

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

321 W. Juniper Ave., Gilbert, AZ 85233

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

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

### School Overview

Principal/Administrator : Mrs. Gayle A Blanchard  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : Pre-K-6  
 Web Address : [www.gilbert.k12.az.us/info/schools/neely.html](http://www.gilbert.k12.az.us/info/schools/neely.html)  
 Phone Number : (480) 892-2805  
 Fax Number : (480) 497-6953  
 E-mail : [Gayle\\_Blanchard@gilbert.k12.az.us](mailto:Gayle_Blanchard@gilbert.k12.az.us)

### Mission

Our mission is to provide a quality education for all students. GPS Traditional Academy will foster and develop a strong academic environment which will also facilitate the development of respect, responsibility and good citizenship.

### 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 Improve student performance in the area of writing. Teacher training and delivery of instruction will focus on the writing process, writing applications and the 6 Traits of Writing.
- ü Work with district personnel, school staff and parents to improve campus safety and school facilities.

### Enrollment

October 1, 2005 School Year Student Enrollment : 653  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 660

Instructional Programs

- ü Back-to-Basic Curriculum
- ü Library/PE/Music/Art/Technology
- ü Half-day and Full Day Kindergarten
- ü Special Education-Inclusion program
- ü Amanecer Preschool
- ü Gifted Services

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/9/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

GPS Traditional Academy will provide a stimulating and challenging academic program; provide an environment conducive to learning; communicate openly and regularly; ensure the safety of students and maintain a highly qualified professional staff.

Parents

Parents are responsible for ensuring that students arrive to school on time, helping students abide by the district's rules and policies, provide an environment conducive to studying and consistently support school and classroom activities.

Transportation Policy

Transportation is provided by the parent. Students must be picked up and dropped off on time. Busing is provided for some special education students and at centralized locations throughout the district. Contact the Gilbert Public Schools Transportation office for more information.

School Honors

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

Award/Honor	Year
ü Reading Renaissance Master School	2002
ü Reading Renaissance Master School	2003
ü Reading Renaissance Master School	2004
ü AZ Learns 'Excelling School'	2004

