

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6150 W. Greenbriar Dr., Glendale, AZ 85308

Deer Valley 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	Highly Performing

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

School Overview

Principal/Administrator : Ms. Jody J Brammer
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-6
 Web Address : greenbrier.dvUSD.org/
 Phone Number : (602) 467-5500
 Fax Number : (602) 467-5580
 E-mail : judy.simo@gb.dvUSD.org

Mission

Greenbrier provides an environment for students to learn academic and social skills. An atmosphere that fosters cooperation, respect, trustworthiness, fairness, caring, citizenship, responsibility, challenges, and encourages students is provided. Greenbrier's focus is to ensure that all students meet/exceed the State Standards by encouraging academic excellence for all students.

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 Students will meet or exceed the Arizona Academic Standards in mathematics in the following: number sense; data analysis and probability; patterns, algebra and functions; geometry; measurement and discrete mathematics and mathematical computation.
- ü Greenbrier students will meet or exceed the Arizona Academic Standards in applying a variety of reading strategies for comprehending, interpreting and evaluating a wide-range of texts.
- ü Students will meet or exceed the Arizona Academic Standards in writing using the Six Traits Rubric and writing across the curriculum.

Enrollment

October 1, 2005 School Year Student Enrollment : 619
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 34

Instructional Programs

- ü Developmental Kindergarten and Preschool
- ü Special Education
- ü Gifted
- ü Reading Specialist
- ü Speech
- ü EL
- ü Community Schools Preschool
- ü Kindergarten Enrichment

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Communication is on-going via newsletters, Powerschools, handbooks, PTA, phone calls, grading and conferences. Safety procedures in all areas are monitored on a continuing basis. Goals and strategies are set each year to increase and maintain student achievement. Students that do not meet the State Standards have Intervention Plans written to address specific needs.

Parents

Students are to arrive on-time, prepared to learn every day. Parents must monitor nightly homework, help when needed and sign student's notebook. Involvement in classroom and school activities is vital. Communication between school and home is required for student success.

Transportation Policy

Transportation is provided for students in Gr. 1-6 living beyond one mile from school and for Kindergarteners living beyond one-half mile from school. School boundaries are from 59th Avenue to 71st Ave., north of Bell Rd. and south of Union Hills.

