

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

550 N. Horne Street, 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Dr. Robyn M. Conrad
 Schedule : 8:00 AM to 4:30 PM
 Grades : Pre-K-6
 2004 Enrollment : 780
 Web Address : www.gilbert.k12.az.us/info/schools/playa/play
 Phone Number : (480) 892-7810
 Fax Number : (480) 892-8842
 E-mail : Robyn_Conrad@gilbert.k12.az.us

Mission

Playa provides an environment of exploration and discovery, while establishing a lifelong love and enthusiasm for meaningful learning. Students are encouraged to envision dreams that can come true through knowledge, hard work, and perseverance.

School / Academic Goals

- ü Playa del Rey students will excel academically with emphasis on mathematics, writing and reading. Before school, a homework club is available to assist students in their academic progress.
- ü Through a sound curriculum and character education, the staff of Playa del Rey educates the whole child; academically, socially, emotionally, and physically.
- ü To provide a safe, welcoming environment where all children and families feel a part of a community.

Enrollment

October 1, 2003 School Year Student Enrollment : 862
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 81

Instructional Programs

- ü Reading Renaissance
- ü Sunrise Clubs
- ü Science Camp
- ü Comprehensive Math, Reading, & Writing
- ü ELL
- ü Special Education
- ü Reading Specialists
- ü Oceanography

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Playa works hard to be recognized as a leader in providing superior educational programs and services. The staff is committed to the students and parents by offering a safe, welcoming learning environment where families and education are valued.

Parents

We need students ready to learn everyday. Parent support and preparation is paramount to the success of our young people. Parents are encouraged to take an active role in their child's entire educational career. Parent volunteers are welcomed.

Transportation Policy

Many students live within walking distance of school. We do strongly encourage parents and older siblings to form walking or riding teams to lessen the vehicular traffic around campus. Crossing guards and staff are positioned in strategic locations. Involvement in the parent organization is greatly appreciated.

