

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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 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, 2005 School Year Student Enrollment : 765
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 90

Instructional Programs

- ü Reading Renaissance/AR
- ü Homework and Computer 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 40 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, such as Thinking Maps.

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	97	2749	80010	97	98	99	466	475	447	7	4	10	7	9	18	54	50	53	32	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1307	38935	96	99	99	467	474	447	10	4	9	8	8	19	44	51	55	38	37	17
Male	45	1442	40974	98	98	98	464	476	448	4	3	11	7	9	18	64	50	52	24	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	12	460	34545	100	98	99	456	456	432	17	4	14	NA	13	24	67	65	53	17	19	9
Asian/Pacific Islander	16	110	2068	94	99	99	464	481	474	NA	5	4	19	8	10	50	44	50	31	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	62	2029	35142	97	99	99	470	481	465	8	3	5	6	7	11	48	47	56	37	43	28
Students with Disabilities	12	414	10161	100	93	93	442	440	419	33	16	28	8	27	28	33	39	36	25	18	8
Students without Disabilities	85	2335	69849	97	100	100	469	481	451	4	1	7	7	5	17	56	52	56	33	41	19
Limited English Proficient Students	NC	99	14013	NC	95	97	NC	429	413	NC	12	24	NC	24	34	NC	59	39	NC	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	11	583	39029	100	97	98	449	454	432	9	6	14	18	15	25	55	60	52	18	19	9
Non-Economically Disadvantaged	86	2166	40981	97	99	100	468	481	462	7	3	6	6	7	13	53	47	54	34	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	97	2707	79438	97	97	98	468	480	451	3	3	9	15	12	24	67	62	56	14	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1290	38775	96	98	99	473	487	457	2	2	7	15	9	22	65	61	58	17	27	13
Male	45	1417	40560	98	96	97	463	474	446	4	3	12	16	14	25	69	62	54	11	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	12	455	34297	100	97	98	460	464	434	17	5	14	NA	16	31	83	69	50	NA	10	5
Asian/Pacific Islander	16	109	2063	94	98	99	467	482	475	NA	3	3	19	13	15	63	56	63	19	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	62	1996	34887	97	97	98	471	485	471	2	2	4	18	10	15	65	61	63	16	27	18
Students with Disabilities	12	373	9588	100	84	88	434	445	416	17	13	30	33	31	32	42	46	34	8	9	5
Students without Disabilities	85	2334	69850	97	99	100	473	485	456	1	1	7	13	9	23	71	64	59	15	25	12
Limited English Proficient Students	NC	98	13856	NC	94	96	NC	423	407	NC	17	27	NC	37	43	NC	43	29	NC	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	11	573	38685	100	96	97	446	461	435	9	5	14	18	20	32	73	65	50	NA	11	5
Non-Economically Disadvantaged	86	2134	40753	97	97	99	471	485	467	2	2	5	15	10	16	66	61	62	16	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	96	2749	79971	96	98	99	451	448	423	3	3	8	34	28	41	53	64	49	9	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1307	38974	98	99	99	468	461	437	NA	3	5	26	20	33	62	70	57	11	7	4
Male	43	1442	40895	93	98	98	429	436	410	7	4	10	44	35	47	42	58	41	7	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	11	461	34481	92	98	99	451	436	410	NA	4	10	36	33	46	64	61	43	NA	2	1
Asian/Pacific Islander	16	109	2067	94	98	99	457	457	449	6	3	4	31	26	28	38	61	60	25	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	62	2030	35150	97	99	99	448	451	437	3	3	5	34	26	35	55	66	56	8	5	5
Students with Disabilities	11	412	10258	92	93	94	407	407	377	9	13	23	64	50	51	18	35	25	9	2	1
Students without Disabilities	85	2337	69713	97	100	100	456	455	429	2	2	5	31	24	39	58	69	52	9	5	3
Limited English Proficient Students	NC	99	13985	NC	95	97	NC	405	382	NC	6	18	NC	58	54	NC	36	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	11	585	38994	100	98	98	439	430	409	NA	5	10	45	39	47	55	53	41	NA	2	1
Non-Economically Disadvantaged	85	2164	40977	96	99	100	452	453	437	4	3	5	33	25	34	53	67	56	11	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	107	2846	80147	98	98	99	507	511	482	4	3	11	5	6	17	54	49	49	37	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1386	39281	98	98	99	507	511	483	4	3	9	4	5	17	56	51	50	36	41	24
