

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Excelling
2004-05	Highly Performing
2003-04	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 : Pre-K-6
 Web Address : www.gilbert.k12.az.us/info/schools/greenfield
 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)

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

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü To 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, 2005 School Year Student Enrollment : 910
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 171

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	115	2749	80010	100	98	99	488	475	447	3	4	10	6	9	18	45	50	53	46	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1307	38935	100	99	99	482	474	447	4	4	9	7	8	19	46	51	55	43	37	17
Male	69	1442	40974	100	98	98	492	476	448	1	3	11	6	9	18	45	50	52	48	38	19
African American	NC	127	4201	NC	99	99	NC	452	430	NC	9	17	NC	14	23	NC	57	51	NC	19	9
Hispanic	NC	460	34545	NC	98	99	NC	456	432	NC	4	14	NC	13	24	NC	65	53	NC	19	9
Asian/Pacific Islander	NC	110	2068	NC	99	99	NC	481	474	NC	5	4	NC	8	10	NC	44	50	NC	43	36
American Indian/Alaskan Native	--	23	3979	--	88	96	--	462	424	--	NA	17	--	13	30	--	65	47	--	22	6
White	100	2029	35142	100	99	99	493	481	465	2	3	5	6	7	11	40	47	56	52	43	28
Students with Disabilities	19	414	10161	100	93	93	453	440	419	16	16	28	11	27	28	42	39	36	32	18	8
Students without Disabilities	96	2335	69849	100	100	100	495	481	451	NA	1	7	5	5	17	46	52	56	49	41	19
Limited English Proficient Students	NC	99	14013	NC	95	97	NC	429	413	NC	12	24	NC	24	34	NC	59	39	NC	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	15	583	39029	100	97	98	450	454	432	7	6	14	20	15	25	53	60	52	20	19	9
Non-Economically Disadvantaged	100	2166	40981	100	99	100	493	481	462	2	3	6	4	7	13	44	47	54	50	43	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	2707	79438	100	97	98	489	480	451	1	3	9	8	12	24	63	62	56	29	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1290	38775	100	98	99	498	487	457	NA	2	7	4	9	22	65	61	58	30	27	13
Male	69	1417	40560	100	96	97	484	474	446	1	3	12	10	14	25	61	62	54	28	20	9
African American	NC	125	4178	NC	98	98	NC	458	439	NC	6	13	NC	25	29	NC	59	52	NC	10	6
Hispanic	NC	455	34297	NC	97	98	NC	464	434	NC	5	14	NC	16	31	NC	69	50	NC	10	5
Asian/Pacific Islander	NC	109	2063	NC	98	99	NC	482	475	NC	3	3	NC	13	15	NC	56	63	NC	28	20
American Indian/Alaskan Native	--	22	3940	--	85	95	--	469	429	--	9	14	--	5	36	--	68	47	--	18	3
White	100	1996	34887	100	97	98	492	485	471	1	2	4	8	10	15	60	61	63	31	27	18
Students with Disabilities	19	373	9588	100	84	88	444	445	416	5	13	30	37	31	32	47	46	34	11	9	5
Students without Disabilities	96	2334	69850	100	99	100	498	485	456	NA	1	7	2	9	23	66	64	59	32	25	12
Limited English Proficient Students	NC	98	13856	NC	94	96	NC	423	407	NC	17	27	NC	37	43	NC	43	29	NC	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	15	573	38685	100	96	97	473	461	435	NA	5	14	13	20	32	80	65	50	7	11	5
Non-Economically Disadvantaged	100	2134	40753	100	97	99	492	485	467	1	2	5	7	10	16	60	61	62	32	27	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	114	2749	79971	99	98	99	461	448	423	3	3	8	17	28	41	73	64	49	8	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1307	38974	100	99	99	478	461	437	4	3	5	4	20	33	74	70	57	17	7	4