School Honors

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

Award/Honor	Year
ü Deer Valley Nurse of the Year	2004
ü District Spelling Bee Champ	2004
ü Who's Who Among America's Teachers	2005
ü District Pride Award Winners	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	78	2658	80010	99	99	99	483	460	447	3	5	10	9	11	18	44	61	53	45	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1252	38935	100	99	99	476	458	447	3	4	9	11	12	19	42	63	55	44	21	17
Male	42	1406	40974	98	99	98	489	462	448	2	5	11	7	11	18	45	59	52	45	25	19
African American	NC	84	4201	NC	99	99	NC	439	430	NC	11	17	NC	21	23	NC	60	51	NC	8	9
Hispanic	NC	406	34545	NC	97	99	NC	441	432	NC	11	14	NC	19	24	NC	57	53	NC	14	9
Asian/Pacific Islander	NC	97	2068	NC	100	99	NC	473	474	NC	2	4	NC	8	10	NC	55	50	NC	35	36
American Indian/Alaskan Native	NC	18	3979	NC	90	96	NC	434	424	NC	11	17	NC	17	30	NC	67	47	NC	6	6
White	59	2053	35142	98	99	99	485	465	465	3	4	5	7	10	11	44	62	56	46	25	28
Students with Disabilities	20	327	10161	100	92	93	463	430	419	10	21	28	15	23	28	45	46	36	30	10	8
Students without Disabilities	58	2331	69849	98	100	100	488	464	451	NA	3	7	7	10	17	43	63	56	50	25	19
Limited English Proficient Students	NC	134	14013	NC	92	97	NC	409	413	NC	25	24	NC	37	34	NC	39	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	261	39029	NC	95	98	NC	441	432	NC	11	14	NC	20	25	NC	54	52	NC	15	9
Non-Economically Disadvantaged	75	2397	40981	99	99	100	482	462	462	3	4	6	9	10	13	44	61	54	44	24	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	77	2643	79438	97	98	98	481	470	451	3	4	9	8	14	24	64	65	56	26	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1248	38775	100	99	99	481	475	457	6	3	7	6	12	22	56	66	58	33	19	13
Male	41	1395	40560	95	98	97	480	465	446	NA	5	12	10	16	25	71	65	54	20	14	9
African American	NC	83	4178	NC	98	98	NC	454	439	NC	6	13	NC	18	29	NC	66	52	NC	10	6
Hispanic	NC	402	34297	NC	96	98	NC	449	434	NC	10	14	NC	23	31	NC	54	50	NC	12	5
Asian/Pacific Islander	NC	98	2063	NC	100	99	NC	483	475	NC	1	3	NC	11	15	NC	63	63	NC	24	20
American Indian/Alaskan Native	NC	18	3940	NC	90	95	NC	445	429	NC	NA	14	NC	39	36	NC	61	47	NC	NA	3
White	58	2042	34887	97	99	98	483	474	471	2	3	4	7	12	15	66	68	63	26	17	18
Students with Disabilities	19	311	9588	95	88	88	464	437	416	11	14	30	5	32	32	58	47	34	26	7	5
Students without Disabilities	58	2332	69850	98	100	100	485	474	456	NA	2	7	9	12	23	66	68	59	26	18	12
Limited English Proficient Students	NC	134	13856	NC	92	96	NC	402	407	NC	27	27	NC	47	43	NC	26	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	261	38685	NC	95	97	NC	445	435	NC	11	14	NC	25	32	NC	55	50	NC	10	5
Non-Economically Disadvantaged	74	2382	40753	97	99	99	481	472	467	3	3	5	7	13	16	65	66	62	26	17	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	77	2647	79971	97	98	99	457	437	423	1	4	8	22	34	41	70	59	49	6	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1251	38974	100	99	99	469	451	437	NA	3	5	19	25	33	69	67	57	11	5	4
Male	41	1396	40895	95	98	98	447	425	410	2	5	10	24	42	47	71	51	41	2	2	2
African American	NC	84	4203	NC	99	99	NC	426	411	NC	5	11	NC	42	45	NC	52	43	NC	1	2
Hispanic	NC	403	34481	NC	96	99	NC	422	410	NC	7	10	NC	39	46	NC	52	43	NC	2	1
Asian/Pacific Islander	NC	98	2067	NC	100	99	NC	449	449	NC	3	4	NC	31	28	NC	56	60	NC	10	8
American Indian/Alaskan Native	NC	19	3995	NC	95	96	NC	416	409	NC	11	10	NC	37	47	NC	53	42	NC	NA	1
White	58	2043	35150	97	99	99	459	440	437	NA	3	5	24	33	35	67	60	56	9	4	5
Students with Disabilities	19	328	10258	95	92	94	450	398	377	NA	14	23	26	53	51	63	31	25	11	2	1
Students without Disabilities	58	2319	69713	98	99	100	459	442	429	2	3	5	21	31	39	72	63	52	5	4	3
Limited English Proficient Students	NC	132	13985	NC	91	97	NC	383	382	NC	16	18	NC	57	54	NC	27	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	258	38994	NC	93	98	NC	414	409	NC	11	10	NC	38	47	NC	50	41	NC	2	1
Non-Economically Disadvantaged	74	2389	40977	97	99	100	461	440	437	NA	3	5	23	33	34	70	60	56	7	4	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	89	2846	80147	99	98	99	521	499	482	2	5	11	9	11	17	45	50	49	44	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1403	39281	97	99	99	513	497	483	3	5	9	3	11	17	60	53	50	34	31	24