Male	57	1458	40780	98	98	98	506	511	482	4	3	12	5	8	17	53	48	48	39	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	17	468	33494	94	96	99	498	493	466	NA	5	15	18	12	23	41	56	49	41	27	14
Asian/Pacific Islander	NC	156	2103	NC	100	99	NC	525	515	NC	3	4	NC	4	8	NC	38	44	NC	55	45
American Indian/Alaskan Native	NC	25	4117	NC	96	96	NC	493	456	NC	8	19	NC	4	27	NC	60	46	NC	28	8
White	76	2074	36122	99	98	99	506	516	501	5	2	5	3	5	10	58	48	50	34	45	35
Students with Disabilities	14	371	10295	100	88	92	489	467	443	14	16	33	7	22	26	50	47	33	29	14	8
Students without Disabilities	93	2475	69852	98	100	100	509	518	488	2	1	7	4	4	16	55	49	51	39	46	26
Limited English Proficient Students	NC	84	12722	NC	94	97	NC	465	441	NC	10	27	NC	29	33	NC	51	37	NC	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	15	592	38371	100	96	97	501	490	465	NA	6	15	7	13	23	60	56	49	33	25	13
Non-Economically Disadvantaged	92	2254	41776	98	99	100	508	517	498	4	2	6	4	5	11	53	47	49	38	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	107	2812	79686	98	97	98	493	499	470	4	2	11	11	11	24	68	70	57	17	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1376	39163	98	97	99	499	504	475	2	2	9	12	8	22	70	70	60	16	20	10
Male	57	1434	40438	98	96	97	488	494	465	5	2	13	11	13	25	67	70	54	18	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	17	463	33299	94	95	98	475	481	452	6	5	17	24	18	32	65	68	47	6	8	3
Asian/Pacific Islander	NC	154	2097	NC	99	99	NC	503	490	NC	1	5	NC	11	13	NC	73	68	NC	15	14
American Indian/Alaskan Native	NC	25	4087	NC	96	96	NC	482	446	NC	NA	16	NC	16	38	NC	84	44	NC	NA	2
White	76	2048	35914	99	97	98	494	503	489	4	1	5	9	8	15	68	71	67	18	20	14
Students with Disabilities	14	338	9808	100	80	87	484	467	432	7	9	35	21	30	32	43	53	30	29	7	3
Students without Disabilities	93	2474	69878	98	100	100	495	503	475	3	1	8	10	8	23	72	73	61	15	18	9
Limited English Proficient Students	NC	83	12594	NC	93	96	NC	448	422	NC	16	34	NC	39	45	NC	42	21	NC	4	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	15	581	38095	100	94	97	494	481	452	7	5	17	7	20	32	73	66	48	13	9	3
Non-Economically Disadvantaged	92	2231	41591	98	98	99	493	503	486	3	1	6	12	8	16	67	71	65	17	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	107	2875	80372	98	99	99	492	497	475	1	2	4	21	16	30	74	77	64	4	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1406	39452	100	99	99	502	508	488	NA	1	3	22	12	22	73	81	72	6	7	3
Male	56	1467	40836	97	98	98	483	487	464	2	3	6	21	21	37	75	74	56	2	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	17	477	33608	94	98	99	506	486	462	NA	3	6	6	18	36	82	77	57	12	3	1
Asian/Pacific Islander	NC	156	2098	NC	100	99	NC	508	500	NC	3	2	NC	12	16	NC	74	75	NC	11	7
American Indian/Alaskan Native	NC	26	4128	NC	100	97	NC	497	464	NC	NA	4	NC	23	39	NC	73	56	NC	4	1
White	76	2091	36213	99	99	99	489	499	489	1	1	2	24	16	22	72	78	72	3	5	3
Students with Disabilities	14	401	10526	100	95	94	463	452	427	7	7	15	36	45	53	57	47	31	NA	1	1
Students without Disabilities	93	2474	69846	98	100	100	496	504	482	NA	1	3	19	12	26	76	82	69	4	5	2
Limited English Proficient Students	NC	87	12747	NC	98	97	NC	446	432	NC	10	12	NC	34	52	NC	55	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	15	604	38521	100	98	98	484	479	461	NA	3	6	27	25	38	73	70	55	NA	1	1
Non-Economically Disadvantaged	92	2271	41851	98	99	100	493	502	489	1	1	3	21	14	22	74	79	72	4	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	136	2841	79306	100	99	99	524	529	504	4	5	13	9	11	20	60	52	49	26	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1394	38845	100	99	99	525	531	505	4	4	11	8	12	20	61	52	50	27	33	18
Male	62	1446	40383	100	99	98	523	528	504	5	5	14	10	11	19	60	53	47	26	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	21	450	32673	100	99	99	512	509	487	5	7	18	14	17	25	62	59	46	19	17	10
Asian/Pacific Islander	12	135	2147	100	100	99	548	548	539	8	3	5	8	6	10	33	44	46	50	47	40
American Indian/Alaskan Native	--	20	4034	--	100	97	--	539	479	--	10	22	--	NA	29	--	45	43	--	45	7
White	96	2116	36234	100	99	99	528	534	523	2	4	6	6	10	13	65	51	52	27	35	28
