

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Dr. Robyn M. Conrad  
 Schedule : 08:00 AM to 04:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 788  
 Web Address : [www.gilbert.k12.az.us/info/schools/playa/play](http://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. We believe that all children can learn and the adults in their life are responsible for providing the setting, environment, tools, and encouragement needed to be successful. Playa is a Character Counts school, promoting a positive climate.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

### School / Academic Goals

- ü 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. During school a learning lab gives added instruction.
- 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.
- ü All students will meet or exceed state standards. Parents are asked to goal set with their child and bring them to school ready to learn daily.

### Enrollment

October 1, 2004 School Year Student Enrollment : 797  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 90

Instructional Programs

- ü Reading Renaissance/AR
- ü Sunrise & Homework Clubs
- ü Junior Achievement
- ü Comprehensive Math, Reading, & Writing
- ü ELL
- ü Special Education with Pre-Kindergarten
- ü Reading Specialists & Learning Lab
- ü Oceanography & Science Camp

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

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. The staff is in regular communication with parents and welcome their involvement.

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. Parents are asked and given guidance in goal setting with their child. Parent Literacy Nights are sponsored throughout the year to give parents the tools to use at home.

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	111	2877	79306	100	100	99	479	478	445	0	2	10	9	8	18	51	50	51	40	40	20
All Students (Prior Year)	139	2770	75509	100	100	100	538	541	521	5	6	13	14	17	23	44	35	33	38	42	31
Female	56	1409	38691	100	100	99	479	475	446	0	3	10	6	8	18	55	53	52	39	37	20
Male	55	1470	40583	100	100	99	478	481	445	0	2	11	13	8	18	46	48	50	42	43	21
African American	NC	119	4041	NC	100	99	NC	453	426	NC	6	17	NC	15	23	NC	59	50	NC	20	10
Hispanic	19	468	32869	100	100	99	469	456	429	0	4	15	18	14	25	59	57	51	24	24	10
Asian/Pacific Islander	NC	137	1935	NC	98	99	NC	494	474	NC	1	3	NC	2	9	NC	49	48	NC	48	40
American Indian/Alaskan Native	NC	28	4264	NC	100	100	NC	468	419	NC	0	19	NC	8	30	NC	56	45	NC	36	6
White	79	2127	36197	100	100	99	483	483	463	0	2	5	7	6	11	49	48	53	44	44	31
Students with Disabilities	11	380	10321	100	100	100	458	433	389	0	12	30	13	20	27	63	50	34	25	18	9
Students without Disabilities	100	2499	69060	98	99	98	480	485	454	0	1	7	9	6	17	49	50	54	42	43	22
Limited English Proficient Students	NC	122	15509	NC	100	100	NC	409	406	NC	6	20	NC	25	30	NC	55	45	NC	14	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	17	581	39415	100	100	96	468	459	431	0	5	15	20	13	25	47	57	50	33	25	10
Non-Economically Disadvantaged	94	2298	39966	91	89	100	480	483	459	0	2	6	7	6	12	51	49	52	42	43	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	2877	79395	100	0	99	472	475	446	1	1	9	13	13	25	74	66	55	12	20	11
All Students (Prior Year)	139	2774	75492	100	100	100	529	533	519	4	4	12	11	11	16	56	50	47	29	35	24
Female	56	1408	38743	100	0	100	481	479	451	0	1	7	8	10	24	78	67	57	14	22	12
Male	55	1469	40618	100	0	99	464	471	440	2	1	11	19	15	27	69	66	53	10	18	9