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	95	2749	80010	100	98	99	508	475	447	4	4	10	3	9	18	29	50	53	63	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1307	38935	100	99	99	513	474	447	8	4	9	2	8	19	31	51	55	59	37	17
Male	44	1442	40974	100	98	98	502	476	448	NA	3	11	5	9	18	27	50	52	68	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	NC	23	3979	NC	88	96	NC	462	424	NC	NA	17	NC	13	30	NC	65	47	NC	22	6
White	73	2029	35142	100	99	99	508	481	465	4	3	5	4	7	11	25	47	56	67	43	28
Students with Disabilities	NC	414	10161	NC	93	93	NC	440	419	NC	16	28	NC	27	28	NC	39	36	NC	18	8
Students without Disabilities	86	2335	69849	100	100	100	509	481	451	NA	1	7	2	5	17	31	52	56	66	41	19
Limited English Proficient Students	--	99	14013	--	95	97	--	429	413	--	12	24	--	24	34	--	59	39	--	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	12	583	39029	100	97	98	469	454	432	NA	6	14	17	15	25	58	60	52	25	19	9
Non-Economically Disadvantaged	83	2166	40981	100	99	100	514	481	462	5	3	6	1	7	13	25	47	54	69	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	95	2707	79438	100	97	98	508	480	451	4	3	9	3	12	24	46	62	56	46	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1290	38775	100	98	99	515	487	457	8	2	7	2	9	22	39	61	58	51	27	13
Male	44	1417	40560	100	96	97	501	474	446	NA	3	12	5	14	25	55	62	54	41	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	NC	22	3940	NC	85	95	NC	469	429	NC	9	14	NC	5	36	NC	68	47	NC	18	3
White	73	1996	34887	100	97	98	509	485	471	4	2	4	3	10	15	45	61	63	48	27	18
Students with Disabilities	NC	373	9588	NC	84	88	NC	445	416	NC	13	30	NC	31	32	NC	46	34	NC	9	5
Students without Disabilities	86	2334	69850	100	99	100	509	485	456	NA	1	7	2	9	23	50	64	59	48	25	12
Limited English Proficient Students	--	98	13856	--	94	96	--	423	407	--	17	27	--	37	43	--	43	29	--	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	12	573	38685	100	96	97	477	461	435	NA	5	14	NA	20	32	83	65	50	17	11	5
Non-Economically Disadvantaged	83	2134	40753	100	97	99	513	485	467	5	2	5	4	10	16	41	61	62	51	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	95	2749	79971	100	98	99	480	448	423	4	3	8	8	28	41	77	64	49	11	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1307	38974	100	99	99	491	461	437	8	3	5	8	20	33	73	70	57	12	7	4
Male	44	1442	40895	100	98	98	468	436	410	NA	4	10	9	35	47	82	58	41	9	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	NC	23	3995	NC	88	96	NC	426	409	NC	NA	10	NC	57	47	NC	43	42	NC	NA	1
White	73	2030	35150	100	99	99	483	451	437	4	3	5	7	26	35	79	66	56	10	5	5
Students with Disabilities	NC	412	10258	NC	93	94	NC	407	377	NC	13	23	NC	50	51	NC	35	25	NC	2	1
Students without Disabilities	86	2337	69713	100	100	100	482	455	429	NA	2	5	8	24	39	80	69	52	12	5	3
Limited English Proficient Students	--	99	13985	--	95	97	--	405	382	--	6	18	--	58	54	--	36	27	--	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	12	585	38994	100	98	98	471	430	409	NA	5	10	8	39	47	75	53	41	17	2	1
Non-Economically Disadvantaged	83	2164	40977	100	99	100	481	453	437	5	3	5	8	25	34	77	67	56	10	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	83	2846	80147	99	98	99	538	511	482	NA	3	11	2	6	17	34	49	49	64	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1386	39281	98	98	99	539	511	483	NA	3	9	2	5	17	28	51	50	70	41	24
Male	40	1458	40780	100	98	98	537	511	482	NA	3	12	3	8	17	40	48	48	58	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	11	468	33494	100	96	99	542	493	466	NA	5	15	NA	12	23	18	56	49	82	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	--	25	4117	--	96	96	--	493	456	--	8	19	--	4	27	--	60	46	--	28	8
White	64	2074	36122	100	98	99	534	516	501	NA	2	5	3	5	10	38	48	50	59	45	35
Students with Disabilities	NC	371	10295	NC	88	92	NC	467	443	NC	16	33	NC	22	26	NC	47	33	NC	14	8
Students without Disabilities	77	2475	69852	99	100	100	542	518	488	NA	1	7	1	4	16	31	49	51	68	46	26
Limited English Proficient Students	--	84	12722	--	94	97	--	465	441	--	10	27	--	29	33	--	51	37	--	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	592	38371	NC	96	97	NC	490	465	NC	6	15	NC	13	23	NC	56	49	NC	25	13
Non-Economically Disadvantaged	74	2254	41776	99	99	100	541	517	498	NA	2	6	1	5	11	31	47	49	68	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	83	2812	79686	99	97	98	517	499	470	NA	2	11	5	11	24	70	70	57	25	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1376	39163	98	97	99	520	504	475	NA	2	9	7	8	22	63	70	60	30	20	10
Male	40	1434	40438	100	96	97	513	494	465	NA	2	13	3	13	25	78	70	54	20	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	11	463	33299	100	95	98	536	481	452	NA	5	17	NA	18	32	73	68	47	27	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	--	25	4087	--	96	96	--	482	446	--	NA	16	--	16	38	--	84	44	--	NA	2
White	64	2048	35914	100	97	98	515	503	489	NA	1	5	5	8	15	72	71	67	23	20	14
Students with Disabilities	NC	338	9808	NC	80	87	NC	467	432	NC	9	35	NC	30	32	NC	53	30	NC	7	3
Students without Disabilities	77	2474	69878	99	100	100	520	503	475	NA	1	8	4	8	23	69	73	61	27	18	9
Limited English Proficient Students	--	83	12594	--	93	96	--	448	422	--	16	34	--	39	45	--	42	21	--	4	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	581	38095	NC	94	97	NC	481	452	NC	5	17	NC	20	32	NC	66	48	NC	9	3
Non-Economically Disadvantaged	74	2231	41591	99	98	99	520	503	486	NA	1	6	5	8	16	66	71	65	28	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	83	2875	80372	99	99	99	523	497	475	NA	2	4	12	16	30	75	77	64	13	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1406	39452	98	99	99	525	508	488	NA	1	3	12	12	22	74	81	72	14	7	3
Male	40	1467	40836	100	98	98	520	487	464	NA	3	6	13	21	37	75	74	56	13	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	11	477	33608	100	98	99	530	486	462	NA	3	6	NA	18	36	91	77	57	9	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	--	26	4128	--	100	97	--	497	464	--	NA	4	--	23	39	--	73	56	--	4	1
White	64	2091	36213	100	99	99	519	499	489	NA	1	2	14	16	22	75	78	72	11	5	3
Students with Disabilities	NC	401	10526	NC	95	94	NC	452	427	NC	7	15	NC	45	53	NC	47	31	NC	1	1
Students without Disabilities	77	2474	69846	99	100	100	526	504	482	NA	1	3	12	12	26	74	82	69	14	5	2
Limited English Proficient Students	--	87	12747	--	98	97	--	446	432	--	10	12	--	34	52	--	55	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	604	38521	NC	98	98	NC	479	461	NC	3	6	NC	25	38	NC	70	55	NC	1	1
Non-Economically Disadvantaged	74	2271	41851	99	99	100	525	502	489	NA	1	3	12	14	22	73	79	72	15	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	73	2841	79306	100	99	99	563	529	504	NA	5	13	4	11	20	42	52	49	53	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1394	38845	100	99	99	578	531	505	NA	4	11	2	12	20	33	52	50	64	33	18
Male	28	1446	40383	100	99	98	540	528	504	NA	5	14	7	11	19	57	53	47	36	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	NC	450	32673	NC	99	99	NC	509	487	NC	7	18	NC	17	25	NC	59	46	NC	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	NC	20	4034	NC	100	97	NC	539	479	NC	10	22	NC	NA	29	NC	45	43	NC	45	7
White	58	2116	36234	100	99	99	556	534	523	NA	4	6	5	10	13	47	51	52	48	35	28
Students with Disabilities	NC	358	10286	NC	94	91	NC	483	462	NC	24	41	NC	29	27	NC	35	27	NC	12	5
Students without Disabilities	64	2483	69020	100	100	100	572	536	510	NA	2	9	NA	8	18	41	55	52	59	35	21
Limited English Proficient Students	--	73	10291	--	99	96	--	481	458	--	18	38	--	33	34	--	44	26	--	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	10	556	37437	100	97	97	NA	505	486	NA	10	19	NA	18	26	NA	55	46	NA	16	9
Non-Economically Disadvantaged	63	2285	41869	100	100	100	565	535	521	NA	3	7	3	9	14	41	52	51	56	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	73	2799	79000	100	98	98	537	514	489	NA	2	10	3	12	24	66	69	58	32	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1385	38774	100	98	99	549	520	494	NA	2	7	2	9	22	53	69	61	44	20	10
Male	28	1413	40150	100	97	98	519	509	485	NA	3	12	4	14	25	86	69	55	11	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	NC	435	32508	NC	96	98	NC	498	472	NC	4	15	NC	19	33	NC	69	49	NC	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	NC	19	4016	NC	95	96	NC	515	467	NC	5	14	NC	5	37	NC	74	46	NC	16	2
White	58	2096	36135	100	98	98	539	519	508	NA	2	4	3	10	14	66	69	67	31	19	15
Students with Disabilities	NC	315	9991	NC	83	88	NC	477	449	NC	13	33	NC	33	36	NC	46	29	NC	8	2
Students without Disabilities	64	2484	69009	100	100	100	543	519	495	NA	1	6	NA	9	22	66	72	62	34	18	10
Limited English Proficient Students	--	72	10199	--	97	95	--	462	439	--	15	35	--	44	47	--	40	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	10	534	37234	100	93	97	NA	494	472	NA	4	15	NA	21	33	NA	68	50	NA	7	3
Non-Economically Disadvantaged	63	2265	41766	100	99	99	541	519	505	NA	2	5	2	10	16	65	69	65	33	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	73	2841	79611	100	99	99	555	515	496	NA	3	7	10	27	37	85	69	56	5	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1396	39016	100	99	99	568	531	511	NA	1	4	2	17	29	89	80	66	9	1	1
Male	28	1444	40519	100	99	98	533	500	482	NA	4	10	21	37	44	79	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	NC	448	32855	NC	99	99	NC	501	481	NC	5	10	NC	32	43	NC	63	47	NC	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	NC	20	3992	NC	100	96	NC	518	478	NC	5	10	NC	20	46	NC	70	44	NC	5	0
White	58	2119	36380	100	99	99	554	519	511	NA	2	4	9	27	30	86	71	65	5	1	1
Students with Disabilities	NC	357	10664	NC	94	94	NC	460	440	NC	13	23	NC	57	54	NC	29	22	NC	0	1
Students without Disabilities	64	2484	68947	100	100	100	561	523	504	NA	1	4	5	23	34	89	75	61	6	1	1
Limited English Proficient Students	--	74	10362	--	100	97	--	471	438	--	11	22	--	59	57	--	30	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	10	555	37626	100	97	98	NA	494	479	NA	6	10	NA	38	45	NA	55	45	NA	1	0
Non-Economically Disadvantaged	63	2286	41985	100	100	100	556	520	511	NA	2	4	10	25	30	86	73	65	5	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	47	2911	79327	100	98	98	588	548	518	11	7	19	NA	10	20	36	56	46	53	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	1431	38961	100	98	98	600	548	520	12	6	16	NA	9	20	28	57	48	60	28	16
Male	22	1480	40295	100	98	97	574	547	516	9	7	21	NA	10	19	45	54	44	45	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	NC	493	32327	NC	96	98	NC	529	499	NC	10	27	NC	16	25	NC	57	41	NC	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	25	2129	36373	100	99	98	601	552	538	12	6	10	NA	8	14	32	56	52	56	31	25
Students with Disabilities	NC	360	9321	NC	89	87	NC	493	467	NC	36	54	NC	23	22	NC	33	21	NC	8	3
Students without Disabilities	38	2551	70006	100	100	100	593	555	524	3	2	14	NA	8	19	34	59	49	63	31	18
Limited English Proficient Students	--	47	9431	--	96	95	--	486	466	--	34	53	--	28	27	--	36	18	--	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	10	588	37097	100	95	97	NA	527	498	NA	12	27	NA	18	25	NA	54	41	NA	17	7
Non-Economically Disadvantaged	37	2323	42230	100	99	99	590	553	535	8	5	11	NA	7	15	35	56	50	57	31	24