Male	54	1443	40780	100	98	98	527	501	482	2	6	12	13	11	17	35	47	48	50	36	24
African American	NC	84	4249	NC	99	99	NC	486	464	NC	8	17	NC	15	22	NC	50	48	NC	26	13
Hispanic	10	405	33494	100	96	99	NA	474	466	NA	11	15	NA	20	23	NA	54	49	NA	16	14
Asian/Pacific Islander	NC	116	2103	NC	98	99	NC	520	515	NC	1	4	NC	3	8	NC	50	44	NC	46	45
American Indian/Alaskan Native	NC	25	4117	NC	96	96	NC	474	456	NC	16	19	NC	24	27	NC	36	46	NC	24	8
White	73	2215	36122	99	98	99	525	503	501	1	4	5	8	9	10	44	50	50	47	36	35
Students with Disabilities	23	362	10295	96	89	92	509	458	443	9	22	33	26	29	26	26	34	33	39	15	8
Students without Disabilities	66	2484	69852	100	100	100	524	505	488	NA	3	7	3	8	16	52	53	51	45	36	26
Limited English Proficient Students	--	107	12722	--	94	97	--	438	441	--	30	27	--	30	33	--	38	37	--	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	291	38371	NC	95	97	NC	479	465	NC	11	15	NC	18	23	NC	51	49	NC	21	13
Non-Economically Disadvantaged	83	2555	41776	99	99	100	520	501	498	2	5	6	10	10	11	45	50	49	43	35	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	89	2836	79686	99	98	98	506	488	470	2	5	11	9	15	24	69	67	57	20	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1404	39163	97	99	99	509	491	475	NA	4	9	9	14	22	63	68	60	29	15	10
Male	54	1432	40438	100	97	97	505	485	465	4	6	13	9	16	25	72	67	54	15	11	7
African American	NC	82	4228	NC	96	98	NC	479	458	NC	5	15	NC	16	28	NC	74	53	NC	5	4
Hispanic	10	405	33299	100	96	98	NA	467	452	NA	9	17	NA	26	32	NA	59	47	NA	6	3
Asian/Pacific Islander	NC	115	2097	NC	97	99	NC	498	490	NC	3	5	NC	10	13	NC	69	68	NC	19	14
American Indian/Alaskan Native	NC	24	4087	NC	92	96	NC	461	446	NC	13	16	NC	33	38	NC	50	44	NC	4	2
White	73	2209	35914	99	98	98	510	492	489	3	4	5	8	13	15	66	69	67	23	15	14
Students with Disabilities	23	350	9808	96	86	87	492	449	432	9	22	35	17	31	32	61	41	30	13	6	3
Students without Disabilities	66	2486	69878	100	100	100	510	493	475	NA	2	8	6	13	23	71	71	61	23	14	9
Limited English Proficient Students	--	106	12594	--	93	96	--	421	422	--	31	34	--	46	45	--	23	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	289	38095	NC	94	97	NC	468	452	NC	9	17	NC	24	32	NC	62	48	NC	6	3
Non-Economically Disadvantaged	83	2547	41591	99	98	99	508	490	486	2	4	6	10	14	16	67	68	65	20	14	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	89	2871	80372	99	99	99	515	490	475	NA	2	4	12	20	30	82	75	64	6	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1417	39452	97	100	99	521	501	488	NA	1	3	6	13	22	89	81	72	6	4	3
Male	54	1454	40836	100	99	98	510	479	464	NA	3	6	17	26	37	78	70	56	6	2	1
African American	NC	86	4264	NC	100	99	NC	489	465	NC	1	5	NC	19	35	NC	80	59	NC	NA	1
Hispanic	10	408	33608	100	97	99	NA	477	462	NA	4	6	NA	25	36	NA	70	57	NA	1	1
Asian/Pacific Islander	NC	116	2098	NC	98	99	NC	509	500	NC	NA	2	NC	13	16	NC	78	75	NC	9	7
American Indian/Alaskan Native	NC	25	4128	NC	96	97	NC	462	464	NC	4	4	NC	32	39	NC	64	56	NC	NA	1
White	73	2235	36213	99	99	99	515	491	489	NA	2	2	11	19	22	84	76	72	5	3	3
Students with Disabilities	23	385	10526	96	94	94	501	446	427	NA	9	15	30	46	53	61	43	31	9	1	1
Students without Disabilities	66	2486	69846	100	100	100	518	496	482	NA	1	3	6	16	26	89	80	69	5	3	2
Limited English Proficient Students	--	108	12747	--	95	97	--	434	432	--	13	12	--	48	52	--	39	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	295	38521	NC	96	98	NC	477	461	NC	3	6	NC	27	38	NC	68	55	NC	1	1
Non-Economically Disadvantaged	83	2576	41851	99	99	100	515	491	489	NA	2	3	12	19	22	82	76	72	6	3	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	84	2780	79306	100	98	99	540	517	504	4	7	13	12	13	20	43	58	49	42	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1359	38845	100	98	99	546	516	505	3	5	11	6	14	20	42	62	50	48	19	18
Male	51	1416	40383	100	98	98	536	518	504	4	8	14	16	13	19	43	55	47	37	25	19
African American	NC	109	4171	NC	98	98	NC	505	485	NC	8	20	NC	22	26	NC	54	44	NC	16	10
Hispanic	NC	398	32673	NC	98	99	NC	498	487	NC	11	18	NC	23	25	NC	51	46	NC	15	10
Asian/Pacific Islander	NC	102	2147	NC	100	99	NC	537	539	NC	1	5	NC	12	10	NC	56	46	NC	31	40
American Indian/Alaskan Native	--	15	4034	--	100	97	--	488	479	--	13	22	--	20	29	--	60	43	--	7	7
White	72	2153	36234	99	98	99	545	521	523	1	6	6	10	11	13	44	60	52	44	23	28
