



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4505 E Palm Lane, Phoenix, AZ 85008

Balsz Elementary 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)

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

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

School Overview

Principal/Administrator : Mrs. Mary Ruddy
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-8
 2005 Enrollment : 715
 Web Address :
 Phone Number : (602) 629-6700
 Fax Number : (602) 629-6704
 E-mail : mruddy@balsz.k12.az.com

Mission

The mission of Griffith School is to provide an environment in which all students can acquire skills and knowledge for lifelong learning. All students will learn to be productive and responsible citizens.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü To increase student achievement in the areas of reading, writing and mathematics through the implementation of research-based practices.
- ü To provide ongoing assessment of student performance.
- ü To provide parent programs utilizing technology.

Enrollment

October 1, 2004 School Year Student Enrollment : 699
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 23

Instructional Programs

- Ü Full-day Kindergarten
- Ü Gifted Program
- Ü On-site Special Education
- Ü ESL
- Ü Computer-Assisted Instruction
- Ü Six Traits Writing Model

Calendar Information

Number of Instruction Days :	176
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/1/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

The school's responsibility to parents is to provide a safe environment for all students. All children will be challenged to their fullest potential. The school will communicate regularly with parents.

Parents

The parents need to support the school by checking homework, making sure that their children attend regularly and on time, and instilling values of behavior that will help their children succeed at school.

Transportation Policy

The District transports students in Kindergarten through third grade who live more than one-half mile from school and students in fourth through eighth grade who live more than one mile from school.