Male	68	1442	40895	99	98	98	450	436	410	1	4	10	25	35	47	72	58	41	1	3	2
African American	NC	126	4203	NC	98	99	NC	429	411	NC	7	11	NC	33	45	NC	57	43	NC	2	2
Hispanic	NC	461	34481	NC	98	99	NC	436	410	NC	4	10	NC	33	46	NC	61	43	NC	2	1
Asian/Pacific Islander	NC	109	2067	NC	98	99	NC	457	449	NC	3	4	NC	26	28	NC	61	60	NC	11	8
American Indian/Alaskan Native	--	23	3995	--	88	96	--	426	409	--	NA	10	--	57	47	--	43	42	--	NA	1
White	100	2030	35150	100	99	99	463	451	437	2	3	5	17	26	35	73	66	56	8	5	5
Students with Disabilities	19	412	10258	100	93	94	418	407	377	5	13	23	47	50	51	47	35	25	NA	2	1
Students without Disabilities	95	2337	69713	99	100	100	470	455	429	2	2	5	11	24	39	78	69	52	9	5	3
Limited English Proficient Students	NC	99	13985	NC	95	97	NC	405	382	NC	6	18	NC	58	54	NC	36	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	15	585	38994	100	98	98	457	430	409	NA	5	10	27	39	47	67	53	41	7	2	1
Non-Economically Disadvantaged	99	2164	40977	99	99	100	462	453	437	3	3	5	15	25	34	74	67	56	8	6	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	133	2846	80147	100	98	99	515	511	482	3	3	11	8	6	17	45	49	49	44	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1386	39281	100	98	99	516	511	483	NA	3	9	6	5	17	53	51	50	41	41	24
Male	67	1458	40780	100	98	98	513	511	482	6	3	12	9	8	17	37	48	48	48	42	24
African American	NC	123	4249	NC	96	99	NC	488	464	NC	7	17	NC	17	22	NC	58	48	NC	19	13
Hispanic	14	468	33494	100	96	99	487	493	466	7	5	15	21	12	23	50	56	49	21	27	14
Asian/Pacific Islander	NC	156	2103	NC	100	99	NC	525	515	NC	3	4	NC	4	8	NC	38	44	NC	55	45
American Indian/Alaskan Native	NC	25	4117	NC	96	96	NC	493	456	NC	8	19	NC	4	27	NC	60	46	NC	28	8
White	109	2074	36122	100	98	99	520	516	501	2	2	5	6	5	10	46	48	50	47	45	35
Students with Disabilities	19	371	10295	100	88	92	460	467	443	21	16	33	21	22	26	47	47	33	11	14	8
Students without Disabilities	114	2475	69852	100	100	100	524	518	488	NA	1	7	5	4	16	45	49	51	50	46	26
Limited English Proficient Students	NC	84	12722	NC	94	97	NC	465	441	NC	10	27	NC	29	33	NC	51	37	NC	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	12	592	38371	100	96	97	482	490	465	8	6	15	8	13	23	58	56	49	25	25	13
Non-Economically Disadvantaged	121	2254	41776	100	99	100	518	517	498	2	2	6	7	5	11	44	47	49	46	46	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2812	79686	98	97	98	502	499	470	NA	2	11	12	11	24	68	70	57	19	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1376	39163	100	97	99	506	504	475	NA	2	9	9	8	22	71	70	60	20	20	10
Male	64	1434	40438	96	96	97	497	494	465	NA	2	13	16	13	25	66	70	54	19	14	7
African American	NC	122	4228	NC	95	98	NC	482	458	NC	6	15	NC	18	28	NC	66	53	NC	10	4
Hispanic	14	463	33299	100	95	98	477	481	452	NA	5	17	36	18	32	57	68	47	7	8	3
Asian/Pacific Islander	NC	154	2097	NC	99	99	NC	503	490	NC	1	5	NC	11	13	NC	73	68	NC	15	14
American Indian/Alaskan Native	NC	25	4087	NC	96	96	NC	482	446	NC	NA	16	NC	16	38	NC	84	44	NC	NA	2
White	107	2048	35914	98	97	98	506	503	489	NA	1	5	8	8	15	69	71	67	22	20	14
Students with Disabilities	17	338	9808	89	80	87	469	467	432	NA	9	35	41	30	32	59	53	30	NA	7	3
Students without Disabilities	113	2474	69878	99	100	100	507	503	475	NA	1	8	8	8	23	70	73	61	22	18	9
