

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1101 N. Recker Road, Higley, AZ 85236

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 : Ms. Barbara Osland
 Schedule : 07:30 AM to 04:15 PM
 Grades : Pre-K-6
 Web Address : www.gilbert.k12.az.us/info/schools/towne/
 Phone Number : (480) 854-1545
 Fax Number : (480) 854-1641
 E-mail : Barb_Osland@gilbert.k12.az.us

Mission

Our mission is to nurture and promote academics, social competency, and self-esteem in a safe and positive environment while meeting the individual needs of every student.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü To improve written language skills using Gilbert District curriculum, the Arizona Academic Standards, and the tools and strategies which will enable our students to communicate effectively in writing.
- ü To integrate the CHARACTER COUNTS! six pillars of character (Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship) into all aspects of our curriculum.
- ü To provide learners with a common visual language for transferring thinking processes, integrating learning and for continuously assessing progress.

Enrollment

October 1, 2005 School Year Student Enrollment : 784
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 89

Instructional Programs

- Ü On-site Special Education
- Ü Integrated Curriculum/Instruction
- Ü Gifted Classes
- Ü ELL Program
- Ü Community Service
- Ü Special Education Preschool
- Ü Full Day Kindergarten
- Ü Integrated Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We adhere to high academic standards for all students. Self-esteem is a high priority at our campus. Reading Club, differentiated instructional groupings, ALP (gifted), Special Education, and ELL programs assist students in meeting their goals. Regular communication from the classroom, the school, and the parent groups allow for shared information in a timely manner.

Parents

Parents are encouraged to participate with their children in the quality family activities offered by the PTSO, and Dads' Club. Attend grade appropriate meetings and parent teacher conferences. Read and respond to classroom communications, sign student agendas. Parents ensure their children arrive on time, in appropriate attire, with completed assignments.

Transportation Policy

The square-mile adjacent to the school is densely populated and students walk or ride bicycles to school. Crossing guards assist students at three locations before and after school. Buses serve students who live outside a one-mile range.

School Honors

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

Award/Honor	Year
Ü Comm. Serv. Awd/Canned Food/Christmas Angel/March Dimes	2005
Ü District Poetry and Writing Awards	2005
Ü Financial grant for ed.innovative classroom programs	2005
Ü Staff Member, Hero of the Year Award for Gilbert	2002