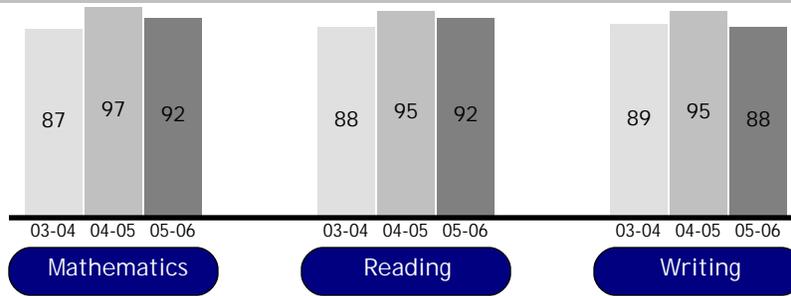
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	2886	79501	100	97	98	538	523	497	9	3	10	4	11	25	72	78	60	15	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	1426	39062	100	98	99	549	527	502	8	2	8	NA	8	23	76	80	64	16	10	5
Male	22	1460	40368	100	97	98	524	518	491	9	3	13	9	13	27	68	77	57	14	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	NC	489	32389	NC	96	98	NC	509	478	NC	5	16	NC	18	34	NC	73	48	NC	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	25	2109	36446	100	98	99	548	526	516	12	2	4	NA	9	15	64	80	73	24	9	7
Students with Disabilities	NC	335	9411	NC	83	88	NC	480	453	NC	16	36	NC	35	36	NC	48	26	NC	1	1
Students without Disabilities	38	2551	70090	100	100	100	545	528	502	NA	1	7	3	8	24	79	82	65	18	9	5
Limited English Proficient Students	--	46	9401	--	94	94	--	456	443	--	33	40	--	43	46	--	22	14	--	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	10	581	37183	100	94	97	NA	507	479	NA	4	16	NA	18	34	NA	75	49	NA	2	1
Non-Economically Disadvantaged	37	2305	42318	100	98	99	540	527	513	5	2	5	5	9	17	73	79	70	16	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	47	2928	80000	100	99	99	609	588	564	6	1	3	2	5	11	62	75	75	30	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	1439	39288	100	99	99	621	601	579	4	1	2	4	2	6	52	73	77	40	25	16
Male	22	1489	40644	100	99	98	596	575	549	9	2	4	NA	8	15	73	77	74	18	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	NC	499	32672	NC	97	99	NC	579	548	NC	2	4	NC	5	14	NC	79	76	NC	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	25	2135	36602	100	99	99	608	590	579	12	1	2	NA	5	7	60	74	75	28	20	16
Students with Disabilities	NC	378	9919	NC	93	93	NC	532	505	NC	6	9	NC	25	35	NC	66	54	NC	3	2
Students without Disabilities	38	2550	70081	100	100	100	613	596	571	NA	1	2	NA	2	7	63	76	79	37	21	12
Limited English Proficient Students	--	48	9571	--	98	96	--	527	502	--	6	10	--	21	29	--	71	60	--	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	10	599	37534	100	97	98	NA	572	547	NA	2	4	NA	8	15	NA	81	76	NA	9	5
Non-Economically Disadvantaged	37	2329	42466	100	99	100	611	592	578	5	1	2	NA	4	7	62	74	75	32	21	16

