



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Highly Performing
2003-04	Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Mr. Robert Rimer
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-6
 2005 Enrollment : 908
 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)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

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

Enrollment

October 1, 2004 School Year Student Enrollment : 890
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 92

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

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	2004
Ü Performing Handbell Choir	2001
Ü Nationally Competitive Chess Club	2001
Ü Teacher of the Year	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	2879	79306	99	100	99	482	478	445	3	2	10	8	8	18	53	50	51	38	40	20
All Students (Prior Year)	115	2770	75509	100	100	100	550	541	521	6	6	13	13	17	23	30	35	33	50	42	31
Female	64	1409	38691	98	100	99	470	475	446	2	3	10	12	8	18	58	53	52	29	37	20
Male	65	1470	40583	100	100	99	493	481	445	3	2	11	3	8	18	48	48	50	46	43	21
African American	NC	119	4041	NC	100	99	NC	453	426	NC	6	17	NC	15	23	NC	59	50	NC	20	10
Hispanic	19	468	32869	100	100	99	446	456	429	18	4	15	18	14	25	47	57	51	18	24	10
Asian/Pacific Islander	NC	137	1935	NC	98	99	NC	494	474	NC	1	3	NC	2	9	NC	49	48	NC	48	40
American Indian/Alaskan Native	NC	28	4264	NC	100	100	NC	468	419	NC	0	19	NC	8	30	NC	56	45	NC	36	6
White	102	2127	36197	99	100	99	488	483	463	0	2	5	6	6	11	54	48	53	40	44	31
Students with Disabilities	16	380	10321	94	100	100	424	433	389	20	12	30	27	20	27	47	50	34	7	18	9
Students without Disabilities	113	2499	69060	100	99	98	490	485	454	0	1	7	5	6	17	53	50	54	42	43	22
Limited English Proficient Students	NC	122	15509	NC	100	100	NC	409	406	NC	6	20	NC	25	30	NC	55	45	NC	14	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	20	581	39415	100	100	96	456	459	431	0	5	15	20	13	25	60	57	50	20	25	10
Non-Economically Disadvantaged	109	2298	39966	91	89	100	486	483	459	3	2	6	6	6	12	51	49	52	40	43	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	2877	79395	98	0	99	481	475	446	1	1	9	13	13	25	64	66	55	23	20	11
All Students (Prior Year)	115	2774	75492	100	100	100	539	533	519	5	4	12	5	11	16	50	50	47	39	35	24
Female	63	1408	38743	97	0	100	477	479	451	0	1	7	14	10	24	64	67	57	22	22	12
Male	65	1469	40618	100	0	99	485	471	440	2	1	11	11	15	27	64	66	53	23	18	9
African American	NC	119	4052	NC	0	100	NC	455	434	NC	3	11	NC	26	29	NC	63	54	NC	8	6
Hispanic	19	468	32915	100	0	99	455	454	426	0	2	15	35	23	35	53	66	47	12	9	4
Asian/Pacific Islander	NC	137	1936	NC	0	99	NC	485	468	NC	1	3	NC	8	14	NC	66	63	NC	25	19
American Indian/Alaskan Native	NC	28	4271	NC	0	100	NC	471	420	NC	0	15	NC	12	42	NC	68	41	NC	20	2
White	101	2125	36221	98	0	99	486	480	465	1	1	4	9	10	15	63	67	63	26	22	17
Students with Disabilities	16	379	10331	94	0	100	428	432	388	7	5	25	53	34	37	33	55	34	7	6	4
Students without Disabilities	112	2498	69139	99	0	99	489	481	454	0	1	7	7	9	24	68	68	58	25	22	11
Limited English Proficient Students	NC	122	15545	NC	0	100	NC	405	399	NC	6	21	NC	39	42	NC	54	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	20	581	39484	100	0	96	451	458	429	0	3	14	27	22	35	67	64	47	7	10	4
Non-Economically Disadvantaged	108	2296	39986	90	0	100	485	479	461	1	1	4	11	10	16	63	67	63	25	22	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	127	2876	78869	98	100	99	476	468	442	1	3	6	12	12	21	70	70	63	18	15	10
All Students (Prior Year)	114	2766	75053	100	99	99	628	615	597	6	5	7	11	8	12	69	76	72	14	10	9
Female	63	1409	38536	97	100	99	486	480	458	0	2	4	3	8	15	76	71	67	21	20	14
Male	64	1467	40302	98	100	99	466	455	428	2	4	8	20	16	26	64	69	60	15	11	7
African American	NC	120	4015	NC	100	99	NC	451	430	NC	5	8	NC	12	24	NC	73	61	NC	9	7
Hispanic	19	468	32606	100	100	98	448	451	426	6	3	8	18	17	27	71	68	60	6	12	5
Asian/Pacific Islander	NC	136	1925	NC	97	99	NC	487	471	NC	2	3	NC	7	11	NC	69	64	NC	23	22
American Indian/Alaskan Native	NC	28	4245	NC	100	100	NC	474	423	NC	0	9	NC	8	26	NC	84	61	NC	8	4
White	100	2124	36078	97	100	99	483	470	459	0	2	4	12	11	16	67	70	66	21	16	14
Students with Disabilities	16	380	10246	94	100	100	423	408	367	7	9	18	40	33	39	53	54	40	0	3	4
Students without Disabilities	111	2496	68697	98	99	98	483	477	454	0	2	4	8	9	18	72	73	67	20	17	11
Limited English Proficient Students	NC	122	15339	NC	100	100	NC	412	399	NC	4	11	NC	20	31	NC	70	54	NC	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	20	580	39106	100	100	95	454	449	427	0	4	8	13	18	28	80	70	59	7	7	5
Non-Economically Disadvantaged	107	2296	39837	89	89	100	479	472	457	1	2	4	12	11	14	68	70	67	19	17	15