Students with Disabilities	11	358	10286	100	94	91	464	483	462	27	24	41	18	29	27	55	35	27	NA	12	5
Students without Disabilities	125	2483	69020	100	100	100	529	536	510	2	2	9	8	8	18	61	55	52	29	35	21
Limited English Proficient Students	NC	73	10291	NC	99	96	NC	481	458	NC	18	38	NC	33	34	NC	44	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	24	556	37437	100	97	97	495	505	486	21	10	19	13	18	26	58	55	46	8	16	9
Non-Economically Disadvantaged	112	2285	41869	100	100	100	530	535	521	1	3	7	8	9	14	61	52	51	30	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	136	2799	79000	100	98	98	506	514	489	3	2	10	15	12	24	74	69	58	9	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1385	38774	100	98	99	509	520	494	4	2	7	9	9	22	77	69	61	9	20	10
Male	62	1413	40150	100	97	98	502	509	485	2	3	12	21	14	25	69	69	55	8	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	21	435	32508	100	96	98	484	498	472	5	4	15	33	19	33	62	69	49	NA	8	3
Asian/Pacific Islander	12	133	2142	100	99	99	529	521	510	NA	3	4	8	8	14	67	70	67	25	19	16
American Indian/Alaskan Native	--	19	4016	--	95	96	--	515	467	--	5	14	--	5	37	--	74	46	--	16	2
White	96	2096	36135	100	98	98	510	519	508	3	2	4	8	10	14	79	69	67	9	19	15
Students with Disabilities	11	315	9991	100	83	88	467	477	449	9	13	33	36	33	36	55	46	29	NA	8	2
Students without Disabilities	125	2484	69009	100	100	100	509	519	495	2	1	6	13	9	22	75	72	62	10	18	10
Limited English Proficient Students	NC	72	10199	NC	97	95	NC	462	439	NC	15	35	NC	44	47	NC	40	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	24	534	37234	100	93	97	476	494	472	4	4	15	46	21	33	50	68	50	NA	7	3
Non-Economically Disadvantaged	112	2265	41766	100	99	99	512	519	505	3	2	5	8	10	16	79	69	65	11	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	136	2841	79611	100	99	99	506	515	496	4	3	7	29	27	37	65	69	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1396	39016	100	99	99	527	531	511	1	1	4	16	17	29	80	80	66	3	1	1
Male	62	1444	40519	100	99	98	481	500	482	6	4	10	45	37	44	48	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	21	448	32855	100	99	99	498	501	481	5	5	10	29	32	43	67	63	47	NA	NA	0
Asian/Pacific Islander	12	134	2149	100	99	100	512	519	519	8	6	4	25	19	24	58	73	70	8	2	2
American Indian/Alaskan Native	--	20	3992	--	100	96	--	518	478	--	5	10	--	20	46	--	70	44	--	5	0
White	96	2119	36380	100	99	99	513	519	511	1	2	4	29	27	30	69	71	65	1	1	1
Students with Disabilities	11	357	10664	100	94	94	448	460	440	27	13	23	36	57	54	36	29	22	NA	0	1
Students without Disabilities	125	2484	68947	100	100	100	511	523	504	2	1	4	29	23	34	68	75	61	2	1	1
Limited English Proficient Students	NC	74	10362	NC	100	97	NC	471	438	NC	11	22	NC	59	57	NC	30	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	24	555	37626	100	97	98	455	494	479	21	6	10	33	38	45	46	55	45	NA	1	0
Non-Economically Disadvantaged	112	2286	41985	100	100	100	517	520	511	NA	2	4	29	25	30	70	73	65	2	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	114	2911	79327	98	98	98	541	548	518	6	7	19	8	10	20	68	56	46	18	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1431	38961	100	98	98	539	548	520	9	6	16	5	9	20	67	57	48	19	28	16
Male	57	1480	40295	97	98	97	542	547	516	4	7	21	11	10	19	68	54	44	18	28	16
African American	NC	141	4247	NC	98	98	NC	530	499	NC	10	27	NC	16	24	NC	56	41	NC	18	8
Hispanic	15	493	32327	94	96	98	531	529	499	7	10	27	13	16	25	73	57	41	7	17	8
Asian/Pacific Islander	NC	120	1939	NC	99	99	NC	574	556	NC	3	6	NC	7	10	NC	48	47	NC	43	36
American Indian/Alaskan Native	NC	28	4391	NC	97	96	NC	539	489	NC	4	32	NC	11	27	NC	68	36	NC	18	4
White	88	2129	36373	99	99	98	543	552	538	6	6	10	6	8	14	68	56	52	20	31	25
Students with Disabilities	11	360	9321	92	89	87	504	493	467	36	36	54	18	23	22	27	33	21	18	8	3
Students without Disabilities	103	2551	70006	99	100	100	545	555	524	3	2	14	7	8	19	72	59	49	18	31	18
Limited English Proficient Students	NC	47	9431	NC	96	95	NC	486	466	NC	34	53	NC	28	27	NC	36	18	NC	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	14	588	37097	93	95	97	537	527	498	NA	12	27	29	18	25	50	54	41	21	17	7
Non-Economically Disadvantaged	100	2323	42230	99	99	99	541	553	535	7	5	11	5	7	15	70	56	50	18	31	24