Limited English Proficient Students	NC	83	12594	NC	93	96	NC	448	422	NC	16	34	NC	39	45	NC	42	21	NC	4	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	11	581	38095	92	94	97	473	481	452	NA	5	17	18	20	32	82	66	48	NA	9	3
Non-Economically Disadvantaged	119	2231	41591	98	98	99	504	503	486	NA	1	6	12	8	16	67	71	65	21	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2875	80372	99	99	99	504	497	475	2	2	4	12	16	30	81	77	64	5	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1406	39452	100	99	99	518	508	488	NA	1	3	2	12	22	91	81	72	8	7	3
Male	66	1467	40836	99	98	98	490	487	464	3	3	6	23	21	37	71	74	56	3	3	1
African American	NC	125	4264	NC	98	99	NC	485	465	NC	2	5	NC	22	35	NC	74	59	NC	2	1
Hispanic	14	477	33608	100	98	99	487	486	462	7	3	6	21	18	36	64	77	57	7	3	1
Asian/Pacific Islander	NC	156	2098	NC	100	99	NC	508	500	NC	3	2	NC	12	16	NC	74	75	NC	11	7
American Indian/Alaskan Native	NC	26	4128	NC	100	97	NC	497	464	NC	NA	4	NC	23	39	NC	73	56	NC	4	1
White	108	2091	36213	99	99	99	510	499	489	NA	1	2	9	16	22	86	78	72	5	5	3
Students with Disabilities	18	401	10526	95	95	94	445	452	427	11	7	15	39	45	53	50	47	31	NA	1	1
Students without Disabilities	114	2474	69846	100	100	100	513	504	482	NA	1	3	8	12	26	86	82	69	6	5	2
Limited English Proficient Students	NC	87	12747	NC	98	97	NC	446	432	NC	10	12	NC	34	52	NC	55	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	12	604	38521	100	98	98	459	479	461	8	3	6	33	25	38	58	70	55	NA	1	1
Non-Economically Disadvantaged	120	2271	41851	99	99	100	509	502	489	1	1	3	10	14	22	83	79	72	6	5	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	2841	79306	99	99	99	529	529	504	5	5	13	11	11	20	48	52	49	36	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1394	38845	98	99	99	519	531	505	5	4	11	15	12	20	53	52	50	27	33	18
Male	74	1446	40383	99	99	98	538	528	504	4	5	14	8	11	19	45	53	47	43	31	19
African American	NC	119	4171	NC	98	98	NC	495	485	NC	11	20	NC	22	26	NC	55	44	NC	13	10
Hispanic	13	450	32673	100	99	99	516	509	487	8	7	18	15	17	25	62	59	46	15	17	10
Asian/Pacific Islander	NC	135	2147	NC	100	99	NC	548	539	NC	3	5	NC	6	10	NC	44	46	NC	47	40
American Indian/Alaskan Native	--	20	4034	--	100	97	--	539	479	--	10	22	--	NA	29	--	45	43	--	45	7
White	111	2116	36234	99	99	99	532	534	523	5	4	6	11	10	13	46	51	52	39	35	28
Students with Disabilities	14	358	10286	100	94	91	468	483	462	36	24	41	29	29	27	29	35	27	7	12	5
Students without Disabilities	120	2483	69020	99	100	100	536	536	510	2	2	9	9	8	18	50	55	52	39	35	21
Limited English Proficient Students	NC	73	10291	NC	99	96	NC	481	458	NC	18	38	NC	33	34	NC	44	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	13	556	37437	100	97	97	505	505	486	15	10	19	23	18	26	31	55	46	31	16	9
Non-Economically Disadvantaged	121	2285	41869	99	100	100	532	535	521	4	3	7	10	9	14	50	52	51	36	36	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	2799	79000	99	98	98	518	514	489	3	2	10	7	12	24	72	69	58	19	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1385	38774	98	98	99	516	520	494	5	2	7	5	9	22	73	69	61	17	20	10
Male	74	1413	40150	99	97	98	519	509	485	1	3	12	8	14	25	70	69	55	20	14	8
African American	NC	115	4153	NC	94	98	NC	490	476	NC	3	13	NC	28	30	NC	62	53	NC	7	4
Hispanic	13	435	32508	100	96	98	492	498	472	15	4	15	8	19	33	69	69	49	8	8	3