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	113	2749	80010	100	98	99	481	475	447	1	4	10	6	9	18	54	50	53	39	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1307	38935	100	99	99	472	474	447	NA	4	9	6	8	19	66	51	55	28	37	17
Male	60	1442	40974	100	98	98	490	476	448	2	3	11	7	9	18	43	50	52	48	38	19
African American	NC	127	4201	NC	99	99	NC	452	430	NC	9	17	NC	14	23	NC	57	51	NC	19	9
Hispanic	15	460	34545	100	98	99	469	456	432	NA	4	14	NA	13	24	80	65	53	20	19	9
Asian/Pacific Islander	NC	110	2068	NC	99	99	NC	481	474	NC	5	4	NC	8	10	NC	44	50	NC	43	36
American Indian/Alaskan Native	--	23	3979	--	88	96	--	462	424	--	NA	17	--	13	30	--	65	47	--	22	6
White	91	2029	35142	100	99	99	483	481	465	1	3	5	8	7	11	48	47	56	43	43	28
Students with Disabilities	NC	414	10161	NC	93	93	NC	440	419	NC	16	28	NC	27	28	NC	39	36	NC	18	8
Students without Disabilities	105	2335	69849	100	100	100	485	481	451	1	1	7	3	5	17	55	52	56	41	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	18	583	39029	100	97	98	470	454	432	NA	6	14	11	15	25	67	60	52	22	19	9
Non-Economically Disadvantaged	95	2166	40981	100	99	100	484	481	462	1	3	6	5	7	13	52	47	54	42	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	109	2707	79438	96	97	98	487	480	451	2	3	9	6	12	24	67	62	56	25	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1290	38775	96	98	99	489	487	457	NA	2	7	8	9	22	71	61	58	22	27	13
Male	58	1417	40560	97	96	97	486	474	446	3	3	12	5	14	25	64	62	54	28	20	9
African American	NC	125	4178	NC	98	98	NC	458	439	NC	6	13	NC	25	29	NC	59	52	NC	10	6
Hispanic	14	455	34297	93	97	98	474	464	434	NA	5	14	14	16	31	79	69	50	7	10	5
Asian/Pacific Islander	NC	109	2063	NC	98	99	NC	482	475	NC	3	3	NC	13	15	NC	56	63	NC	28	20
American Indian/Alaskan Native	--	22	3940	--	85	95	--	469	429	--	9	14	--	5	36	--	68	47	--	18	3
White	88	1996	34887	97	97	98	489	485	471	2	2	4	6	10	15	65	61	63	27	27	18
Students with Disabilities	NC	373	9588	NC	84	88	NC	445	416	NC	13	30	NC	31	32	NC	46	34	NC	9	5
Students without Disabilities	105	2334	69850	100	99	100	488	485	456	2	1	7	6	9	23	68	64	59	25	25	12
Limited English Proficient Students	--	98	13856	--	94	96	--	423	407	--	17	27	--	37	43	--	43	29	--	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	17	573	38685	94	96	97	480	461	435	NA	5	14	18	20	32	65	65	50	18	11	5
Non-Economically Disadvantaged	92	2134	40753	97	97	99	489	485	467	2	2	5	4	10	16	67	61	62	26	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	113	2749	79971	100	98	99	461	448	423	2	3	8	19	28	41	74	64	49	5	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1307	38974	100	99	99	470	461	437	2	3	5	9	20	33	85	70	57	4	7	4
Male	60	1442	40895	100	98	98	454	436	410	2	4	10	27	35	47	65	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	15	461	34481	100	98	99	449	436	410	NA	4	10	27	33	46	67	61	43	7	2	1
Asian/Pacific Islander	NC	109	2067	NC	98	99	NC	457	449	NC	3	4	NC	26	28	NC	61	60	NC	11	8
American Indian/Alaskan Native	--	23	3995	--	88	96	--	426	409	--	NA	10	--	57	47	--	43	42	--	NA	1
White	91	2030	35150	100	99	99	460	451	437	2	3	5	19	26	35	76	66	56	3	5	5
Students with Disabilities	NC	412	10258	NC	93	94	NC	407	377	NC	13	23	NC	50	51	NC	35	25	NC	2	1
Students without Disabilities	105	2337	69713	100	100	100	464	455	429	1	2	5	18	24	39	75	69	52	6	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	18	585	38994	100	98	98	449	430	409	6	5	10	22	39	47	67	53	41	6	2	1
Non-Economically Disadvantaged	95	2164	40977	100	99	100	464	453	437	1	3	5	18	25	34	76	67	56	5	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	126	2846	80147	98	98	99	523	511	482	2	3	11	5	6	17	39	49	49	55	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1386	39281	100	98	99	525	511	483	3	3	9	3	5	17	35	51	50	59	41	24
Male	63	1458	40780	97	98	98	521	511	482	NA	3	12	6	8	17	43	48	48	51	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	13	468	33494	100	96	99	503	493	466	NA	5	15	23	12	23	46	56	49	31	27	14
Asian/Pacific Islander	NC	156	2103	NC	100	99	NC	525	515	NC	3	4	NC	4	8	NC	38	44	NC	55	45
American Indian/Alaskan Native	--	25	4117	--	96	96	--	493	456	--	8	19	--	4	27	--	60	46	--	28	8
White	101	2074	36122	98	98	99	527	516	501	NA	2	5	2	5	10	40	48	50	58	45	35
Students with Disabilities	13	371	10295	93	88	92	471	467	443	NA	16	33	31	22	26	62	47	33	8	14	8
Students without Disabilities	113	2475	69852	99	100	100	529	518	488	2	1	7	2	4	16	36	49	51	60	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	18	592	38371	100	96	97	496	490	465	NA	6	15	17	13	23	56	56	49	28	25	13
Non-Economically Disadvantaged	108	2254	41776	98	99	100	528	517	498	2	2	6	3	5	11	36	47	49	59	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	120	2812	79686	94	97	98	502	499	470	NA	2	11	7	11	24	78	70	57	15	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1376	39163	97	97	99	509	504	475	NA	2	9	7	8	22	74	70	60	20	20	10
Male	59	1434	40438	91	96	97	496	494	465	NA	2	13	7	13	25	83	70	54	10	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	13	463	33299	100	95	98	484	481	452	NA	5	17	15	18	32	69	68	47	15	8	3
Asian/Pacific Islander	NC	154	2097	NC	99	99	NC	503	490	NC	1	5	NC	11	13	NC	73	68	NC	15	14
American Indian/Alaskan Native	--	25	4087	--	96	96	--	482	446	--	NA	16	--	16	38	--	84	44	--	NA	2
White	96	2048	35914	93	97	98	506	503	489	NA	1	5	4	8	15	80	71	67	16	20	14
Students with Disabilities	NC	338	9808	NC	80	87	NC	467	432	NC	9	35	NC	30	32	NC	53	30	NC	7	3
Students without Disabilities	113	2474	69878	99	100	100	505	503	475	NA	1	8	5	8	23	79	73	61	16	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	17	581	38095	94	94	97	481	481	452	NA	5	17	18	20	32	82	66	48	NA	9	3
Non-Economically Disadvantaged	103	2231	41591	94	98	99	506	503	486	NA	1	6	5	8	16	78	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	127	2875	80372	99	99	99	499	497	475	2	2	4	16	16	30	76	77	64	6	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1406	39452	100	99	99	510	508	488	NA	1	3	11	12	22	84	81	72	5	7	3