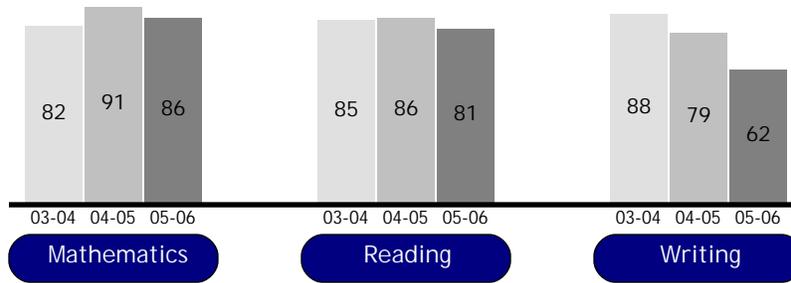
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	2886	79501	98	97	98	520	523	497	3	3	10	11	11	25	82	78	60	5	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1426	39062	100	98	99	526	527	502	2	2	8	9	8	23	82	80	64	7	10	5
Male	57	1460	40368	97	97	98	515	518	491	4	3	13	12	13	27	81	77	57	4	6	3
African American	NC	141	4279	NC	98	99	NC	511	485	NC	3	14	NC	20	30	NC	74	54	NC	4	2
Hispanic	15	489	32389	94	96	98	514	509	478	7	5	16	7	18	34	87	73	48	NA	4	1
Asian/Pacific Islander	NC	119	1936	NC	98	99	NC	531	519	NC	2	3	NC	8	14	NC	78	73	NC	13	9
American Indian/Alaskan Native	NC	28	4401	NC	97	96	NC	518	473	NC	4	17	NC	4	40	NC	86	43	NC	7	1
White	88	2109	36446	99	98	99	522	526	516	2	2	4	8	9	15	84	80	73	6	9	7
Students with Disabilities	11	335	9411	92	83	88	471	480	453	9	16	36	55	35	36	36	48	26	NA	1	1
Students without Disabilities	103	2551	70090	99	100	100	525	528	502	2	1	7	6	8	24	86	82	65	6	9	5
Limited English Proficient Students	NC	46	9401	NC	94	94	NC	456	443	NC	33	40	NC	43	46	NC	22	14	NC	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	14	581	37183	93	94	97	502	507	479	NA	4	16	29	18	34	71	75	49	NA	2	1
Non-Economically Disadvantaged	100	2305	42318	99	98	99	523	527	513	3	2	5	8	9	17	83	79	70	6	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	114	2928	80000	98	99	99	576	588	564	3	1	3	4	5	11	79	75	75	14	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1439	39288	100	99	99	600	601	579	NA	1	2	2	2	6	77	73	77	21	25	16
Male	57	1489	40644	97	99	98	553	575	549	5	2	4	7	8	15	81	77	74	7	13	7
African American	NC	144	4307	NC	100	99	NC	577	551	NC	1	4	NC	6	13	NC	79	75	NC	13	7
Hispanic	15	499	32672	94	97	99	562	579	548	7	2	4	NA	5	14	73	79	76	20	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	88	2135	36602	99	99	99	578	590	579	2	1	2	5	5	7	81	74	75	13	20	16
Students with Disabilities	12	378	9919	100	93	93	506	532	505	8	6	9	25	25	35	67	66	54	NA	3	2
Students without Disabilities	102	2550	70081	98	100	100	585	596	571	2	1	2	2	2	7	80	76	79	16	21	12
Limited English Proficient Students	NC	48	9571	NC	98	96	NC	527	502	NC	6	10	NC	21	29	NC	71	60	NC	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	14	599	37534	93	97	98	561	572	547	NA	2	4	7	8	15	93	81	76	NA	9	5
Non-Economically Disadvantaged	100	2329	42466	99	99	100	579	592	578	3	1	2	4	4	7	77	74	75	16	21	16