School Honors

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

Award/Honor	Year
Ü Rodel Exemplary Teacher	2005
Ü Gold Medal - Grand Canyon State Games	2005
Ü ASU Martin Luther King Contest	2001
Ü District Poetry Contest	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	100	436	79306	100	99	99	435	426	445	9	16	10	8	20	18	69	55	51	13	9	20
All Students (Prior Year)	92	401	75509	98	99	100	516	507	521	15	17	13	18	27	23	44	34	33	24	22	31
Female	47	230	38691	100	99	99	440	424	446	8	16	10	8	22	18	68	54	52	16	8	20
Male	53	206	40583	100	99	99	430	427	445	11	15	11	8	18	18	71	57	50	11	10	21
African American	NC	42	4041	NC	100	99	NC	428	426	NC	23	17	NC	12	23	NC	58	50	NC	8	10
Hispanic	59	315	32869	98	99	99	429	426	429	10	16	15	12	22	25	69	54	51	8	9	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	13	33	4264	100	100	100	436	441	419	17	18	19	0	6	30	83	71	45	0	6	6
White	15	38	36197	100	90	99	447	424	463	0	10	5	0	13	11	69	60	53	31	17	31
Students with Disabilities	NC	44	10321	NC	100	100	NC	314	389	NC	38	30	NC	36	27	NC	23	34	NC	3	9
Students without Disabilities	91	392	69060	99	98	98	452	440	454	7	13	7	7	18	17	72	59	54	13	10	22
Limited English Proficient Students	26	174	15509	100	100	100	378	404	406	17	18	20	13	27	30	70	51	45	0	3	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	97	422	39415	97	96	96	453	437	431	8	15	15	7	19	25	71	56	50	14	9	10
Non-Economically Disadvantaged	NC	14	39966	NC	0	100	NC	82	459	NC	27	6	NC	45	12	NC	27	52	NC	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	438	79395	100	0	99	427	418	446	7	13	9	25	36	25	63	47	55	5	3	11
All Students (Prior Year)	92	400	75492	98	99	100	508	504	519	21	23	12	21	24	16	39	39	47	19	15	24
Female	47	230	38743	100	0	100	445	422	451	5	12	7	19	39	24	68	45	57	8	4	12
Male	53	208	40618	100	0	99	411	414	440	8	15	11	32	33	27	58	50	53	3	2	9
African American	NC	42	4052	NC	0	100	NC	426	434	NC	15	11	NC	27	29	NC	54	54	NC	4	6
Hispanic	59	317	32915	98	0	99	422	417	426	8	15	15	31	38	35	57	44	47	4	2	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	13	33	4271	100	0	100	435	437	420	0	0	15	33	41	42	67	53	41	0	6	2
White	15	38	36221	100	0	99	442	426	465	0	0	4	8	23	15	77	70	63	15	7	17
Students with Disabilities	NC	45	10331	NC	0	100	NC	316	388	NC	23	25	NC	36	37	NC	41	34	NC	0	4
Students without Disabilities	91	393	69139	99	0	99	446	431	454	6	12	7	25	36	24	63	48	58	6	3	11
Limited English Proficient Students	26	174	15545	100	0	100	364	389	399	17	23	21	35	46	42	48	31	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	97	424	39484	97	0	96	445	429	429	6	13	14	26	37	35	63	47	47	6	3	4
Non-Economically Disadvantaged	NC	14	39986	NC	0	100	NC	87	461	NC	27	4	NC	18	16	NC	55	63	NC	0	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	99	438	78869	99	99	99	442	418	442	3	9	6	8	22	21	78	64	63	11	5	10
All Students (Prior Year)	92	400	75053	98	99	99	585	567	597	8	9	7	8	16	12	81	71	72	3	4	9
Female	46	230	38536	98	99	99	455	430	458	3	6	4	3	23	15	83	65	67	11	6	14
Male	53	208	40302	100	100	99	431	405	428	3	12	8	13	22	26	74	63	60	11	3	7
African American	NC	41	4015	NC	98	99	NC	408	430	NC	12	8	NC	38	24	NC	46	61	NC	4	7
Hispanic	58	316	32606	97	99	98	435	416	426	4	10	8	8	22	27	75	64	60	13	4	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	13	33	4245	100	100	100	472	452	423	0	0	9	17	24	26	83	76	61	0	0	4
White	15	40	36078	100	95	99	451	430	459	0	6	4	0	13	16	85	71	66	15	10	14
Students with Disabilities	NC	44	10246	NC	100	100	NC	270	367	NC	31	18	NC	26	39	NC	41	40	NC	3	4
Students without Disabilities	90	394	68697	98	98	98	464	436	454	3	6	4	8	22	18	77	67	67	12	5	11
Limited English Proficient Students	25	173	15339	100	100	100	361	384	399	9	13	11	14	30	31	73	56	54	5	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	96	424	39106	96	96	95	461	429	427	3	9	8	8	23	28	77	64	59	11	5	5
Non-Economically Disadvantaged	NC	14	39837	NC	0	100	NC	91	457	NC	18	4	NC	9	14	NC	73	67	NC	0	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	378	78906	100	99	99	506	476	498	8	18	13	16	25	19	56	49	48	20	8	20
All Students (Prior Year)	82	372	76019	99	98	100	487	485	499	12	17	14	54	47	39	16	17	14	19	19	33
Female	30	176	38644	100	98	99	502	471	500	8	17	12	20	25	19	56	51	49	16	7	19
Male	44	201	40236	100	99	99	509	480	497	8	19	15	14	25	19	56	47	46	22	9	20
African American	NC	44	4087	NC	98	99	NC	458	481	NC	29	20	NC	19	24	NC	45	45	NC	6	11
Hispanic	49	285	31938	100	98	99	503	474	481	12	19	19	15	26	25	56	47	46	17	8	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	15	4593	NC	94	100	NC	493	467	NC	0	26	NC	36	29	NC	64	39	NC	0	6
White	NC	28	36483	NC	100	99	NC	510	517	NC	0	7	NC	18	13	NC	71	51	NC	12	30
Students with Disabilities	NC	54	10664	NC	100	100	NC	403	430	NC	48	42	NC	20	27	NC	30	26	NC	2	5
Students without Disabilities	65	324	68310	98	97	98	513	488	509	2	13	9	19	26	18	57	52	51	22	9	22
Limited English Proficient Students	13	128	12573	100	100	100	480	450	454	17	29	27	33	32	30	50	37	38	0	2	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	74	370	38679	100	97	96	506	484	483	8	18	20	16	25	25	56	49	45	20	8	10
Non-Economically Disadvantaged	--	NC	40295	--	NC	100	--	NC	513	--	NC	7	--	NC	13	--	NC	50	--	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	378	78908	100	0	99	478	455	484	11	19	10	28	33	23	57	45	58	3	2	9
All Students (Prior Year)	82	373	76020	99	99	100	495	496	503	38	33	25	22	23	23	29	37	40	12	8	12
Female	30	176	38648	100	0	99	482	453	489	16	18	8	24	32	22	56	47	61	4	2	10
Male	44	201	40233	100	0	99	475	457	479	8	20	12	31	34	25	58	43	55	3	2	8
African American	NC	44	4092	NC	0	99	NC	435	473	NC	35	12	NC	23	28	NC	42	54	NC	0	5
Hispanic	49	285	31940	100	0	99	477	454	465	12	19	16	29	36	32	59	43	49	0	1	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	15	4569	NC	0	100	NC	462	457	NC	9	18	NC	55	39	NC	36	41	NC	0	2
White	NC	28	36502	NC	0	99	NC	497	502	NC	0	4	NC	6	14	NC	76	67	NC	18	15
Students with Disabilities	NC	54	10665	NC	0	100	NC	401	423	NC	30	30	NC	36	36	NC	30	31	NC	5	2
Students without Disabilities	65	324	68312	98	0	98	483	465	493	9	18	7	24	33	21	63	48	62	4	2	10
Limited English Proficient Students	13	128	12556	100	0	100	456	428	436	28	31	24	33	41	40	39	27	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	74	370	38662	100	0	96	478	463	468	11	19	16	28	33	32	57	45	49	3	2	3
Non-Economically Disadvantaged	--	NC	40315	--	NC	100	--	NC	498	--	NC	5	--	NC	15	--	NC	66	--	NC	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	74	381	78750	100	99	99	502	486	500	0	6	6	39	36	29	61	58	63	0	1	2
All Students (Prior Year)	82	370	75673	99	98	100	503	524	530	21	15	12	33	30	25	44	52	58	1	3	4
Female	30	176	38586	100	98	99	513	498	515	0	2	4	32	29	22	68	68	71	0	1	3
Male	44	204	40135	100	100	99	495	476	486	0	9	8	44	41	35	56	49	56	0	1	1
African American	NC	44	4081	NC	98	99	NC	451	488	NC	13	8	NC	45	32	NC	42	59	NC	0	2
Hispanic	49	287	31841	100	99	99	505	487	483	0	6	8	37	35	36	63	59	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	16	4586	NC	100	100	NC	501	481	NC	0	8	NC	36	37	NC	64	54	NC	0	1
White	NC	28	36440	NC	100	99	NC	524	516	NC	0	3	NC	24	22	NC	65	71	NC	12	4
Students with Disabilities	NC	55	10622	NC	100	100	NC	407	415	NC	13	21	NC	58	50	NC	27	28	NC	2	1
Students without Disabilities	65	326	68196	98	98	98	508	500	513	0	4	3	33	32	25	67	63	69	0	0	3
Limited English Proficient Students	13	128	12504	100	100	100	475	456	451	0	9	12	67	51	44	33	40	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	74	373	38558	100	98	96	502	494	485	0	6	8	39	35	37	61	58	54	0	1	1
Non-Economically Disadvantaged	--	NC	40260	--	NC	100	--	NC	514	--	NC	3	--	NC	21	--	NC	72	--	NC	4