Male	64	1467	40836	98	98	98	488	487	464	5	3	6	20	21	37	69	74	56	6	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	13	477	33608	100	98	99	504	486	462	NA	3	6	15	18	36	85	77	57	NA	3	1
Asian/Pacific Islander	NC	156	2098	NC	100	99	NC	508	500	NC	3	2	NC	12	16	NC	74	75	NC	11	7
American Indian/Alaskan Native	--	26	4128	--	100	97	--	497	464	--	NA	4	--	23	39	--	73	56	--	4	1
White	102	2091	36213	99	99	99	499	499	489	2	1	2	15	16	22	76	78	72	7	5	3
Students with Disabilities	14	401	10526	100	95	94	466	452	427	7	7	15	29	45	53	64	47	31	NA	1	1
Students without Disabilities	113	2474	69846	99	100	100	503	504	482	2	1	3	14	12	26	78	82	69	6	5	2
Limited English Proficient Students	NC	87	12747	NC	98	97	NC	446	432	NC	10	12	NC	34	52	NC	55	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	18	604	38521	100	98	98	464	479	461	11	3	6	22	25	38	67	70	55	NA	1	1
Non-Economically Disadvantaged	109	2271	41851	99	99	100	504	502	489	1	1	3	15	14	22	78	79	72	6	5	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2841	79306	100	99	99	564	529	504	1	5	13	4	11	20	35	52	49	59	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1394	38845	100	99	99	568	531	505	NA	4	11	3	12	20	34	52	50	63	33	18
Male	52	1446	40383	100	99	98	559	528	504	2	5	14	6	11	19	37	53	47	56	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	10	450	32673	100	99	99	NA	509	487	NA	7	18	NA	17	25	NA	59	46	NA	17	10
Asian/Pacific Islander	NC	135	2147	NC	100	99	NC	548	539	NC	3	5	NC	6	10	NC	44	46	NC	47	40
American Indian/Alaskan Native	NC	20	4034	NC	100	97	NC	539	479	NC	10	22	NC	NA	29	NC	45	43	NC	45	7
White	95	2116	36234	100	99	99	565	534	523	1	4	6	4	10	13	35	51	52	60	35	28
Students with Disabilities	11	358	10286	100	94	91	522	483	462	9	24	41	9	29	27	45	35	27	36	12	5
Students without Disabilities	105	2483	69020	100	100	100	568	536	510	NA	2	9	4	8	18	34	55	52	62	35	21
Limited English Proficient Students	--	73	10291	--	99	96	--	481	458	--	18	38	--	33	34	--	44	26	--	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	18	556	37437	100	97	97	531	505	486	6	10	19	6	18	26	61	55	46	28	16	9
Non-Economically Disadvantaged	98	2285	41869	100	100	100	570	535	521	NA	3	7	4	9	14	31	52	51	65	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	113	2799	79000	97	98	98	537	514	489	NA	2	10	4	12	24	66	69	58	29	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1385	38774	98	98	99	543	520	494	NA	2	7	2	9	22	65	69	61	33	20	10
Male	50	1413	40150	96	97	98	528	509	485	NA	3	12	8	14	25	68	69	55	24	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	10	435	32508	100	96	98	NA	498	472	NA	4	15	NA	19	33	NA	69	49	NA	8	3
Asian/Pacific Islander	NC	133	2142	NC	99	99	NC	521	510	NC	3	4	NC	8	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	NC	19	4016	NC	95	96	NC	515	467	NC	5	14	NC	5	37	NC	74	46	NC	16	2
White	92	2096	36135	97	98	98	539	519	508	NA	2	4	4	10	14	64	69	67	32	19	15
Students with Disabilities	NC	315	9991	NC	83	88	NC	477	449	NC	13	33	NC	33	36	NC	46	29	NC	8	2
Students without Disabilities	105	2484	69009	100	100	100	537	519	495	NA	1	6	4	9	22	67	72	62	30	18	10
Limited English Proficient Students	--	72	10199	--	97	95	--	462	439	--	15	35	--	44	47	--	40	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	17	534	37234	94	93	97	514	494	472	NA	4	15	NA	21	33	94	68	50	6	7	3
Non-Economically Disadvantaged	96	2265	41766	98	99	99	541	519	505	NA	2	5	5	10	16	61	69	65	33	19	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	2841	79611	99	99	99	534	515	496	2	3	7	13	27	37	83	69	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1396	39016	100	99	99	549	531	511	NA	1	4	8	17	29	91	80	66	2	1	1
Male	51	1444	40519	98	99	98	515	500	482	4	4	10	20	37	44	75	59	46	2	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	10	448	32855	100	99	99	NA	501	481	NA	5	10	NA	32	43	NA	63	47	NA	NA	0
Asian/Pacific Islander	NC	134	2149	NC	99	100	NC	519	519	NC	6	4	NC	19	24	NC	73	70	NC	2	2
American Indian/Alaskan Native	NC	20	3992	NC	100	96	NC	518	478	NC	5	10	NC	20	46	NC	70	44	NC	5	0
White	94	2119	36380	99	99	99	536	519	511	1	2	4	14	27	30	84	71	65	1	1	1
Students with Disabilities	10	357	10664	91	94	94	NA	460	440	NA	13	23	NA	57	54	NA	29	22	NA	0	1
Students without Disabilities	105	2484	68947	100	100	100	538	523	504	1	1	4	10	23	34	87	75	61	2	1	1
Limited English Proficient Students	--	74	10362	--	100	97	--	471	438	--	11	22	--	59	57	--	30	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	18	555	37626	100	97	98	503	494	479	11	6	10	17	38	45	72	55	45	NA	1	0
Non-Economically Disadvantaged	97	2286	41985	99	100	100	540	520	511	NA	2	4	12	25	30	86	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	124	2911	79327	100	98	98	559	548	518	6	7	19	3	10	20	48	56	46	42	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	1431	38961	100	98	98	566	548	520	5	6	16	3	9	20	47	57	48	45	28	16
Male	62	1480	40295	100	98	97	553	547	516	8	7	21	3	10	19	50	54	44	39	28	16
African American	NC	141	4247	NC	98	98	NC	530	499	NC	10	27	NC	16	24	NC	56	41	NC	18	8
Hispanic	15	493	32327	100	96	98	542	529	499	13	10	27	7	16	25	40	57	41	40	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	--	28	4391	--	97	96	--	539	489	--	4	32	--	11	27	--	68	36	--	18	4
White	101	2129	36373	100	99	98	565	552	538	4	6	10	1	8	14	50	56	52	45	31	25
Students with Disabilities	14	360	9321	100	89	87	478	493	467	50	36	54	14	23	22	36	33	21	NA	8	3
Students without Disabilities	110	2551	70006	100	100	100	570	555	524	1	2	14	2	8	19	50	59	49	47	31	18
Limited English Proficient Students	--	47	9431	--	96	95	--	486	466	--	34	53	--	28	27	--	36	18	--	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	18	588	37097	100	95	97	520	527	498	22	12	27	11	18	25	44	54	41	22	17	7
Non-Economically Disadvantaged	106	2323	42230	100	99	99	566	553	535	4	5	11	2	7	15	49	56	50	45	31	24

