

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3777 E. Houston Ave, Gilbert, AZ 85234

Gilbert Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mrs. Geane Flournoy
 Schedule : 08:00 AM to 04:30 PM
 Grades : Pre-K-6
 Web Address : gilbert.k12.az.us/info/schools/carolrae/carol
 Phone Number : (480) 507-1359
 Fax Number : (480) 503-1487
 E-mail : Geane_Flournoy@gilbert.k12.az.us

Mission

The Carol Rae Ranch Elementary School's educational team, comprised of dedicated students, parents, faculty, volunteers and community members, are committed to creating a secure and enthusiastic learning environment for our children.

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 improve reading skills in order to enhance reading comprehension and literacy development in all academic areas to improve reading scores as measured by formal, informal and standardized assessments.
- ü Students will be empowered in to become self-learners.
- ü Students will work to maintain and or improve the current levels in math as measured by standardized, formal and informal assessments.

Enrollment

October 1, 2005 School Year Student Enrollment : 1015
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 58

Instructional Programs

- ü Self-contained
- ü Resource
- ü ALP
- ü ELL
- ü Speech
- ü Academic Skills
- ü Amanecer Preschool

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Carol Rae Ranch Elementary has the responsibility to provide a safe learning environment that promotes ones' own culture, values and experiences to enhance learning.

Parents

It is the responsibility of the Carol Rae Ranch parents to provide a nurturing environment for their child/children where they have a place to study each night. Along with educational support, in our school, we encourage involvement of both parents.

Transportation Policy

The Gilbert Public School District Transportation Department provides transportation to and from school for students who are outside of a one mile radius of our school. Our district also provides transportation for special needs students.