School Honors

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

Award/Honor	Year
ü 5 Students Chosen for Mesa Youth Orchestra	2004
ü Character Counts School	2002
ü Chess Champions	2003
ü Honored Drama Students	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	139	2770	75509	100	100	100	538	541	521	5	6	13	14	17	23	44	35	33	38	42	31
All Students (Prior Year)	112	2623	75372	97	99	100	532	539	523	3	3	9	19	16	25	43	40	36	35	40	30
Female	73	1380	37013	100	100	100	544	543	522	4	5	12	14	17	24	38	34	33	44	44	31
Male	66	1390	38430	100	99	99	530	538	521	5	7	14	15	17	22	50	36	33	31	40	31
African American	NC	109	3660	NC	100	99	NC	509	496	NC	10	24	NC	37	31	NC	34	28	NC	19	18
Hispanic	16	412	30486	100	100	99	558	523	505	7	10	18	0	23	29	29	34	32	64	33	21
Asian/Pacific Islander	10	111	1780	100	100	98	575	559	549	0	3	5	22	15	13	33	29	33	44	53	50
American Indian/Alaskan Native	NC	23	4075	NC	100	100	NC	522	486	NC	5	28	NC	20	34	NC	50	26	NC	25	12
White	105	2113	35192	100	99	99	535	544	534	4	5	8	13	15	19	47	36	35	36	45	39
Students with Disabilities	13	351	9708	100	100	100	496	512	489	9	19	32	36	27	27	55	27	24	0	26	17
Students without Disabilities	126	2419	65801	99	98	98	541	543	525	4	4	11	12	16	23	43	36	34	41	44	33
Limited English Proficient Students	NC	123	16928	NC	100	100	NC	499	485	NC	11	29	NC	43	33	NC	30	26	NC	15	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	343	36411				NC	515	503	NC	11	19	NC	26	29	NC	38	32	NC	26	20
Non-Economically Disadvantaged	130	2427	39040				540	544	534	4	5	8	13	16	19	45	35	34	38	44	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	2774	75492	100	100	100	529	533	519	4	4	12	11	11	16	56	50	47	29	35	24
All Students (Prior Year)	115	2633	75221	99	99	100	528	535	523	3	2	8	9	8	16	65	61	56	22	28	21
Female	73	1382	37014	100	100	100	535	538	523	1	3	10	7	9	15	59	48	48	32	40	27
Male	66	1392	38400	100	99	99	523	528	516	6	6	14	15	12	17	53	53	47	26	29	21
African American	NC	110	3665	NC	100	99	NC	514	505	NC	10	20	NC	22	22	NC	47	43	NC	20	14
Hispanic	16	413	30438	100	100	99	527	524	508	0	7	17	21	15	21	57	51	47	21	27	15
Asian/Pacific Islander	10	111	1773	100	100	98	540	538	534	11	3	4	0	7	10	33	49	50	56	41	36
American Indian/Alaskan Native	NC	23	4081	NC	100	100	NC	516	498	NC	0	25	NC	30	26	NC	65	40	NC	5	8
White	105	2113	35177	100	99	99	531	535	528	4	4	8	9	9	13	57	50	49	30	37	31
Students with Disabilities	13	352	9707	100	100	100	512	512	495	9	18	33	9	17	21	82	46	33	0	19	13
Students without Disabilities	126	2422	65785	99	98	98	531	535	522	3	3	10	11	10	16	54	51	49	32	36	26
Limited English Proficient Students	NC	123	16905	NC	100	100	NC	504	489	NC	15	34	NC	26	28	NC	54	32	NC	4	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	344	36302				NC	518	507	NC	9	18	NC	20	21	NC	48	46	NC	23	14
Non-Economically Disadvantaged	130	2430	39164				530	535	528	3	4	8	10	9	13	57	51	48	30	36	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	2766	75053	99	99	99	619	615	597	3	5	7	9	8	12	78	76	72	10	10	9
All Students (Prior Year)	111	2563	73654	96	97	99	539	542	530	5	3	9	10	7	13	71	78	70	14	11	7
Female	72	1377	36872	100	100	99	653	640	621	0	3	5	9	6	9	80	76	74	11	14	12
Male	64	1389	38109	97	99	99	579	589	573	7	7	10	10	11	14	75	76	69	8	6	6
African American	NC	108	3636	NC	100	99	NC	571	568	NC	10	12	NC	7	16	NC	78	67	NC	4	6
Hispanic	16	413	30235	100	100	98	605	603	575	7	7	9	7	8	14	71	76	70	14	9	6
Asian/Pacific Islander	10	110	1768	100	99	98	670	643	651	0	2	3	11	5	5	67	78	72	22	15	19
American Indian/Alaskan Native	NC	23	4044	NC	100	99	NC	593	550	NC	0	13	NC	15	17	NC	85	66	NC	0	4
White	103	2109	35028	99	99	99	619	618	613	3	4	6	10	9	10	78	76	73	9	11	11
Students with Disabilities	13	351	9625	100	100	100	566	569	530	9	14	21	9	16	21	73	64	55	9	6	4
Students without Disabilities	123	2415	65428	97	98	98	623	620	604	3	4	6	9	8	11	78	78	73	10	11	10
Limited English Proficient Students	NC	123	16765	NC	100	100	NC	561	525	NC	7	17	NC	15	20	NC	76	60	NC	2	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	343	36077				NC	580	566	NC	9	10	NC	11	16	NC	75	69	NC	5	5
Non-Economically Disadvantaged	127	2423	38950				625	619	618	2	4	5	9	8	9	79	76	73	11	11	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2691	76019	99	100	100	519	512	499	2	7	14	36	35	39	16	17	14	46	41	33
All Students (Prior Year)	157	2679	76230	99	99	100	508	513	498	3	4	12	43	34	38	13	15	12	41	47	37
Female	76	1281	37207	100	99	100	514	511	499	1	6	12	42	38	41	12	17	14	44	39	33
Male	54	1401	38677	98	100	100	526	512	498	4	8	15	27	32	38	21	17	13	48	43	34
African American	NC	99	3817	NC	93	100	NC	482	475	NC	15	23	NC	52	47	NC	12	11	NC	22	18
Hispanic	22	406	29458	100	98	100	502	492	480	0	12	20	53	48	48	26	15	12	21	25	20
Asian/Pacific Islander	NC	85	1673	NC	96	99	NC	526	531	NC	1	4	NC	26	29	NC	25	14	NC	47	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	494	466	NC	9	28	NC	43	49	NC	22	10	NC	26	13
White	93	2035	35880	99	99	100	525	516	515	2	5	7	32	32	32	14	17	16	52	45	45
Students with Disabilities	NC	340	9786	NC	100	100	NC	475	457	NC	28	39	NC	40	40	NC	9	7	NC	23	13
Students without Disabilities	121	2351	66233	98	98	99	518	515	503	3	5	11	37	35	39	16	18	14	45	43	35
Limited English Proficient Students	NC	82	15206	NC	100	100	NC	469	459	NC	10	31	NC	74	53	NC	13	7	NC	3	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	17	352	35714				518	494	480	0	13	20	40	45	47	20	15	12	40	28	20
Non-Economically Disadvantaged	113	2339	40266				519	514	513	3	6	9	35	34	33	15	17	15	46	43	43