African American	NC	119	4052	NC	0	100	NC	455	434	NC	3	11	NC	26	29	NC	63	54	NC	8	6
Hispanic	19	468	32915	100	0	99	460	454	426	6	2	15	12	23	35	82	66	47	0	9	4
Asian/Pacific Islander	NC	137	1936	NC	0	99	NC	485	468	NC	1	3	NC	8	14	NC	66	63	NC	25	19
American Indian/Alaskan Native	NC	28	4271	NC	0	100	NC	471	420	NC	0	15	NC	12	42	NC	68	41	NC	20	2
White	79	2125	36221	100	0	99	480	480	465	0	1	4	10	10	15	73	67	63	17	22	17
Students with Disabilities	11	379	10331	100	0	100	440	432	388	0	5	25	38	34	37	63	55	34	0	6	4
Students without Disabilities	100	2498	69139	98	0	99	475	481	454	1	1	7	11	9	24	75	68	58	13	22	11
Limited English Proficient Students	NC	122	15545	NC	0	100	NC	405	399	NC	6	21	NC	39	42	NC	54	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	17	581	39484	100	0	96	460	458	429	7	3	14	20	22	35	60	64	47	13	10	4
Non-Economically Disadvantaged	94	2296	39986	91	0	100	475	479	461	0	1	4	12	10	16	76	67	63	12	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	2876	78869	100	100	99	461	468	442	5	3	6	16	12	21	63	70	63	16	15	10
All Students (Prior Year)	136	2766	75053	99	99	99	619	615	597	3	5	7	9	8	12	78	76	72	10	10	9
Female	56	1409	38536	100	100	99	478	480	458	0	2	4	16	8	15	71	71	67	14	20	14
Male	55	1467	40302	100	100	99	444	455	428	10	4	8	17	16	26	54	69	60	19	11	7
African American	NC	120	4015	NC	100	99	NC	451	430	NC	5	8	NC	12	24	NC	73	61	NC	9	7
Hispanic	19	468	32606	100	100	98	473	451	426	0	3	8	18	17	27	71	68	60	12	12	5
Asian/Pacific Islander	NC	136	1925	NC	97	99	NC	487	471	NC	2	3	NC	7	11	NC	69	64	NC	23	22
American Indian/Alaskan Native	NC	28	4245	NC	100	100	NC	474	423	NC	0	9	NC	8	26	NC	84	61	NC	8	4
White	79	2124	36078	100	100	99	458	470	459	7	2	4	16	11	16	57	70	66	20	16	14
Students with Disabilities	11	380	10246	100	100	100	435	408	367	0	9	18	50	33	39	50	54	40	0	3	4
Students without Disabilities	100	2496	68697	98	99	98	464	477	454	5	2	4	13	9	18	64	73	67	18	17	11
Limited English Proficient Students	NC	122	15339	NC	100	100	NC	412	399	NC	4	11	NC	20	31	NC	70	54	NC	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	17	580	39106	100	100	95	443	449	427	7	4	8	20	18	28	53	70	59	20	7	5
Non-Economically Disadvantaged	94	2296	39837	91	89	100	465	472	457	5	2	4	15	11	14	64	70	67	15	17	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	2914	78906	96	100	99	523	525	498	3	4	13	9	10	19	64	52	48	25	33	20
All Students (Prior Year)	130	2691	76019	99	100	100	519	512	499	2	7	14	36	35	39	16	17	14	46	41	33
Female	55	1440	38644	96	100	99	522	526	500	2	4	12	10	10	19	63	54	49	25	33	19
Male	53	1473	40236	96	99	99	525	524	497	4	5	15	8	11	19	65	51	46	24	33	20
African American	NC	137	4087	NC	97	99	NC	501	481	NC	9	20	NC	20	24	NC	56	45	NC	15	11
Hispanic	16	488	31938	100	100	99	522	508	481	0	7	19	13	17	25	56	56	46	31	21	10
Asian/Pacific Islander	NC	121	1805	NC	98	98	NC	552	536	NC	3	5	NC	5	8	NC	39	45	NC	54	42
American Indian/Alaskan Native	--	23	4593	--	100	100	--	513	467	--	0	26	--	14	29	--	71	39	--	14	6
White	81	2145	36483	96	100	99	526	529	517	3	4	7	7	8	13	65	52	51	25	36	30
Students with Disabilities	NC	376	10664	NC	100	100	NC	461	430	NC	23	42	NC	27	27	NC	41	26	NC	8	5
Students without Disabilities	100	2538	68310	96	99	98	525	535	509	2	1	9	7	8	18	64	54	51	27	37	22
Limited English Proficient Students	NC	92	12573	NC	100	100	NC	425	454	NC	17	27	NC	25	30	NC	49	38	NC	10	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	13	588	38679	100	100	96	502	507	483	8	9	20	17	18	25	67	54	45	8	20	10
Non-Economically Disadvantaged	95	2326	40295	90	89	100	526	529	513	2	3	7	8	8	13	63	52	50	27	36	30

