



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1795 West Drexel Rd., Tucson, AZ 85746

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Dr. Anna Rivera  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-5  
 Web Address : www.tusd.k12.az.us/contents/schools/grijalva.html  
 Phone Number : (520) 908-3600  
 Fax Number : (520) 908-3601  
 E-mail : anna.rivera@tusd.k12.az.us

Mission

Grijalva Elementary promotes academic achievement for all students in a safe and positive learning environment.

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 All students will be instructed in ways which build on student strengths, interests, background experiences, language and prior knowledge.
- ü Effective instructional practices create a community of learners in which all students achieve their full potential.
- ü Increase the percentage of ELL students who make satisfactory progress in reading and math.
- ü Increase student achievement in writing on the quarterly writing prompts.

Enrollment

October 1, 2005 School Year Student Enrollment : 787  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 30

Instructional Programs

- Ü Full-day Kindergarten
- Ü GATE/Plus (Gifted Program)
- Ü Special Education Resource
- Ü Schoolwide Literacy Program
- Ü OMA-Opening Minds Through the Arts
- Ü PBS-Positive Behavior Systems
- Ü K - 1st Gr. Lower Class Size Initiative

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

To provide a safe environment for students where they will receive instruction which is developmentally appropriate and promotes student success.

Parents

Parents are responsible for transporting students to school on time, reporting student absences and supporting the academic program.

Transportation Policy

All students live in the Grijalva School neighborhood. Students walk, ride bikes or are transported by parents.

School Honors

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

Award/Honor	Year
Ü Wal-Mart Teacher of the Year	2003
Ü Bilingual Writing Essay	2003