Asian/Pacific Islander	NC	133	2142	NC	99	99	NC	521	510	NC	3	4	NC	8	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	--	19	4016	--	95	96	--	515	467	--	5	14	--	5	37	--	74	46	--	16	2
White	111	2096	36135	99	98	98	520	519	508	2	2	4	7	10	14	70	69	67	21	19	15
Students with Disabilities	14	315	9991	100	83	88	459	477	449	29	13	33	36	33	36	29	46	29	7	8	2
Students without Disabilities	120	2484	69009	99	100	100	524	519	495	NA	1	6	3	9	22	77	72	62	20	18	10
Limited English Proficient Students	NC	72	10199	NC	97	95	NC	462	439	NC	15	35	NC	44	47	NC	40	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	13	534	37234	100	93	97	502	494	472	15	4	15	8	21	33	69	68	50	8	7	3
Non-Economically Disadvantaged	121	2265	41766	99	99	99	519	519	505	2	2	5	7	10	16	72	69	65	20	19	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	134	2841	79611	99	99	99	516	515	496	1	3	7	29	27	37	69	69	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1396	39016	98	99	99	521	531	511	NA	1	4	31	17	29	69	80	66	NA	1	1
Male	74	1444	40519	99	99	98	512	500	482	3	4	10	28	37	44	69	59	46	NA	0	0
African American	NC	119	4188	NC	98	98	NC	495	486	NC	4	9	NC	37	40	NC	59	50	NC	NA	0
Hispanic	13	448	32855	100	99	99	507	501	481	8	5	10	31	32	43	62	63	47	NA	NA	0
Asian/Pacific Islander	NC	134	2149	NC	99	100	NC	519	519	NC	6	4	NC	19	24	NC	73	70	NC	2	2
American Indian/Alaskan Native	--	20	3992	--	100	96	--	518	478	--	5	10	--	20	46	--	70	44	--	5	0
White	111	2119	36380	99	99	99	518	519	511	NA	2	4	32	27	30	68	71	65	NA	1	1
Students with Disabilities	14	357	10664	100	94	94	459	460	440	7	13	23	79	57	54	14	29	22	NA	0	1
Students without Disabilities	120	2484	68947	99	100	100	523	523	504	1	1	4	23	23	34	76	75	61	NA	1	1
Limited English Proficient Students	NC	74	10362	NC	100	97	NC	471	438	NC	11	22	NC	59	57	NC	30	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	13	555	37626	100	97	98	480	494	479	8	6	10	31	38	45	62	55	45	NA	1	0
Non-Economically Disadvantaged	121	2286	41985	99	100	100	520	520	511	1	2	4	29	25	30	70	73	65	NA	1	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	161	2911	79327	100	98	98	555	548	518	6	7	19	7	10	20	60	56	46	28	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1431	38961	99	98	98	554	548	520	5	6	16	5	9	20	68	57	48	22	28	16
Male	87	1480	40295	100	98	97	555	547	516	6	7	21	8	10	19	53	54	44	33	28	16
African American	NC	141	4247	NC	98	98	NC	530	499	NC	10	27	NC	16	24	NC	56	41	NC	18	8
Hispanic	15	493	32327	100	96	98	513	529	499	20	10	27	13	16	25	60	57	41	7	17	8
Asian/Pacific Islander	NC	120	1939	NC	99	99	NC	574	556	NC	3	6	NC	7	10	NC	48	47	NC	43	36
American Indian/Alaskan Native	NC	28	4391	NC	97	96	NC	539	489	NC	4	32	NC	11	27	NC	68	36	NC	18	4
White	133	2129	36373	100	99	98	559	552	538	5	6	10	6	8	14	59	56	52	31	31	25
Students with Disabilities	18	360	9321	100	89	87	500	493	467	33	36	54	17	23	22	44	33	21	6	8	3
Students without Disabilities	143	2551	70006	100	100	100	561	555	524	2	2	14	6	8	19	62	59	49	31	31	18
Limited English Proficient Students	NC	47	9431	NC	96	95	NC	486	466	NC	34	53	NC	28	27	NC	36	18	NC	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	15	588	37097	100	95	97	520	527	498	20	12	27	7	18	25	60	54	41	13	17	7
Non-Economically Disadvantaged	146	2323	42230	100	99	99	558	553	535	4	5	11	7	7	15	60	56	50	29	31	24