Students with Disabilities	18	350	10286	100	91	91	488	472	462	17	29	41	39	30	27	28	36	27	17	5	5
Students without Disabilities	66	2430	69020	99	100	100	552	523	510	NA	3	9	5	11	18	47	61	52	48	24	21
Limited English Proficient Students	--	92	10291	--	92	96	--	462	458	--	34	38	--	41	34	--	20	26	--	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	263	37437	NC	95	97	NC	499	486	NC	13	19	NC	21	26	NC	51	46	NC	15	9
Non-Economically Disadvantaged	80	2517	41869	100	99	100	542	519	521	3	6	7	11	13	14	44	59	51	43	23	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	84	2775	79000	100	98	98	526	505	489	5	5	10	10	15	24	57	68	58	29	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1360	38774	100	98	99	537	510	494	3	4	7	6	12	22	55	70	61	36	14	10
Male	51	1411	40150	100	98	98	519	500	485	6	6	12	12	17	25	59	65	55	24	11	8
African American	NC	111	4153	NC	100	98	NC	493	476	NC	5	13	NC	23	30	NC	68	53	NC	4	4
Hispanic	NC	398	32508	NC	98	98	NC	483	472	NC	12	15	NC	25	33	NC	56	49	NC	6	3
Asian/Pacific Islander	NC	101	2142	NC	100	99	NC	511	510	NC	NA	4	NC	14	14	NC	72	67	NC	14	16
American Indian/Alaskan Native	--	15	4016	--	100	96	--	478	467	--	13	14	--	40	37	--	40	46	--	7	2
White	72	2148	36135	99	98	98	528	509	508	3	4	4	8	12	14	60	70	67	29	14	15
Students with Disabilities	18	347	9991	100	90	88	469	460	449	22	21	33	33	40	36	39	35	29	6	4	2
Students without Disabilities	66	2428	69009	99	100	100	540	511	495	NA	2	6	3	11	22	62	72	62	35	14	10
Limited English Proficient Students	--	91	10199	--	91	95	--	439	439	--	38	35	--	45	47	--	14	18	--	2	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	260	37234	NC	94	97	NC	488	472	NC	9	15	NC	28	33	NC	55	50	NC	8	3
Non-Economically Disadvantaged	80	2515	41766	100	99	99	527	507	505	4	4	5	10	13	16	58	69	65	29	13	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	84	2787	79611	100	99	99	535	515	496	2	3	7	15	26	37	82	70	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1367	39016	100	99	99	559	528	511	NA	2	4	3	17	29	97	80	66	NA	1	1
Male	51	1415	40519	100	98	98	519	503	482	4	4	10	24	36	44	73	60	46	NA	0	0
African American	NC	111	4188	NC	100	98	NC	508	486	NC	6	9	NC	23	40	NC	71	50	NC	NA	0
Hispanic	NC	402	32855	NC	99	99	NC	498	481	NC	6	10	NC	35	43	NC	58	47	NC	1	0
Asian/Pacific Islander	NC	103	2149	NC	100	100	NC	519	519	NC	4	4	NC	24	24	NC	71	70	NC	1	2
American Indian/Alaskan Native	--	15	3992	--	100	96	--	507	478	--	7	10	--	40	46	--	53	44	--	NA	0
White	72	2153	36380	99	98	99	538	518	511	1	2	4	14	25	30	85	72	65	NA	1	1
Students with Disabilities	18	360	10664	100	94	94	492	468	440	11	11	23	39	56	54	50	32	22	NA	1	1
Students without Disabilities	66	2427	68947	99	99	100	546	521	504	NA	2	4	9	22	34	91	76	61	NA	1	1
Limited English Proficient Students	--	96	10362	--	96	97	--	453	438	--	18	22	--	59	57	--	23	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	265	37626	NC	96	98	NC	493	479	NC	8	10	NC	32	45	NC	60	45	NC	NA	0
Non-Economically Disadvantaged	80	2522	41985	100	99	100	535	517	511	3	2	4	15	26	30	83	71	65	NA	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	82	2934	79327	99	99	98	564	537	518	6	9	19	7	13	20	48	56	46	39	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1475	38961	100	99	98	566	540	520	5	8	16	8	13	20	51	56	48	36	24	16
Male	43	1456	40295	98	98	97	562	534	516	7	11	21	7	13	19	44	55	44	42	21	16
African American	NC	98	4247	NC	100	98	NC	508	499	NC	23	27	NC	19	24	NC	48	41	NC	9	8
Hispanic	11	430	32327	92	99	98	555	515	499	9	19	27	9	19	25	45	50	41	36	12	8
Asian/Pacific Islander	--	91	1939	--	100	99	--	575	556	--	1	6	--	5	10	--	47	47	--	46	36
American Indian/Alaskan Native	NC	22	4391	NC	85	96	NC	521	489	NC	14	32	NC	18	27	NC	59	36	NC	9	4
White	68	2288	36373	100	98	98	566	541	538	4	7	10	7	12	14	49	57	52	40	24	25
Students with Disabilities	14	345	9321	100	91	87	508	486	467	36	39	54	29	24	22	21	31	21	14	6	3
Students without Disabilities	68	2589	70006	99	100	100	572	543	524	NA	6	14	3	11	19	53	59	49	44	24	18
Limited English Proficient Students	NC	91	9431	NC	98	95	NC	473	466	NC	56	53	NC	21	27	NC	18	18	NC	5	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	263	37097	NC	93	97	NC	513	498	NC	21	27	NC	17	25	NC	50	41	NC	12	7
Non-Economically Disadvantaged	77	2671	42230	100	99	99	565	539	535	6	8	11	6	13	15	47	56	50	40	23	24