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	123	4704	80010	99	99	99	422	443	447	16	11	10	28	20	18	53	54	53	2	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	2282	38935	100	99	99	423	444	447	15	9	9	29	20	19	54	57	55	2	14	17
Male	64	2422	40974	98	99	98	420	441	448	17	12	11	28	21	18	52	52	52	3	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	108	2729	34545	99	99	99	422	435	432	18	12	14	26	24	24	54	54	53	3	10	9
Asian/Pacific Islander	--	111	2068	--	97	99	--	472	474	--	5	4	--	12	10	--	54	50	--	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	11	1370	35142	100	99	99	423	462	465	9	6	5	36	12	11	55	57	56	NA	26	28
Students with Disabilities	NC	594	10161	NC	94	93	NC	415	419	NC	30	28	NC	27	28	NC	37	36	NC	6	8
Students without Disabilities	116	4110	69849	99	100	100	423	446	451	15	8	7	28	19	17	54	57	56	3	16	19
Limited English Proficient Students	21	739	14013	100	98	97	394	410	413	43	27	24	29	35	34	29	35	39	NA	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	76	2469	39029	100	99	98	417	435	432	18	12	14	32	24	25	47	54	52	3	9	9
Non-Economically Disadvantaged	47	2235	40981	98	99	100	430	451	462	13	9	6	23	16	13	62	54	54	2	20	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	124	4701	79438	100	99	98	436	446	451	6	10	9	43	27	24	48	55	56	3	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	2284	38775	100	99	99	444	453	457	3	8	7	37	24	22	54	58	58	5	11	13
Male	65	2417	40560	100	99	97	429	440	446	9	13	12	48	29	25	42	52	54	2	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	109	2723	34297	100	99	99	438	438	434	6	12	14	41	30	31	49	52	50	4	5	5
Asian/Pacific Islander	--	111	2063	--	97	99	--	474	475	--	4	3	--	14	15	--	65	63	--	17	20
American Indian/Alaskan Native	NC	186	3940	NC	99	95	NC	432	429	NC	14	14	NC	34	36	NC	49	47	NC	3	3
White	11	1369	34887	100	99	98	421	465	471	9	5	4	45	18	15	45	62	63	NA	15	18
Students with Disabilities	NC	585	9588	NC	93	88	NC	410	416	NC	30	30	NC	36	32	NC	32	34	NC	3	5
Students without Disabilities	117	4116	69850	100	100	100	439	451	456	5	8	7	43	25	23	49	58	59	3	9	12
Limited English Proficient Students	21	734	13856	100	98	96	400	403	407	24	29	27	62	44	43	14	26	29	NA	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	76	2460	38685	100	98	97	431	437	435	9	12	14	46	30	32	41	53	50	4	4	5
Non-Economically Disadvantaged	48	2241	40753	100	99	99	444	456	467	2	8	5	38	23	16	58	57	62	2	13	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	121	4706	79971	98	99	99	405	420	423	8	7	8	56	43	41	36	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	2287	38974	100	99	99	421	432	437	2	5	5	59	36	33	39	57	57	NA	2	4
Male	62	2419	40895	95	99	98	389	408	410	15	9	10	53	50	47	32	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	106	2724	34481	97	99	99	407	416	410	8	7	10	52	46	46	40	46	43	NA	1	1
Asian/Pacific Islander	--	113	2067	--	98	99	--	438	449	--	6	4	--	37	28	--	51	60	--	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	11	1373	35150	100	99	99	402	430	437	NA	5	5	91	38	35	9	54	56	NA	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	116	4102	69713	99	99	100	406	426	429	8	5	5	57	41	39	35	52	52	NA	2	3
Limited English Proficient Students	20	741	13985	95	99	97	358	378	382	30	19	18	55	56	54	15	25	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	75	2467	38994	99	99	98	401	414	409	11	8	10	55	47	47	35	45	41	NA	1	1
Non-Economically Disadvantaged	46	2239	40977	96	99	100	411	427	437	4	6	5	59	39	34	37	53	56	NA	2	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	133	4554	80147	99	98	99	453	474	482	18	13	11	25	20	17	52	48	49	5	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	2200	39281	99	98	99	456	475	483	19	11	9	18	22	17	55	48	50	7	19	24
Male	66	2352	40780	100	97	98	451	473	482	17	14	12	32	19	17	48	48	48	3	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	114	2529	33494	99	98	99	451	466	466	19	15	15	26	24	23	50	47	49	4	14	14
Asian/Pacific Islander	NC	109	2103	NC	99	99	NC	508	515	NC	7	4	NC	6	8	NC	49	44	NC	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	NC	1383	36122	NC	98	99	NC	492	501	NC	7	5	NC	14	10	NC	51	50	NC	28	35
Students with Disabilities	20	589	10295	100	88	92	416	439	443	50	35	33	30	26	26	20	34	33	NA	6	8
Students without Disabilities	113	3965	69852	99	100	100	460	479	488	12	10	7	24	20	16	58	50	51	6	21	26
Limited English Proficient Students	24	669	12722	96	97	97	426	439	441	38	27	27	33	35	33	29	34	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	78	2431	38371	100	97	97	446	464	465	24	16	15	26	24	23	46	47	49	4	13	13
Non-Economically Disadvantaged	55	2123	41776	98	98	100	463	485	498	9	9	6	24	16	11	60	49	49	7	25	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	133	4563	79686	99	98	98	452	463	470	14	13	11	32	27	24	54	53	57	NA	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	2214	39163	99	99	99	457	468	475	12	10	9	28	25	22	60	57	60	NA	8	10
Male	66	2347	40438	100	97	97	447	457	465	15	16	13	36	30	25	48	49	54	NA	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	114	2525	33299	99	98	98	450	454	452	16	16	17	32	32	32	52	48	47	NA	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	NC	1388	35914	NC	99	98	NC	482	489	NC	6	5	NC	19	15	NC	63	67	NC	12	14
Students with Disabilities	20	593	9808	100	88	87	413	425	432	45	37	35	45	32	32	10	28	30	NA	3	3
Students without Disabilities	113	3970	69878	99	100	100	459	468	475	8	9	8	30	27	23	62	57	61	NA	7	9
Limited English Proficient Students	24	666	12594	96	97	96	419	420	422	29	34	34	54	47	45	17	19	21	NA	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	78	2438	38095	100	98	97	446	452	452	19	17	17	35	32	32	46	48	48	NA	3	3
Non-Economically Disadvantaged	55	2125	41591	98	98	99	461	475	486	5	9	6	29	23	16	65	59	65	NA	10	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	134	4592	80372	100	99	99	470	474	475	4	4	4	28	31	30	67	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	2219	39452	100	99	99	472	485	488	6	3	3	18	22	22	76	72	72	NA	2	3
Male	66	2371	40836	100	98	98	468	463	464	3	5	6	39	38	37	58	56	56	NA	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	115	2551	33608	100	99	99	469	469	462	5	5	6	27	33	36	68	61	57	NA	1	1
Asian/Pacific Islander	NC	110	2098	NC	100	99	NC	487	500	NC	3	2	NC	19	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	NC	1388	36213	NC	99	99	NC	486	489	NC	2	2	NC	26	22	NC	69	72	NC	3	3
Students with Disabilities	20	628	10526	100	93	94	435	427	427	5	14	15	70	53	53	25	32	31	NA	1	1
Students without Disabilities	114	3964	69846	100	100	100	476	480	482	4	3	3	21	27	26	75	69	69	NA	2	2
Limited English Proficient Students	24	674	12747	96	98	97	411	426	432	21	14	12	46	51	52	33	34	36	NA	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	78	2454	38521	100	98	98	461	463	461	6	6	6	31	35	38	63	59	55	NA	1	1
Non-Economically Disadvantaged	56	2138	41851	100	99	100	483	485	489	2	2	3	25	26	22	73	69	72	NA	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	119	4552	79306	100	98	99	478	496	504	21	16	13	28	23	20	46	47	49	5	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	2186	38845	100	98	99	475	496	505	22	14	11	29	24	20	45	49	50	4	14	18
Male	64	2365	40383	100	97	98	481	496	504	20	18	14	27	22	19	47	45	47	6	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	96	2530	32673	100	98	99	476	485	487	22	19	18	29	27	25	45	45	46	4	9	10
Asian/Pacific Islander	NC	131	2147	NC	98	99	NC	532	539	NC	5	5	NC	11	10	NC	49	46	NC	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	15	1420	36234	100	97	99	495	517	523	20	8	6	13	16	13	53	51	52	13	25	28
Students with Disabilities	11	573	10286	100	85	91	447	456	462	55	44	41	9	29	27	36	23	27	NA	3	5
Students without Disabilities	108	3979	69020	100	100	100	482	501	510	18	12	9	30	22	18	47	50	52	6	16	21
Limited English Proficient Students	19	593	10291	100	96	96	446	456	458	42	41	38	37	32	34	21	26	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	73	2380	37437	100	98	97	478	484	486	21	20	19	32	26	26	44	45	46	4	9	9
Non-Economically Disadvantaged	46	2172	41869	100	98	100	480	508	521	22	11	7	22	18	14	50	49	51	7	21	27

