Economically Disadvantaged	120	2348	40274				514	512	509	16	12	17	18	20	20	50	50	47	16	19	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	2697	75673	98	100	100	527	555	530	17	7	12	28	20	25	48	66	58	7	6	4
All Students (Prior Year)	125	2627	74692	99	97	99	517	520	502	8	7	18	23	23	27	61	59	47	9	11	8
Female	57	1282	37099	100	100	100	556	575	548	13	4	8	20	14	22	59	74	64	9	8	6
Male	68	1402	38441	97	100	99	503	537	513	21	10	16	34	26	29	39	59	52	6	5	3
African American	NC	99	3791	NC	93	99	NC	521	506	NC	8	18	NC	37	29	NC	52	50	NC	3	3
Hispanic	NC	404	29305	NC	97	99	NC	535	507	NC	9	16	NC	22	31	NC	64	51	NC	4	2
Asian/Pacific Islander	NC	85	1665	NC	96	99	NC	582	573	NC	4	6	NC	16	16	NC	70	67	NC	11	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	552	492	NC	9	19	NC	22	33	NC	70	46	NC	0	1
White	113	2035	35760	100	99	99	532	560	550	17	6	9	27	20	21	48	67	64	8	7	6
Students with Disabilities	14	344	9706	100	100	100	471	493	462	54	27	36	23	31	32	15	38	31	8	3	1
Students without Disabilities	111	2353	65967	97	98	99	534	560	536	13	5	10	28	20	25	52	69	60	7	7	5
Limited English Proficient Students	NC	82	15115	NC	100	100	NC	484	471	NC	29	26	NC	35	38	NC	32	35	NC	3	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	351	35541				NC	534	504	NC	10	17	NC	24	31	NC	63	50	NC	2	2
Non-Economically Disadvantaged	121	2346	40091				531	558	550	15	6	9	28	20	21	50	67	64	8	7	6

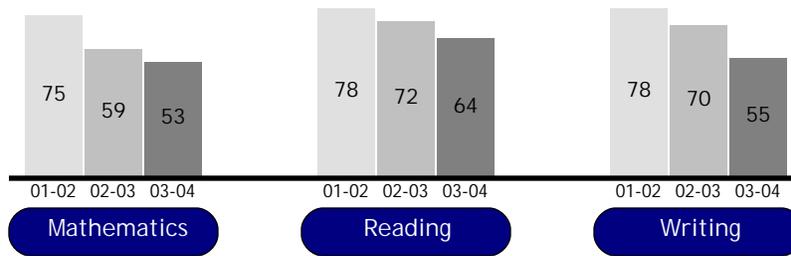
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	58	64	44	100	68	68	50	100	71	NA	58
	Language	95	64	60	39	99	68	62	43	100	63	63	50
	Mathematics	95	66	70	52	100	70	72	57	100	74	76	64
3	Reading	95	65	64	43	100	71	67	47	100	79	NA	55
	Language	95	69	72	50	100	75	72	54	100	81	76	61
	Mathematics	93	66	68	50	100	70	70	54	100	78	72	61
4	Reading	99	67	68	47	99	79	73	52	100	79	NA	56
	Language	99	58	62	45	100	69	66	48	100	70	66	52
	Mathematics	98	70	71	52	99	74	74	57	100	78	73	61
5	Reading	100	65	64	46	98	69	69	50	100	74	NA	55
	Language	100	58	59	43	100	65	63	46	100	65	63	49
	Mathematics	99	78	73	54	98	73	76	57	100	75	77	63
6	Reading	95	64	67	49	100	76	69	53	100	76	NA	56
	Language	96	59	60	42	100	70	63	45	100	69	64	48
	Mathematics	96	76	78	58	100	84	80	62	100	81	81	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Educator Relations
- Ü Textbook Review/Selection
- Ü School Safety Issues
- Ü Review Needs Assessment Surveys
- Ü Informing Parent Community
- Ü Promoting School Involvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	49.00
Other Professional Staff	2.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	5	4	0	0
7 to 9 years	3	6	0	0
10 or more years	4	16	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	44
Core academic classes taught by Highly Qualified (NCLB) teachers.	159
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Peer Mediation
- Ü Oceanography Club
- Ü School Math Team

Social Services

- Ü Social Worker
- Ü Breakfast & Lunch Program
- Ü Before & After School Program
- Ü Parenting Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Testing results indicate that increased emphasis on the basic skills, combined with a higher degree of use of manipulatives, has increased student's ability to apply problem solving in the areas of mathematics and science.

- ü Testing results indicate increased proficiency in the application of mechanics and the quality of content.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	3	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	79	66
Grades 3-4	82	82
Grades 4-5	60	63
Grades 5-6	83	85

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

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

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

School Safety

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

To achieve a safe and secure environment, we have a program of prevention and enforcement with a collaboration of district, school, and Gilbert Police officials. Clear and concise student behavior rules are set and fairly and consistently enforced.

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

0

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

Contacts

	Name	Phone Number
School Site Council	Robert Rimer	(480) 892-2801
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Danielle Bourgault	(480) 892-2801
School Nutrition Programs	Kellie Loper	(480) 892-2801
Parent Organization	Teri Billington	(480) 892-2801
Student Health/Nurse	Lin Maxfield	(480) 892-2801

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

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

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

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

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

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

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

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.