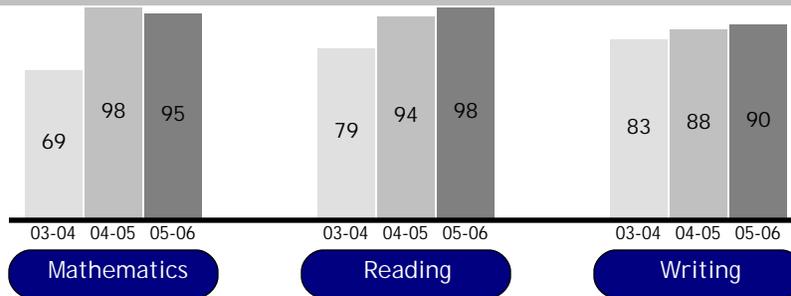
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	84	NA	58	97	78	61	47	96	70	65	46
	Language	99	77	63	50	97	77	60	47	96	76	65	48
	Mathematics	100	80	76	64	97	78	63	50	96	73	65	52
3	Reading	99	81	NA	55	100	68	60	44	96	80	67	46
	Language	99	84	76	61	100	68	57	44	96	78	61	46
	Mathematics	99	85	72	61	100	77	65	51	96	87	68	52
4	Reading	98	71	NA	56	100	71	61	48	99	78	70	52
	Language	98	62	66	52	100	70	60	49	99	78	68	52
	Mathematics	98	73	73	61	100	79	68	53	99	87	73	58
5	Reading	92	78	NA	55	98	71	63	50	100	80	73	56
	Language	92	74	63	49	98	69	62	50	100	84	70	54
	Mathematics	92	87	77	63	98	74	62	49	100	76	67	52
6	Reading	96	84	NA	56	90	74	64	51	91	84	75	56
	Language	96	79	64	48	90	73	62	47	91	78	68	50
	Mathematics	96	93	81	66	90	83	69	52	91	88	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/](http://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)
- 0 Non-certified Employee(s)
- 1 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Monitor School Climate
- Ü Monitor School Safety Issues
- Ü Improve Communication
- Ü Monitor Accomplishment of School Goals
- Ü Monitor School Improvement Plan
- Ü Facilitate Use of Tax Credit Funds