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	145	2914	78906	100	100	99	524	525	498	4	4	13	9	10	19	53	52	48	34	33	20
All Students (Prior Year)	125	2691	76019	98	100	100	503	512	499	11	7	14	36	35	39	18	17	14	35	41	33
Female	65	1440	38644	98	100	99	524	526	500	6	4	12	11	10	19	52	54	49	31	33	19
Male	80	1473	40236	100	99	99	524	524	497	3	5	15	8	11	19	53	51	46	36	33	20
African American	NC	137	4087	NC	97	99	NC	501	481	NC	9	20	NC	20	24	NC	56	45	NC	15	11
Hispanic	16	488	31938	100	100	99	493	508	481	7	7	19	36	17	25	43	56	46	14	21	10
Asian/Pacific Islander	NC	121	1805	NC	98	98	NC	552	536	NC	3	5	NC	5	8	NC	39	45	NC	54	42
American Indian/Alaskan Native	NC	23	4593	NC	100	100	NC	513	467	NC	0	26	NC	14	29	NC	71	39	NC	14	6
White	121	2145	36483	99	100	99	525	529	517	4	4	7	6	8	13	56	52	51	34	36	30
Students with Disabilities	22	376	10664	100	100	100	455	461	430	27	23	42	27	27	27	41	41	26	5	8	5
Students without Disabilities	123	2538	68310	98	99	98	537	535	509	0	1	9	6	8	18	55	54	51	39	37	22
Limited English Proficient Students	NC	92	12573	NC	100	100	NC	425	454	NC	17	27	NC	25	30	NC	49	38	NC	10	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	18	588	38679	100	100	96	519	507	483	7	9	20	13	18	25	53	54	45	27	20	10
Non-Economically Disadvantaged	127	2326	40295	93	89	100	525	529	513	4	3	7	9	8	13	52	52	50	34	36	30