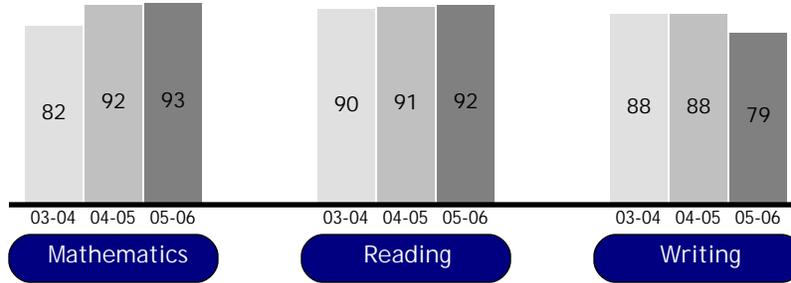
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2886	79501	94	97	98	534	523	497	1	3	10	6	11	25	80	78	60	13	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1426	39062	98	98	99	538	527	502	2	2	8	7	8	23	75	80	64	16	10	5
Male	56	1460	40368	90	97	98	529	518	491	NA	3	13	5	13	27	86	77	57	9	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	13	489	32389	87	96	98	513	509	478	NA	5	16	15	18	34	85	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	--	28	4401	--	97	96	--	518	473	--	4	17	--	4	40	--	86	43	--	7	1
White	98	2109	36446	97	98	99	538	526	516	1	2	4	4	9	15	80	80	73	15	9	7
Students with Disabilities	NC	335	9411	NC	83	88	NC	480	453	NC	16	36	NC	35	36	NC	48	26	NC	1	1
Students without Disabilities	110	2551	70090	100	100	100	536	528	502	1	1	7	5	8	24	80	82	65	14	9	5
Limited English Proficient Students	--	46	9401	--	94	94	--	456	443	--	33	40	--	43	46	--	22	14	--	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	14	581	37183	78	94	97	516	507	479	NA	4	16	7	18	34	93	75	49	NA	2	1
Non-Economically Disadvantaged	103	2305	42318	97	98	99	536	527	513	1	2	5	6	9	17	79	79	70	15	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	124	2928	80000	100	99	99	601	588	564	NA	1	3	6	5	11	64	75	75	31	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	1439	39288	100	99	99	612	601	579	NA	1	2	NA	2	6	68	73	77	32	25	16
Male	62	1489	40644	100	99	98	589	575	549	NA	2	4	11	8	15	60	77	74	29	13	7
African American	NC	144	4307	NC	100	99	NC	577	551	NC	1	4	NC	6	13	NC	79	75	NC	13	7
Hispanic	15	499	32672	100	97	99	599	579	548	NA	2	4	13	5	14	33	79	76	53	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	--	29	4424	--	100	97	--	589	549	--	NA	3	--	7	14	--	79	77	--	14	5
White	101	2135	36602	100	99	99	602	590	579	NA	1	2	3	5	7	69	74	75	28	20	16
Students with Disabilities	14	378	9919	100	93	93	535	532	505	NA	6	9	43	25	35	50	66	54	7	3	2
Students without Disabilities	110	2550	70081	100	100	100	609	596	571	NA	1	2	1	2	7	65	76	79	34	21	12
Limited English Proficient Students	--	48	9571	--	98	96	--	527	502	--	6	10	--	21	29	--	71	60	--	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	18	599	37534	100	97	98	584	572	547	NA	2	4	17	8	15	56	81	76	28	9	5
Non-Economically Disadvantaged	106	2329	42466	100	99	100	603	592	578	NA	1	2	4	4	7	65	74	75	31	21	16