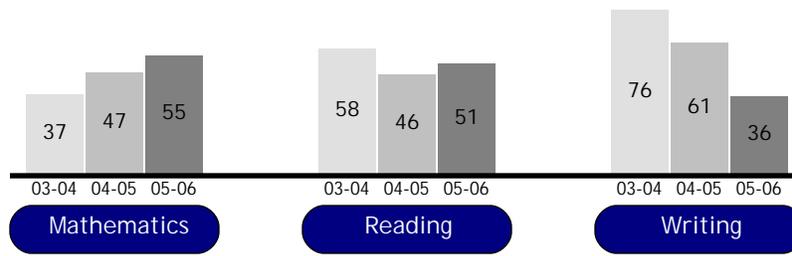
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	4596	79000	100	99	98	475	483	489	13	11	10	33	28	24	50	54	58	4	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	2204	38774	100	99	99	472	488	494	13	7	7	31	27	22	53	57	61	4	8	10
Male	64	2391	40150	100	98	98	477	479	485	13	14	12	34	28	25	48	53	55	5	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	96	2553	32508	100	99	98	472	473	472	14	13	15	34	34	33	49	49	49	3	4	3
Asian/Pacific Islander	NC	134	2142	NC	100	99	NC	503	510	NC	3	4	NC	21	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	15	1435	36135	100	98	98	498	503	508	7	6	4	20	17	14	60	64	67	13	13	15
Students with Disabilities	11	617	9991	100	91	88	457	442	449	45	38	33	18	37	36	36	24	29	NA	2	2
Students without Disabilities	108	3979	69009	100	100	100	476	489	495	9	7	6	34	26	22	52	59	62	5	8	10
Limited English Proficient Students	19	604	10199	100	97	95	437	439	439	42	34	35	47	47	47	11	18	18	NA	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	73	2403	37234	100	98	97	472	472	472	12	14	15	38	34	33	47	49	50	3	3	3
Non-Economically Disadvantaged	46	2193	41766	100	99	99	479	495	505	13	8	5	24	21	16	57	60	65	7	11	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	118	4607	79611	99	99	99	492	500	496	5	5	7	46	36	37	49	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	2206	39016	100	99	99	501	514	511	2	3	4	36	26	29	62	70	66	NA	1	1
Male	63	2400	40519	98	99	98	484	488	482	8	7	10	54	44	44	38	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	95	2557	32855	99	99	99	494	495	481	4	6	10	46	39	43	49	55	47	NA	0	0
Asian/Pacific Islander	NC	134	2149	NC	100	100	NC	524	519	NC	2	4	NC	28	24	NC	69	70	NC	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	15	1445	36380	100	99	99	490	510	511	7	4	4	40	29	30	53	66	65	NA	1	1
Students with Disabilities	11	643	10664	100	95	94	463	442	440	9	20	23	64	57	54	27	22	22	NA	1	1
Students without Disabilities	107	3964	68947	99	100	100	495	509	504	5	3	4	44	32	34	51	64	61	NA	0	1
Limited English Proficient Students	18	609	10362	95	98	97	457	448	438	11	17	22	56	58	57	33	25	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	72	2415	37626	99	99	98	492	492	479	4	6	10	50	41	45	46	52	45	NA	0	0
Non-Economically Disadvantaged	46	2192	41985	100	99	100	492	510	511	7	4	4	39	30	30	54	65	65	NA	1	1