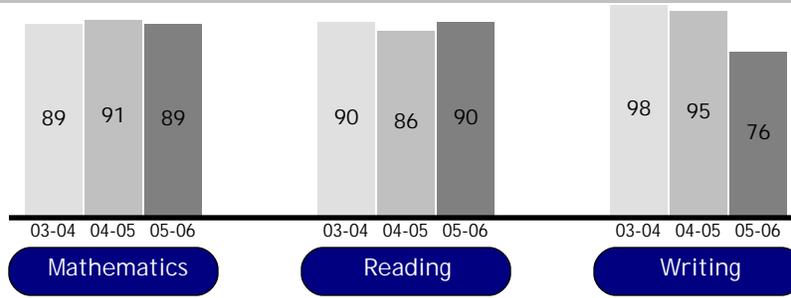
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	2939	79501	99	99	98	520	514	497	5	5	10	11	16	25	78	73	60	6	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1477	39062	100	99	99	530	522	502	8	3	8	5	12	23	77	76	64	10	8	5
Male	43	1458	40368	98	99	98	511	507	491	2	6	13	16	20	27	79	69	57	2	5	3
African American	NC	97	4279	NC	99	99	NC	496	485	NC	7	14	NC	26	30	NC	63	54	NC	4	2
Hispanic	11	423	32389	92	97	98	519	496	478	18	11	16	NA	24	34	73	62	48	9	3	1
Asian/Pacific Islander	--	91	1936	--	100	99	--	531	519	--	NA	3	--	14	14	--	71	73	--	14	9
American Indian/Alaskan Native	NC	23	4401	NC	88	96	NC	499	473	NC	13	17	NC	13	40	NC	70	43	NC	4	1
White	68	2300	36446	100	99	99	519	518	516	1	3	4	13	14	15	81	75	73	4	7	7
Students with Disabilities	14	350	9411	100	93	88	486	469	453	21	25	36	43	38	36	36	35	26	NA	3	1
Students without Disabilities	68	2589	70090	99	100	100	525	520	502	1	2	7	4	13	24	87	78	65	7	7	5
Limited English Proficient Students	NC	87	9401	NC	94	94	NC	445	443	NC	41	40	NC	43	46	NC	16	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	263	37183	NC	93	97	NC	493	479	NC	11	16	NC	25	34	NC	62	49	NC	2	1
Non-Economically Disadvantaged	77	2676	42318	100	99	99	522	517	513	5	4	5	10	15	17	78	74	70	6	7	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	82	2943	80000	99	99	99	590	582	564	5	2	3	2	6	11	79	76	75	13	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1484	39288	100	99	99	608	597	579	8	2	2	NA	2	6	72	72	77	21	25	16
Male	43	1455	40644	98	98	98	575	566	549	2	2	4	5	9	15	86	79	74	7	9	7
African American	NC	98	4307	NC	100	99	NC	569	551	NC	4	4	NC	6	13	NC	74	75	NC	15	7
Hispanic	11	429	32672	92	98	99	568	564	548	18	5	4	NA	10	14	82	75	76	NA	11	6
Asian/Pacific Islander	--	91	1945	--	100	99	--	599	592	--	1	1	--	1	4	--	69	69	--	29	25
American Indian/Alaskan Native	NC	23	4424	NC	88	97	NC	592	549	NC	NA	3	NC	9	14	NC	78	77	NC	13	5
White	68	2297	36602	100	99	99	594	585	579	1	1	2	3	5	7	79	76	75	16	18	16
Students with Disabilities	14	358	9919	100	95	93	573	530	505	21	7	9	7	23	35	64	67	54	7	4	2
Students without Disabilities	68	2585	70081	99	100	100	593	588	571	1	1	2	1	3	7	82	77	79	15	19	12
Limited English Proficient Students	NC	88	9571	NC	95	96	NC	503	502	NC	13	10	NC	26	29	NC	60	60	NC	1	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	265	37534	NC	94	98	NC	559	547	NC	5	4	NC	11	15	NC	74	76	NC	10	5
Non-Economically Disadvantaged	77	2678	42466	100	99	100	590	584	578	5	2	2	3	5	7	79	76	75	13	18	16