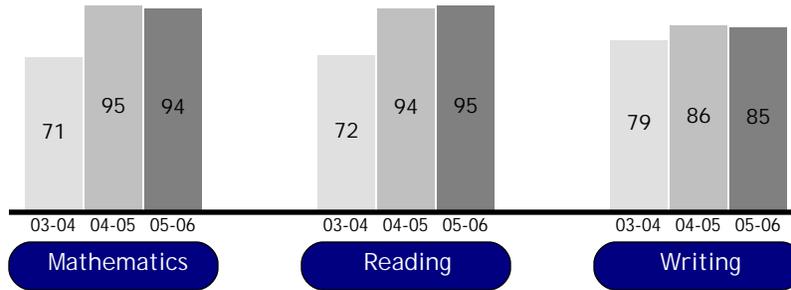
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	66	NA	58	99	61	61	47	93	58	65	46
	Language	95	55	63	50	99	57	60	47	93	52	65	48
	Mathematics	95	63	76	64	99	63	63	50	100	56	65	52
3	Reading	98	70	NA	55	98	57	60	44	96	70	67	46
	Language	99	79	76	61	98	59	57	44	100	65	61	46
	Mathematics	98	78	72	61	98	66	65	51	100	72	68	52
4	Reading	98	72	NA	56	99	68	61	48	94	73	70	52
	Language	99	70	66	52	99	67	60	49	99	70	68	52
	Mathematics	100	75	73	61	99	76	68	53	98	79	73	58
5	Reading	100	71	NA	55	100	71	63	50	97	85	73	56
	Language	100	70	63	49	100	68	62	50	99	80	70	54
	Mathematics	100	81	77	63	100	70	62	49	100	80	67	52
6	Reading	97	71	NA	56	99	70	64	51	94	80	75	56
	Language	99	58	64	48	99	64	62	47	100	76	68	50
	Mathematics	99	79	81	66	99	71	69	52	100	80	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)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Information Network
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü School Improvement
- Ü Liaison to PTSO and Dads' Club
- Ü School/Business/Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	41.30
Other Professional Staff	1.90	Teacher Aide	18.33