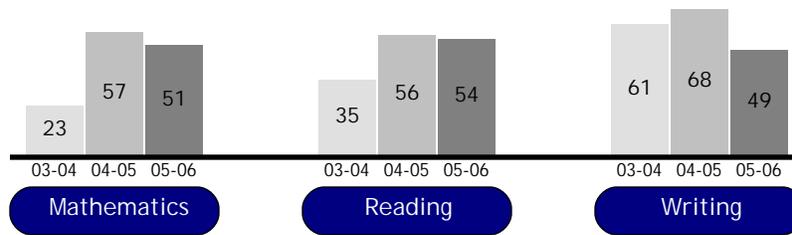
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	37	NA	58	100	35	43	47	100	37	44	46
	Language	97	34	45	50	100	35	42	47	100	37	44	48
	Mathematics	97	46	56	64	100	43	48	50	100	41	50	52
3	Reading	100	40	NA	55	100	30	41	44	100	35	43	46
	Language	100	44	56	61	100	31	40	44	100	34	43	46
	Mathematics	100	36	53	61	100	34	47	51	99	35	48	52
4	Reading	92	36	NA	56	100	37	43	48	100	37	46	52
	Language	92	35	45	52	100	42	44	49	100	41	48	52
	Mathematics	92	38	50	61	100	42	48	53	100	39	52	58
5	Reading	100	45	NA	55	99	40	46	50	100	43	50	56
	Language	100	40	41	49	99	42	46	50	100	41	50	54
	Mathematics	100	45	53	63	99	37	45	49	100	37	48	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Budget Issues
- Ü School Safety
- Ü Parent/Educator Relations
- Ü Curriculum Involvement
- Ü Service Learning Projects
- Ü Community Outreach

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
Other Professional Staff	7.20	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	46
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	2%

Resources Available at School Site

Special Facilities

- Ü Computer Work Stations and Lab
- Ü Library/Media Center

Extracurricular Activities

- Ü Sports Program
- Ü Student Council
- Ü Choir
- Ü KIDCO-After School Program

Social Services

- Ü KIDCO After School Program
- Ü Firestation #18
- Ü Positive Behavior Support Program

School Achievements/Accomplishments 2005-06

ü Schoolwide literacy block - Guided Reading and Writing- every day for 90 minutes.

ü Bilingual/ESL class at every grade level 1-5.

Student Activity Rates for School Year 2005-06

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

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

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

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

School Safety

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

The Grijalva Elementary increased security by locking specific gates and entrances; additional monitor supervision; schoolwide invacuation and evacuation plan that students practice monthly; and requiring visitors sign-in at the office.

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	Dr. Anna Rivera	(520) 908-3660
Transportation Policy	Dr. Anna Rivera	(520) 908-3600
Community Resources	David Dietz	(520) 908-3631
School Nutrition Programs	Maria Seguieros	(520) 908-3623
Parent Organization	Josie Vasquez	(520) 908-3600
Student Health/Nurse	Isabel Moreno	(520) 908-3617

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

## TITLE I TERMS

### Title I School Improvement Year 1

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

### Title I School Improvement Year 2

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

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

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

5 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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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