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

8th 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	65	305	78250	98	100	99	565	536	548	11	29	21	15	19	18	59	43	48	15	9	13
All Students (Prior Year)	53	306	75001	100	100	99	497	470	468	18	33	37	29	40	36	29	17	16	24	10	10
Female	28	137	38071	100	100	99	559	537	549	8	25	20	20	23	19	64	46	49	8	6	12
Male	37	168	40126	97	99	99	571	535	547	14	33	23	10	15	17	55	40	46	21	12	14
African American	NC	37	4058	NC	95	99	NC	500	523	NC	35	32	NC	17	22	NC	43	41	NC	4	5
Hispanic	39	216	29129	100	99	99	559	536	527	13	31	32	19	20	23	59	41	40	9	9	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	16	4996	NC	100	100	NC	549	518	NC	20	36	NC	27	25	NC	47	36	NC	7	4
White	NC	33	38320	NC	97	99	NC	559	568	NC	17	12	NC	8	14	NC	58	55	NC	17	19
Students with Disabilities	NC	41	9329	NC	98	100	NC	442	454	NC	84	64	NC	14	18	NC	3	16	NC	0	2
Students without Disabilities	62	264	68996	100	100	99	570	552	561	8	20	16	16	19	18	61	50	52	16	11	14
Limited English Proficient Students	12	90	10133	100	100	100	537	500	488	20	47	45	27	25	25	53	27	28	0	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	65	301	33388	98	98	94	565	540	530	11	29	32	15	18	22	59	43	40	15	9	5
Non-Economically Disadvantaged	--	NC	44937	--	NC	100	--	NC	561	--	NC	13	--	NC	15	--	NC	54	--	NC	18