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	1	0	0
4 to 6 years	7	3	0	0
7 to 9 years	0	4	0	0
10 or more years	7	15	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	4
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	25%

Resources Available at School Site

Special Facilities

- Ü Rock Climbing Wall
- Ü Access to Media/Video/Phone/Technology
- Ü Lab, Mobile Carts and Class Computers
- Ü Full Court Basketball Facility

Extracurricular Activities

- Ü Student Council
- Ü Jazz Band
- Ü Chess Club
- Ü Bell Choir
- Ü Intramurals
- Ü Lego Robotics Club
- Ü Quarterly Enrichment Classes

Social Services

- Ü Social Worker
- Ü Parent Intervention Program, 0-12 Years
- Ü Peer Mediation
- Ü Tobacco Prevention Program
- Ü Bully Prevention Program
- Ü Before and After School Child Care

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students demonstrated high achievement on district and state assessment instruments. The students have high expectations for themselves and regularly achieve recognition.

- ü Teacher received grant to attend a one week Space Camp. Grade level students benefit through science based activities that can now be taken to a higher level.

- ü The Town Council recognized a student monthly. Parents & student were honored with Character Counts role model award. Gilbert Schools honored a staff member with the Superintendent's award. A staff member also received 'Tribute to Educators' award.

Student Activity Rates for School Year 2005-06

		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

We are dedicated to providing academic excellence in a safe, orderly and positive setting. We are a CHARACTER COUNTS! school. Students are informed of the school rules and behavioral expectations. A Social Worker provides support to the entire 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) :

0

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

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

Contacts

	Name	Phone Number
School Site Council	Barbara Osland	(480) 854-1545
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	DeAnn Royster	(480) 854-1545
School Nutrition Programs	Deb McCarron	(480) 497-3370
Parent Organization	Cindy Poulsen	(480) 854-1545
Student Health/Nurse	Laura Sakshaug	(480) 854-1545

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.

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.