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	42.00
Other Professional Staff	2.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	0	0
4 to 6 years	4	4	0	0
7 to 9 years	2	3	0	0
10 or more years	7	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
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 Networked Computer Lab
- Ü Mobile Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Service Club
- Ü Chess Club
- Ü PE Fun Runs
- Ü Chorus
- Ü Battle of the Books Reading Club
- Ü Band and Orchestra

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Before/After School Program
- Ü Breakfast/Lunch Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Academics: Top scores in the state on AIMS test. Model and Master School in Reading Renaissance.
  
- ü School safety and facility: Landscaping project completed by community and PTO. Perimeter block wall installed on south side of playground. School modernization project was completed during the Summer of 2006.
  
- ü GPS Traditional received the AZ Learns 'Excelling School' label in October of 2006.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	96	89	88	73
Graduation Rate <sup>6</sup>	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

Crisis plans have been established and reviewed with the staff. School rules are communicated to students and enforced. All staff members wear badges. Visitors are required to check-in at the front office and wear a visitor's badge. Fire/lock-down drills are practiced monthly. Classroom doors are kept locked throughout the day. A perimeter security fence was installed in October 2005.

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

0

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

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

Contacts

	Name	Phone Number
School Site Council	Gayle A. Blanchard	(480) 892-2805
Transportation Policy	Jay Morris	(480) 497-3311
Community Resources	Dr. Paul Whitesides	(480) 892-2805
School Nutrition Programs	Debbie McCarron	(480) 497-3370
Parent Organization	Kelly Lash	(480) 892-2805
Student Health/Nurse	Joye Smith	(480) 892-2805

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](http://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."

## ACHIEVEMENT PROFILES

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](http://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](http://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.