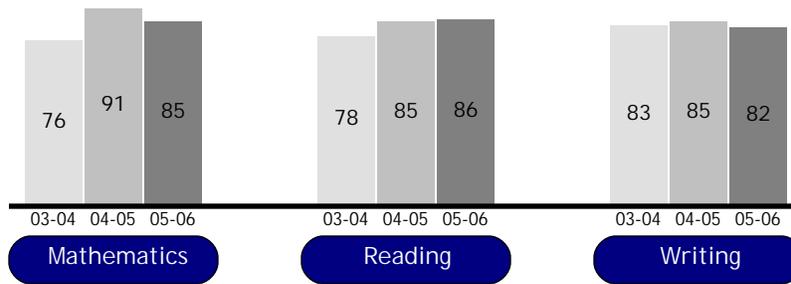
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	88	77	NA	58	94	67	57	47	89	68	59	46
	Language	89	72	61	50	94	70	58	47	89	76	63	48
	Mathematics	90	80	72	64	94	72	62	50	90	73	65	52
3	Reading	98	70	NA	55	93	62	55	44	92	67	59	46
	Language	97	77	70	61	93	59	53	44	94	61	58	46
	Mathematics	98	85	69	61	93	69	60	51	94	78	65	52
4	Reading	99	71	NA	56	98	64	57	48	91	70	63	52
	Language	99	68	63	52	98	70	59	49	91	76	65	52
	Mathematics	99	83	74	61	98	75	63	53	91	76	70	58
5	Reading	95	72	NA	55	95	59	60	50	98	73	67	56
	Language	95	67	60	49	95	66	59	50	98	78	65	54
	Mathematics	95	84	75	63	95	66	58	49	98	75	63	52
6	Reading	94	78	NA	56	94	69	61	51	94	73	67	56
	Language	94	76	60	48	94	68	58	47	94	68	61	50
	Mathematics	94	89	79	66	94	75	66	52	94	83	70	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)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü No Child Left Behind
- Ü Data Analysis
- Ü Continuous Improvement/Strategic Plan
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü Instructional Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	42.00
Other Professional Staff	3.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	4	1	0	0
7 to 9 years	5	1	0	0
10 or more years	17	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	42
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	0%