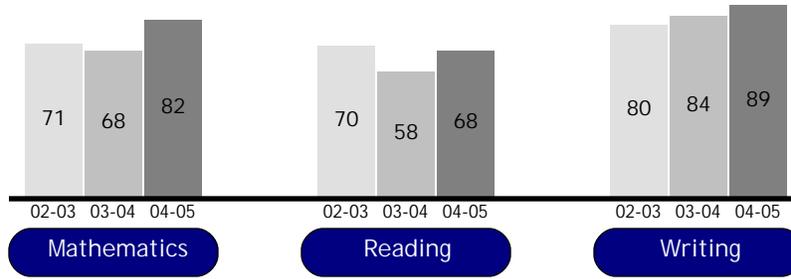
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	306	78302	98	0	99	506	489	512	13	22	11	26	31	25	61	45	57	0	2	7
All Students (Prior Year)	53	302	74918	100	98	99	484	479	497	38	43	32	24	20	19	27	32	35	11	5	15
Female	28	137	38082	100	0	99	513	496	518	8	15	8	20	32	24	72	50	61	0	3	7
Male	37	169	40166	97	0	99	501	483	507	17	27	14	31	31	26	52	41	54	0	1	6
African American	NC	37	4064	NC	0	100	NC	461	498	NC	22	14	NC	39	29	NC	39	54	NC	0	3
Hispanic	39	216	29152	100	0	99	504	488	492	13	23	17	31	33	34	56	42	46	0	1	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	16	4993	NC	0	100	NC	503	484	NC	7	19	NC	27	38	NC	67	42	NC	0	1
White	NC	34	38347	NC	0	99	NC	519	531	NC	16	5	NC	16	17	NC	60	68	NC	8	10
Students with Disabilities	NC	42	9353	NC	0	100	NC	417	429	NC	55	40	NC	42	38	NC	3	22	NC	0	1
Students without Disabilities	62	264	69024	100	0	99	510	502	524	10	16	7	25	29	23	65	53	62	0	2	7
Limited English Proficient Students	12	90	10140	100	0	100	480	456	451	27	40	28	33	39	43	40	22	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	65	301	33398	98	0	94	506	494	495	13	22	18	26	31	35	61	46	46	0	2	2
Non-Economically Disadvantaged	--	NC	44979	--	NC	100	--	NC	525	--	NC	6	--	NC	18	--	NC	66	--	NC	10

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	65	305	78094	98	100	99	543	520	545	4	8	3	19	26	18	78	66	77	0	0	2
All Students (Prior Year)	53	299	74503	100	97	99	495	494	491	9	11	9	27	32	32	58	49	51	7	8	8
Female	28	136	38025	100	99	99	550	535	558	0	6	2	20	17	13	80	76	82	0	1	2
Male	37	169	40013	97	100	99	537	507	534	7	9	5	17	34	23	76	57	71	0	0	1
African American	NC	36	4037	NC	92	99	NC	490	532	NC	18	4	NC	18	22	NC	64	73	NC	0	1
Hispanic	39	216	29068	100	99	99	541	520	523	3	7	5	25	29	27	72	64	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	16	4981	NC	100	100	NC	555	526	NC	0	4	NC	20	25	NC	73	70	NC	7	0
White	NC	34	38265	NC	100	99	NC	528	564	NC	8	2	NC	16	11	NC	76	84	NC	0	3
Students with Disabilities	NC	42	9275	NC	100	100	NC	416	444	NC	26	14	NC	58	46	NC	16	39	NC	0	1
Students without Disabilities	62	263	68892	100	100	98	550	539	559	2	4	2	16	20	14	82	75	82	0	0	2
Limited English Proficient Students	12	89	10084	100	99	100	506	476	474	7	14	10	47	43	39	47	42	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	65	300	33296	98	98	94	543	525	527	4	7	5	19	26	27	78	67	67	0	0	0
Non-Economically Disadvantaged	--	NC	44871	--	NC	100	--	NC	559	--	NC	2	--	NC	12	--	NC	84	--	NC	3