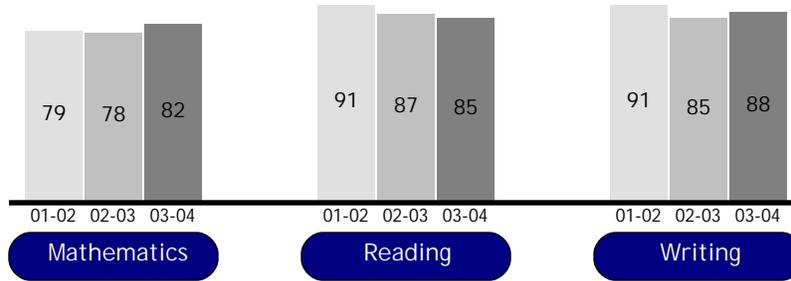
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2700	76020	99	100	100	516	511	503	9	13	25	19	20	23	48	50	40	24	17	12
All Students (Prior Year)	157	2678	76202	99	99	100	518	514	505	4	6	19	19	19	24	60	58	46	17	17	11
Female	76	1283	37213	100	100	100	509	512	504	11	11	22	27	20	23	42	50	42	19	19	13
Male	54	1402	38666	98	100	100	524	510	501	6	15	29	8	20	22	56	49	38	31	16	12
African American	NC	99	3819	NC	93	100	NC	502	494	NC	27	37	NC	22	26	NC	41	31	NC	9	6
Hispanic	22	406	29442	100	98	99	518	501	494	5	22	37	21	25	26	47	46	31	26	8	6
Asian/Pacific Islander	NC	85	1672	NC	96	99	NC	513	513	NC	7	12	NC	20	19	NC	54	49	NC	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	501	489	NC	13	48	NC	35	25	NC	43	24	NC	9	3
White	93	2036	35890	99	100	100	516	513	511	10	11	15	18	19	20	48	51	48	24	19	18
Students with Disabilities	NC	343	9784	NC	100	100	NC	496	485	NC	38	58	NC	25	19	NC	27	19	NC	9	4
Students without Disabilities	121	2357	66236	98	98	99	516	512	504	9	11	23	20	20	23	47	51	42	24	18	13
Limited English Proficient Students	NC	82	15198	NC	100	100	NC	488	483	NC	32	59	NC	52	25	NC	16	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	17	352	35703				505	501	494	20	20	37	7	23	26	60	50	31	13	6	6
Non-Economically Disadvantaged	113	2348	40274				517	512	509	7	12	17	21	20	20	46	50	47	25	19	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2697	75673	99	100	100	567	555	530	4	7	12	18	20	25	67	66	58	10	6	4
All Students (Prior Year)	155	2627	74692	97	97	99	524	520	502	6	7	18	21	23	27	62	59	47	12	11	8
Female	76	1282	37099	100	100	100	583	575	548	3	4	8	10	14	22	78	74	64	10	8	6
Male	54	1402	38441	98	100	99	546	537	513	6	10	16	31	26	29	52	59	52	12	5	3
African American	NC	99	3791	NC	93	99	NC	521	506	NC	8	18	NC	37	29	NC	52	50	NC	3	3
Hispanic	22	404	29305	100	97	99	598	535	507	0	9	16	11	22	31	74	64	51	16	4	2
Asian/Pacific Islander	NC	85	1665	NC	96	99	NC	582	573	NC	4	6	NC	16	16	NC	70	67	NC	11	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	552	492	NC	9	19	NC	22	33	NC	70	46	NC	0	1
White	93	2035	35760	99	99	99	562	560	550	5	6	9	18	20	21	68	67	64	9	7	6
Students with Disabilities	NC	344	9706	NC	100	100	NC	493	462	NC	27	36	NC	31	32	NC	38	31	NC	3	1
Students without Disabilities	121	2353	65967	98	98	99	569	560	536	4	5	10	18	20	25	68	69	60	11	7	5
Limited English Proficient Students	NC	82	15115	NC	100	100	NC	484	471	NC	29	26	NC	35	38	NC	32	35	NC	3	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	17	351	35541				555	534	504	0	10	17	13	24	31	87	63	50	0	2	2
Non-Economically Disadvantaged	113	2346	40091				569	558	550	5	6	9	19	20	21	65	67	64	12	7	6