Resources Available at School Site

Special Facilities

- Ü One 32-station Computer Lab
- Ü Media Center
- Ü Band Room
- Ü Music Room

Extracurricular Activities

- Ü Band
- Ü Dance
- Ü Student Council
- Ü Chorus
- Ü Chess Club
- Ü Computer Club/Yearbook
- Ü Art

Social Services

- Ü Kindergarten Enrichment
- Ü School Psychologist
- Ü Breakfast Program
- Ü Lunch Program
- Ü Intervention Specialist
- Ü School Nurse
- Ü Preschool
- Ü Special Needs Preschool

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü One of the top 5 schools in the district with math scores (grades three, four, five, six) on AIMS. Second grade had Terra Nova scores in the top 5 in Deer Valley District (Spring 2005).

- ü One of the top 5 schools in the district with reading scores (grades two, three, four, five, six) on AIMS (Spring 2005).

- ü Fourth graders at Greenbrier placed in top five in Arizona for exceeding standards on AIMS.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	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

Safe Schools Campus Plan is revised and monitored on a continuing basis. The staff has received training on campus lock-down and evacuation procedures. Monthly Fire Drill and Lock-down Drills completed. Parents are notified of the campus evacuation plan.

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	Jody Brammer	(602) 467-5500
Transportation Policy	Kent Davis	(623) 445-4951
Community Resources	Barbara Ervin	(623) 445-5019
School Nutrition Programs	Sheila Munn	(602) 467-5514
Parent Organization	Heather Calderone	(602) 548-2393
Student Health/Nurse	Carolynn Eberhart	(602) 467-5510

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.