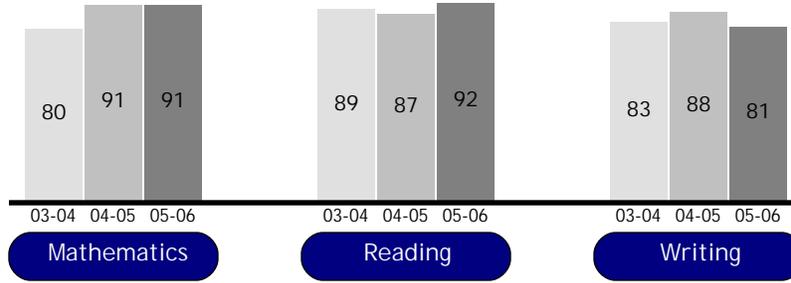
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	160	2886	79501	100	97	98	527	523	497	2	3	10	9	11	25	79	78	60	10	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1426	39062	99	98	99	535	527	502	1	2	8	7	8	23	77	80	64	15	10	5
Male	86	1460	40368	100	97	98	521	518	491	2	3	13	12	13	27	80	77	57	6	6	3
African American	NC	141	4279	NC	98	99	NC	511	485	NC	3	14	NC	20	30	NC	74	54	NC	4	2
Hispanic	15	489	32389	100	96	98	498	509	478	7	5	16	33	18	34	60	73	48	NA	4	1
Asian/Pacific Islander	NC	119	1936	NC	98	99	NC	531	519	NC	2	3	NC	8	14	NC	78	73	NC	13	9
American Indian/Alaskan Native	NC	28	4401	NC	97	96	NC	518	473	NC	4	17	NC	4	40	NC	86	43	NC	7	1
White	132	2109	36446	99	98	99	530	526	516	2	2	4	7	9	15	80	80	73	11	9	7
Students with Disabilities	17	335	9411	94	83	88	490	480	453	12	16	36	29	35	36	53	48	26	6	1	1
Students without Disabilities	143	2551	70090	100	100	100	531	528	502	1	1	7	7	8	24	82	82	65	10	9	5
Limited English Proficient Students	NC	46	9401	NC	94	94	NC	456	443	NC	33	40	NC	43	46	NC	22	14	NC	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	15	581	37183	100	94	97	504	507	479	13	4	16	7	18	34	80	75	49	NA	2	1
Non-Economically Disadvantaged	145	2305	42318	100	98	99	530	527	513	1	2	5	10	9	17	79	79	70	11	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	159	2928	80000	99	99	99	602	588	564	NA	1	3	3	5	11	69	75	75	28	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1439	39288	99	99	99	611	601	579	NA	1	2	1	2	6	66	73	77	32	25	16
Male	85	1489	40644	100	99	98	594	575	549	NA	2	4	5	8	15	72	77	74	24	13	7
African American	NC	144	4307	NC	100	99	NC	577	551	NC	1	4	NC	6	13	NC	79	75	NC	13	7
Hispanic	15	499	32672	100	97	99	571	579	548	NA	2	4	7	5	14	80	79	76	13	13	6
Asian/Pacific Islander	NC	121	1945	NC	100	99	NC	605	592	NC	NA	1	NC	4	4	NC	69	69	NC	27	25
American Indian/Alaskan Native	NC	29	4424	NC	100	97	NC	589	549	NC	NA	3	NC	7	14	NC	79	77	NC	14	5
White	131	2135	36602	98	99	99	605	590	579	NA	1	2	3	5	7	67	74	75	30	20	16
Students with Disabilities	17	378	9919	94	93	93	550	532	505	NA	6	9	12	25	35	82	66	54	6	3	2
Students without Disabilities	142	2550	70081	100	100	100	607	596	571	NA	1	2	2	2	7	68	76	79	30	21	12
Limited English Proficient Students	NC	48	9571	NC	98	96	NC	527	502	NC	6	10	NC	21	29	NC	71	60	NC	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	15	599	37534	100	97	98	578	572	547	NA	2	4	7	8	15	80	81	76	13	9	5
Non-Economically Disadvantaged	144	2329	42466	99	99	100	604	592	578	NA	1	2	3	4	7	68	74	75	29	21	16