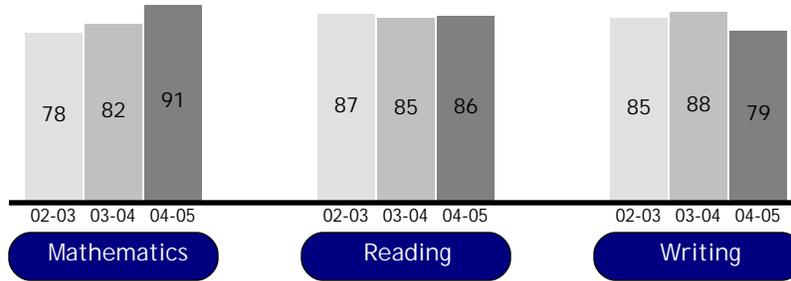
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	2914	78908	96	0	99	508	507	484	5	3	10	6	13	23	76	68	58	13	16	9
All Students (Prior Year)	130	2700	76020	99	100	100	516	511	503	9	13	25	19	20	23	48	50	40	24	17	12
Female	55	1439	38648	96	0	99	514	513	489	4	2	8	2	11	22	80	68	61	14	20	10
Male	53	1474	40233	96	0	99	502	501	479	6	4	12	10	15	25	73	69	55	12	13	8
African American	NC	136	4092	NC	0	99	NC	482	473	NC	9	12	NC	24	28	NC	56	54	NC	11	5
Hispanic	16	489	31940	100	0	99	505	493	465	0	5	16	6	18	32	81	70	49	13	7	3
Asian/Pacific Islander	NC	121	1805	NC	0	98	NC	515	507	NC	5	4	NC	9	13	NC	62	65	NC	24	18
American Indian/Alaskan Native	--	23	4569	--	0	100	--	502	457	--	0	18	--	10	39	--	86	41	--	5	2
White	81	2145	36502	96	0	99	513	511	502	4	2	4	4	11	14	79	69	67	13	18	15
Students with Disabilities	NC	375	10665	NC	0	100	NC	450	423	NC	15	30	NC	36	36	NC	45	31	NC	4	2
Students without Disabilities	100	2539	68312	96	0	98	511	516	493	2	1	7	6	9	21	78	72	62	14	18	10
Limited English Proficient Students	NC	93	12556	NC	0	100	NC	403	436	NC	17	24	NC	31	40	NC	50	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	13	589	38662	100	0	96	476	491	468	25	6	16	8	22	32	58	65	49	8	8	3
Non-Economically Disadvantaged	95	2325	40315	90	0	100	512	511	498	2	2	5	6	11	15	79	69	66	13	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2917	78750	96	100	99	519	520	500	3	3	6	19	20	29	75	75	63	3	3	2
All Students (Prior Year)	130	2697	75673	99	100	100	567	555	530	4	7	12	18	20	25	67	66	58	10	6	4
Female	55	1439	38586	96	100	99	523	534	515	4	2	4	12	13	22	82	82	71	2	4	3
Male	52	1477	40135	95	100	99	515	507	486	2	4	8	26	27	35	68	68	56	4	2	1
African American	NC	136	4081	NC	96	99	NC	505	488	NC	4	8	NC	29	32	NC	65	59	NC	3	2
Hispanic	16	490	31841	100	100	99	505	512	483	13	3	8	6	24	36	69	71	55	13	1	1
Asian/Pacific Islander	NC	121	1802	NC	98	98	NC	534	533	NC	4	2	NC	15	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	--	23	4586	--	100	100	--	524	481	--	0	8	--	5	37	--	95	54	--	0	1
White	80	2147	36440	95	100	99	526	522	516	1	3	3	16	19	22	81	76	71	1	3	4
Students with Disabilities	NC	377	10622	NC	100	100	NC	446	415	NC	13	21	NC	50	50	NC	38	28	NC	0	1
Students without Disabilities	100	2540	68196	96	99	98	523	531	513	2	1	3	17	15	25	78	80	69	3	3	3
Limited English Proficient Students	NC	93	12504	NC	100	100	NC	427	451	NC	8	12	NC	39	44	NC	53	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	13	588	38558	100	100	96	477	507	485	8	5	8	33	28	37	58	66	54	0	1	1
Non-Economically Disadvantaged	94	2329	40260	89	89	100	525	523	514	2	3	3	17	18	21	78	77	72	3	3	4