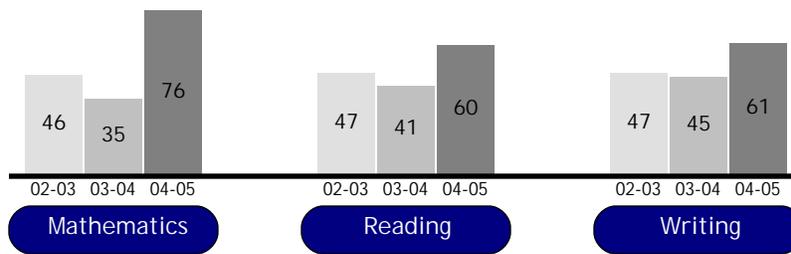
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

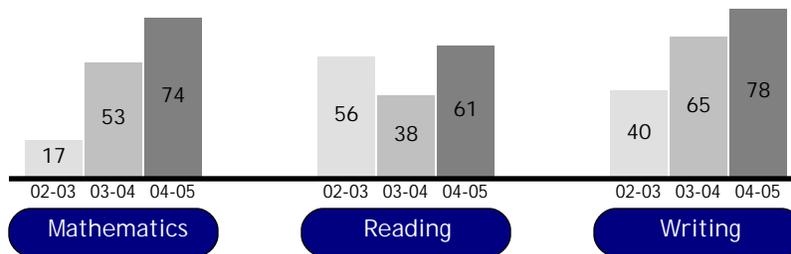
3rd Grade Proficiency



5th Grade Proficiency



8th 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.

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	47	38	50	92	52	NA	58	96	37	33	47
	Language	94	31	26	43	92	39	32	50	96	45	38	47
	Mathematics	94	66	49	57	93	67	55	64	96	46	39	50
3	Reading	92	51	33	47	97	55	NA	55	97	41	33	44
	Language	95	55	39	54	94	64	51	61	97	43	36	44
	Mathematics	95	72	46	54	97	67	56	61	97	58	44	51
4	Reading	94	40	36	52	96	55	NA	56	100	50	36	48
	Language	96	37	34	48	96	55	47	52	100	55	38	49
	Mathematics	96	57	48	57	96	63	57	61	100	63	44	53
5	Reading	90	44	38	50	94	43	NA	55	100	46	39	50
	Language	93	47	39	46	95	39	45	49	100	46	38	50
	Mathematics	92	57	50	57	95	59	64	63	100	54	41	49
6	Reading	96	46	35	53	99	60	NA	56	98	43	43	51
	Language	99	39	29	45	100	58	40	48	98	42	40	47
	Mathematics	97	58	45	62	100	72	60	66	98	54	48	52
7	Reading	94	49	33	51	92	45	NA	54	95	51	39	50
	Language	94	61	41	54	91	55	47	58	95	58	45	52
	Mathematics	94	65	50	58	91	65	60	62	95	55	43	50
8	Reading	96	39	35	53	93	54	NA	55	98	47	38	51
	Language	98	38	34	49	93	58	43	52	98	50	40	50
	Mathematics	98	62	48	58	93	85	65	61	98	63	46	53

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

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

Council Duties

- Ü Curriculum Development
- Ü Technology Applications and Needs
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü Instructional Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	37.00
Other Professional Staff	2.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	45
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Library
- Ü Gym

Extracurricular Activities

- Ü Band/Chorus
- Ü Athletics
- Ü Cheerleading
- Ü Homework Clubs
- Ü Yearbook

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü School Resource Officer
- Ü Health Services
- Ü Clothing Bank
- Ü Parent Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Computer assisted instruction is available for students at all ability levels. Supplemental ELL instruction is also provided through computer assisted instruction. These programs also provide data regarding student learning.

- ü Parent education programs were provided during two different sessions. Approximately 50 parents participated.

- ü All present instructional programs were reviewed and correlated with the new state standards.

- ü All students K-8 receive reading instruction appropriate to their ability level.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	20	12	12	17
Transfers In Rate ⁶	51	28	28	37
Stability Rate ⁷	80	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

Griffith has a full-time School Resource Officer. The campus is secured throughout the day. All visitors must enter through the office and receive a visitor's pass. A School Safety Committee meets to review safety issues on the campus.

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

2

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	Mary Ruddy	(602) 629-6700
Transportation Policy	Doyle Chancey	(602) 629-6480
Community Resources	Mary Ruddy	(602) 629-6700
School Nutrition Programs	Shawn Stevenson	(602) 629-6400
Parent Organization	Eric Pawlak	(602) 629-6700
Student Health/Nurse	Janet Strack	(602) 629-6711

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

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

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

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

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

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

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

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

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