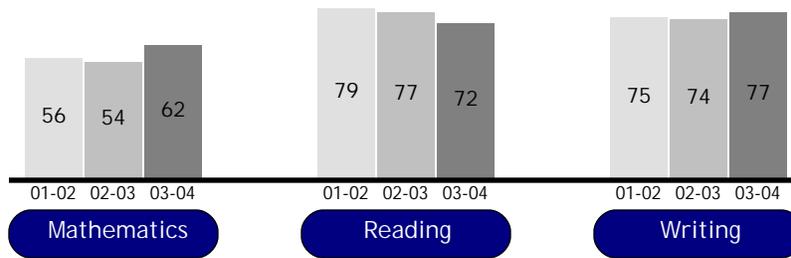
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	62	64	44	97	65	68	50	95	72	NA	58
	Language	98	66	60	39	99	60	62	43	95	68	63	50
	Mathematics	98	72	70	52	99	74	72	57	94	80	76	64
3	Reading	98	67	64	43	97	64	67	47	100	67	NA	55
	Language	98	76	72	50	98	69	72	54	100	70	76	61
	Mathematics	98	71	68	50	100	65	70	54	100	70	72	61
4	Reading	96	66	68	47	97	72	73	52	100	69	NA	56
	Language	96	63	62	45	98	67	66	48	100	64	66	52
	Mathematics	96	70	71	52	98	75	74	57	100	71	73	61
5	Reading	99	67	64	46	98	69	69	50	95	72	NA	55
	Language	99	66	59	43	100	62	63	46	96	66	63	49
	Mathematics	99	78	73	54	99	76	76	57	96	81	77	63
6	Reading	95	68	67	49	99	70	69	53	100	72	NA	56
	Language	95	61	60	42	99	64	63	45	100	66	64	48
	Mathematics	95	78	78	58	97	80	80	62	100	82	81	66

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

School Site Council

Council Composition

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

Council Duties

- Ü Community Relations
- Ü Traffic Flow and Safety
- Ü Calendar
- Ü Goals
- Ü Curriculum
- Ü Tax Credit Distribution

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	3.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	40
Core academic classes taught by Highly Qualified (NCLB) teachers.	111
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Learning Lab
- Ü Responsibility Center

Extracurricular Activities

- Ü Unity Club
- Ü Student Council
- Ü Math Club, Future Problem Solvers
- Ü Chess Club
- Ü Oceanography
- Ü People To People Ambassadors
- Ü Literary Guild, Newspaper
- Ü Art Club, Dance, Drama, Choir

Social Services

- Ü Before/After School Child Care
- Ü Pre-school
- Ü All Day Kindergarten
- Ü Student Ambassadors
- Ü Social Worker
- Ü Psychologist
- Ü Breakfast
- Ü Vacation Camps-Community Education

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Mathletes Math Challenge 1st place.

- ü Individual chess champions, Chess club meets Monday mornings at 7:30 A.M. They compete in many tournaments throughout the year.

- ü A student performed at the Herberger Theatre in the lead role of "Annie".

- ü Many students participate in community orchestras and youth theatre programs.

Student Activity Rates for School Year 2003-04

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

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	58	56
Grades 3-4	80	85
Grades 4-5	69	80
Grades 5-6	74	80

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

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

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

School Safety

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

The principal has attended national conferences on safety and participated on the district committee to develop the Emergency Handbook. All staff are trained on a variety of emergency situations. Practice drills are completed on a regular basis.

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

0

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

Contacts

	Name	Phone Number
School Site Council	JoAnn Navaroli	(480) 892-7810
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Gilbert Chamber of Commerce	(480) 892-0056
School Nutrition Programs	Debbie McCarron	(480) 497-3370
Parent Organization	Beth Nickel	(480) 892-7810
Student Health/Nurse	Kristin Baron	(480) 892-7810

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

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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