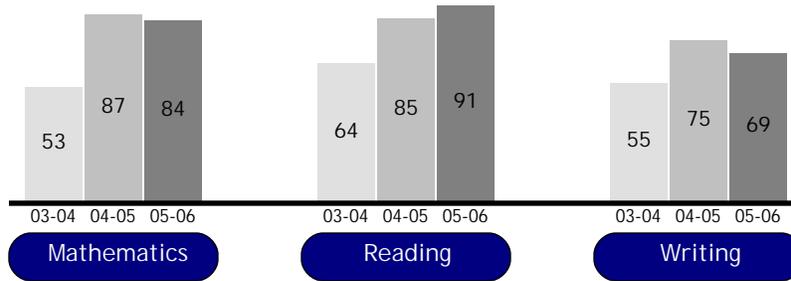
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	71	NA	58	99	62	61	47	94	72	65	46
	Language	100	63	63	50	99	60	60	47	94	80	65	48
	Mathematics	100	74	76	64	99	69	63	50	94	75	65	52
3	Reading	100	79	NA	55	98	65	60	44	100	73	67	46
	Language	100	81	76	61	98	59	57	44	100	68	61	46
	Mathematics	100	78	72	61	99	64	65	51	100	75	68	52
4	Reading	100	79	NA	56	100	61	61	48	98	70	70	52
	Language	100	70	66	52	100	58	60	49	99	68	68	52
	Mathematics	100	78	73	61	100	70	68	53	100	75	73	58
5	Reading	100	74	NA	55	99	66	63	50	99	75	73	56
	Language	100	65	63	49	99	64	62	50	99	73	70	54
	Mathematics	100	75	77	63	99	65	62	49	99	72	67	52
6	Reading	100	76	NA	56	100	68	64	51	99	78	75	56
	Language	100	69	64	48	100	65	62	47	99	73	68	50
	Mathematics	100	81	81	66	100	70	69	52	99	78	75	58

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

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

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 Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly 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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	0	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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

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

Contacts

	Name	Phone Number
School Site Council	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.

Footnotes

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

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

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

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

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

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