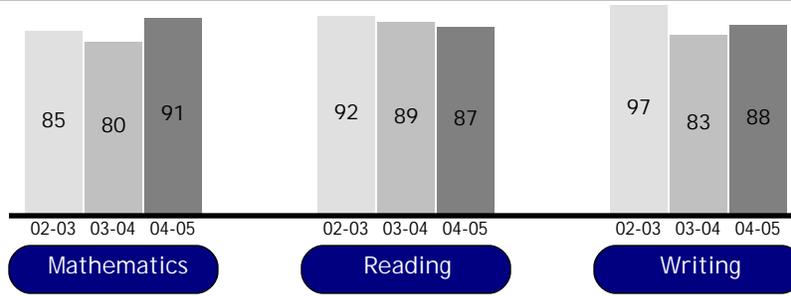
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	145	2914	78908	100	0	99	513	507	484	1	3	10	14	13	23	64	68	58	21	16	9
All Students (Prior Year)	125	2700	76020	98	100	100	513	511	503	17	13	25	19	20	23	49	50	40	15	17	12
Female	65	1439	38648	98	0	99	514	513	489	0	2	8	16	11	22	63	68	61	21	20	10
Male	80	1474	40233	100	0	99	512	501	479	1	4	12	12	15	25	65	69	55	21	13	8
African American	NC	136	4092	NC	0	99	NC	482	473	NC	9	12	NC	24	28	NC	56	54	NC	11	5
Hispanic	16	489	31940	100	0	99	490	493	465	0	5	16	29	18	32	71	70	49	0	7	3
Asian/Pacific Islander	NC	121	1805	NC	0	98	NC	515	507	NC	5	4	NC	9	13	NC	62	65	NC	24	18
American Indian/Alaskan Native	NC	23	4569	NC	0	100	NC	502	457	NC	0	18	NC	10	39	NC	86	41	NC	5	2
White	121	2145	36502	99	0	99	515	511	502	1	2	4	13	11	14	63	69	67	23	18	15
Students with Disabilities	22	375	10665	100	0	100	450	450	423	5	15	30	55	36	36	36	45	31	5	4	2
Students without Disabilities	123	2539	68312	98	0	98	525	516	493	0	1	7	6	9	21	70	72	62	24	18	10
Limited English Proficient Students	NC	93	12556	NC	0	100	NC	403	436	NC	17	24	NC	31	40	NC	50	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	18	589	38662	100	0	96	498	491	468	0	6	16	13	22	32	80	65	49	7	8	3
Non-Economically Disadvantaged	127	2325	40315	93	0	100	515	511	498	1	2	5	14	11	15	62	69	66	23	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	145	2917	78750	100	100	99	519	520	500	1	3	6	24	20	29	71	75	63	4	3	2
All Students (Prior Year)	125	2697	75673	98	100	100	527	555	530	17	7	12	28	20	25	48	66	58	7	6	4
Female	65	1439	38586	98	100	99	530	534	515	2	2	4	16	13	22	77	82	71	5	4	3
Male	80	1477	40135	100	100	99	509	507	486	1	4	8	31	27	35	65	68	56	3	2	1
African American	NC	136	4081	NC	96	99	NC	505	488	NC	4	8	NC	29	32	NC	65	59	NC	3	2
Hispanic	16	490	31841	100	100	99	494	512	483	0	3	8	43	24	36	57	71	55	0	1	1
Asian/Pacific Islander	NC	121	1802	NC	98	98	NC	534	533	NC	4	2	NC	15	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	NC	23	4586	NC	100	100	NC	524	481	NC	0	8	NC	5	37	NC	95	54	NC	0	1
White	121	2147	36440	99	100	99	520	522	516	2	3	3	23	19	22	71	76	71	4	3	4
Students with Disabilities	22	377	10622	100	100	100	455	446	415	5	13	21	50	50	50	45	38	28	0	0	1
Students without Disabilities	123	2540	68196	98	99	98	531	531	513	1	1	3	19	15	25	76	80	69	4	3	3
Limited English Proficient Students	NC	93	12504	NC	100	100	NC	427	451	NC	8	12	NC	39	44	NC	53	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	18	588	38558	100	100	96	508	507	485	0	5	8	40	28	37	60	66	54	0	1	1
Non-Economically Disadvantaged	127	2329	40260	93	89	100	520	523	514	2	3	3	22	18	21	72	77	72	4	3	4

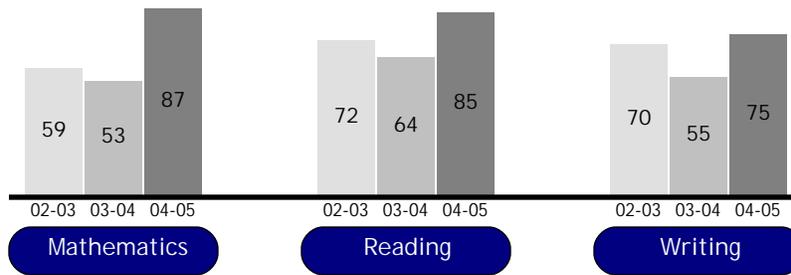
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2004-05

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	68	68	50	100	71	NA	58	99	62	61	47
	Language	99	68	62	43	100	63	63	50	99	60	60	47
	Mathematics	100	70	72	57	100	74	76	64	99	69	63	50
3	Reading	100	71	67	47	100	79	NA	55	98	65	60	44
	Language	100	75	72	54	100	81	76	61	98	59	57	44
	Mathematics	100	70	70	54	100	78	72	61	99	64	65	51
4	Reading	99	79	73	52	100	79	NA	56	100	61	61	48
	Language	100	69	66	48	100	70	66	52	100	58	60	49
	Mathematics	99	74	74	57	100	78	73	61	100	70	68	53
5	Reading	98	69	69	50	100	74	NA	55	99	66	63	50
	Language	100	65	63	46	100	65	63	49	99	64	62	50
	Mathematics	98	73	76	57	100	75	77	63	99	65	62	49
6	Reading	100	76	69	53	100	76	NA	56	100	68	64	51
	Language	100	70	63	45	100	69	64	48	100	65	62	47
	Mathematics	100	84	80	62	100	81	81	66	100	70	69	52

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

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	48.91
Other Professional Staff	3.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	9	2	0	0
7 to 9 years	3	1	0	0
10 or more years	10	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	106
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	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
- Ü Zoology Club
- Ü Chess Club

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 2004-05

School Achievements/Accomplishments 2004-05

- 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	14	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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

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

Contacts

	Name	Phone Number
School Site Council	Robert Rimer	(480) 892-2801
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Danielle Bourgault	(480) 892-2801
School Nutrition Programs	Laurie Anderson	(480) 892-2801
Parent Organization	Camille Recher	(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.

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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

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