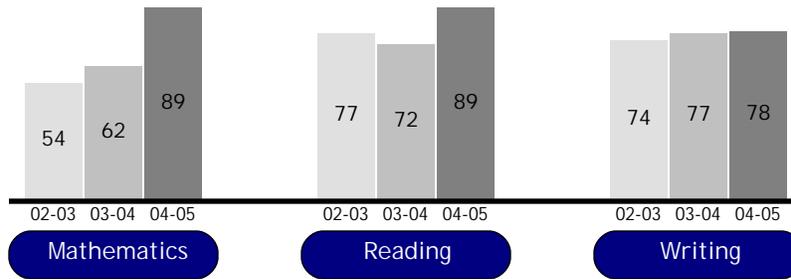
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	65	68	50	95	72	NA	58	99	57	61	47
	Language	99	60	62	43	95	68	63	50	99	58	60	47
	Mathematics	99	74	72	57	94	80	76	64	99	63	63	50
3	Reading	97	64	67	47	100	67	NA	55	100	55	60	44
	Language	98	69	72	54	100	70	76	61	100	52	57	44
	Mathematics	100	65	70	54	100	70	72	61	100	62	65	51
4	Reading	97	72	73	52	100	69	NA	56	99	62	61	48
	Language	98	67	66	48	100	64	66	52	99	62	60	49
	Mathematics	98	75	74	57	100	71	73	61	99	71	68	53
5	Reading	98	69	69	50	95	72	NA	55	96	63	63	50
	Language	100	62	63	46	96	66	63	49	96	65	62	50
	Mathematics	99	76	76	57	96	81	77	63	96	64	62	49
6	Reading	99	70	69	53	100	72	NA	56	100	63	64	51
	Language	99	64	63	45	100	66	64	48	100	63	62	47
	Mathematics	97	80	80	62	100	82	81	66	100	71	69	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](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)
- 3 Non-certified Employee(s)
- 4 Teacher(s)
- 5 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	49.00
Other Professional Staff	4.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	5	6	0	1
7 to 9 years	8	10	0	0
10 or more years	4	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	47
Teachers with Emergency Certificaton.	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 Computer Lab
- Ü Library
- Ü Learning Lab
- Ü Responsibility Center

Extracurricular Activities

- Ü Mad Science and Cooking
- 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

School Achievements/Accomplishments 2004-05

- 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 Teachers chosen as the KNIX Teacher of the Week, Character Counts Grant,
  
- ü Many students participate in community orchestras and youth theatre programs.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	6	12	12	17
Transfers In Rate <sup>6</sup>	17	28	28	37
Stability Rate <sup>7</sup>	93	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

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. All 3rd and 4th grade students are trained in the Quest Program. We have a "No Bully" Zone for the entire school. Student Ambassadors welcome all new students and families to our school community.

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

1
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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	Peggy Trammel	(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	Talaya Martinez	(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](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."

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

## TITLE I TERMS

### Title I School Improvement Year 1

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

### Title I School Improvement Year 2

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

### Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

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

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

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

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

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