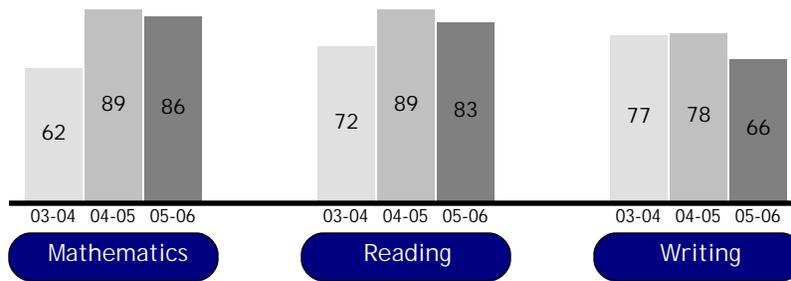
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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	95	72	NA	58	99	57	61	47	100	67	65	46
	Language	95	68	63	50	99	58	60	47	100	72	65	48
	Mathematics	94	80	76	64	99	63	63	50	100	73	65	52
3	Reading	100	67	NA	55	100	55	60	44	98	59	67	46
	Language	100	70	76	61	100	52	57	44	98	56	61	46
	Mathematics	100	70	72	61	100	62	65	51	98	61	68	52
4	Reading	100	69	NA	56	99	62	61	48	100	63	70	52
	Language	100	64	66	52	99	62	60	49	100	67	68	52
	Mathematics	100	71	73	61	99	71	68	53	100	73	73	58
5	Reading	95	72	NA	55	96	63	63	50	100	65	73	56
	Language	96	66	63	49	96	65	62	50	100	70	70	54
	Mathematics	96	81	77	63	96	64	62	49	100	63	67	52
6	Reading	100	72	NA	56	100	63	64	51	100	72	75	56
	Language	100	66	64	48	100	63	62	47	100	65	68	50
	Mathematics	100	82	81	66	100	71	69	52	100	73	75	58

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

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 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 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 Computer Lab
- Ü Library
- Ü Learning Lab
- Ü Project Room

Extracurricular Activities

- Ü Mad Science and Cooking
- Ü Student Council
- Ü Junior Achievement
- Ü Chess Club
- Ü Oceanography
- Ü People To People Ambassadors
- Ü Literary Guild, Newspaper
- Ü Choir-Variety Show

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 2005-06

School Achievements/Accomplishments 2005-06

- 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, as well as Dr. Conrad, Distinguished Principal of the Year 2006 for Arizona.

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

Student Activity Rates for School Year 2005-06

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

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

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

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

School Safety

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

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

1

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

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

Contacts

	Name	Phone Number
School Site Council	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	Christine Corrado	(480) 892-7810
Student Health/Nurse	Susan Petrich	(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.

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

Footnotes

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

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

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

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

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

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

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** 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.