School Honors

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

Award/Honor	Year
ü 25 Year Recognition for Staff Member	2003
ü 5 Model Classrooms	2004
ü 4 Master Classrooms	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	131	2749	80010	96	98	99	487	475	447	1	4	10	8	9	18	44	50	53	48	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1307	38935	99	99	99	481	474	447	NA	4	9	9	8	19	50	51	55	41	37	17
Male	61	1442	40974	94	98	98	494	476	448	2	3	11	7	9	18	36	50	52	56	38	19
African American	NC	127	4201	NC	99	99	NC	452	430	NC	9	17	NC	14	23	NC	57	51	NC	19	9
Hispanic	16	460	34545	94	98	99	467	456	432	NA	4	14	13	13	24	63	65	53	25	19	9
Asian/Pacific Islander	NC	110	2068	NC	99	99	NC	481	474	NC	5	4	NC	8	10	NC	44	50	NC	43	36
American Indian/Alaskan Native	--	23	3979	--	88	96	--	462	424	--	NA	17	--	13	30	--	65	47	--	22	6
White	109	2029	35142	96	99	99	489	481	465	1	3	5	7	7	11	40	47	56	51	43	28
Students with Disabilities	16	414	10161	76	93	93	453	440	419	NA	16	28	31	27	28	44	39	36	25	18	8
Students without Disabilities	115	2335	69849	100	100	100	492	481	451	1	1	7	4	5	17	43	52	56	51	41	19
Limited English Proficient Students	NC	99	14013	NC	95	97	NC	429	413	NC	12	24	NC	24	34	NC	59	39	NC	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	11	583	39029	85	97	98	474	454	432	NA	6	14	9	15	25	55	60	52	36	19	9
Non-Economically Disadvantaged	120	2166	40981	98	99	100	488	481	462	1	3	6	8	7	13	43	47	54	49	43	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2707	79438	96	97	98	492	480	451	NA	3	9	6	12	24	66	62	56	28	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1290	38775	99	98	99	494	487	457	NA	2	7	6	9	22	66	61	58	29	27	13
Male	60	1417	40560	92	96	97	489	474	446	NA	3	12	7	14	25	67	62	54	27	20	9
African American	NC	125	4178	NC	98	98	NC	458	439	NC	6	13	NC	25	29	NC	59	52	NC	10	6
Hispanic	16	455	34297	94	97	98	476	464	434	NA	5	14	NA	16	31	88	69	50	13	10	5
Asian/Pacific Islander	NC	109	2063	NC	98	99	NC	482	475	NC	3	3	NC	13	15	NC	56	63	NC	28	20
American Indian/Alaskan Native	--	22	3940	--	85	95	--	469	429	--	9	14	--	5	36	--	68	47	--	18	3
White	108	1996	34887	96	97	98	495	485	471	NA	2	4	7	10	15	62	61	63	31	27	18
Students with Disabilities	16	373	9588	76	84	88	449	445	416	NA	13	30	38	31	32	50	46	34	13	9	5
Students without Disabilities	114	2334	69850	99	99	100	498	485	456	NA	1	7	2	9	23	68	64	59	30	25	12
Limited English Proficient Students	NC	98	13856	NC	94	96	NC	423	407	NC	17	27	NC	37	43	NC	43	29	NC	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	11	573	38685	85	96	97	480	461	435	NA	5	14	9	20	32	73	65	50	18	11	5
Non-Economically Disadvantaged	119	2134	40753	97	97	99	493	485	467	NA	2	5	6	10	16	66	61	62	29	27	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	2749	79971	99	98	99	470	448	423	1	3	8	7	28	41	86	64	49	5	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	1307	38974	100	99	99	476	461	437	1	3	5	1	20	33	90	70	57	7	7	4
Male	64	1442	40895	98	98	98	464	436	410	2	4	10	14	35	47	81	58	41	3	3	2
African American	NC	126	4203	NC	98	99	NC	429	411	NC	7	11	NC	33	45	NC	57	43	NC	2	2
Hispanic	17	461	34481	100	98	99	472	436	410	NA	4	10	6	33	46	94	61	43	NA	2	1
Asian/Pacific Islander	NC	109	2067	NC	98	99	NC	457	449	NC	3	4	NC	26	28	NC	61	60	NC	11	8
American Indian/Alaskan Native	--	23	3995	--	88	96	--	426	409	--	NA	10	--	57	47	--	43	42	--	NA	1
White	112	2030	35150	99	99	99	470	451	437	2	3	5	8	26	35	84	66	56	6	5	5
Students with Disabilities	20	412	10258	95	93	94	442	407	377	NA	13	23	35	50	51	65	35	25	NA	2	1
Students without Disabilities	115	2337	69713	100	100	100	475	455	429	2	2	5	3	24	39	90	69	52	6	5	3
Limited English Proficient Students	NC	99	13985	NC	95	97	NC	405	382	NC	6	18	NC	58	54	NC	36	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	12	585	38994	92	98	98	468	430	409	NA	5	10	8	39	47	92	53	41	NA	2	1
Non-Economically Disadvantaged	123	2164	40977	100	99	100	471	453	437	2	3	5	7	25	34	85	67	56	6	6	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	2846	80147	93	98	99	513	511	482	NA	3	11	6	6	17	51	49	49	43	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	1386	39281	91	98	99	514	511	483	NA	3	9	4	5	17	52	51	50	44	41	24
Male	63	1458	40780	95	98	98	513	511	482	NA	3	12	8	8	17	49	48	48	43	42	24
African American	NC	123	4249	NC	96	99	NC	488	464	NC	7	17	NC	17	22	NC	58	48	NC	19	13
Hispanic	17	468	33494	100	96	99	501	493	466	NA	5	15	NA	12	23	71	56	49	29	27	14
Asian/Pacific Islander	NC	156	2103	NC	100	99	NC	525	515	NC	3	4	NC	4	8	NC	38	44	NC	55	45
American Indian/Alaskan Native	NC	25	4117	NC	96	96	NC	493	456	NC	8	19	NC	4	27	NC	60	46	NC	28	8
White	110	2074	36122	92	98	99	518	516	501	NA	2	5	5	5	10	46	48	50	48	45	35
Students with Disabilities	15	371	10295	60	88	92	481	467	443	NA	16	33	27	22	26	67	47	33	7	14	8
Students without Disabilities	123	2475	69852	100	100	100	518	518	488	NA	1	7	3	4	16	49	49	51	48	46	26
Limited English Proficient Students	NC	84	12722	NC	94	97	NC	465	441	NC	10	27	NC	29	33	NC	51	37	NC	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	19	592	38371	86	96	97	503	490	465	NA	6	15	11	13	23	58	56	49	32	25	13
Non-Economically Disadvantaged	119	2254	41776	94	99	100	515	517	498	NA	2	6	5	5	11	50	47	49	45	46	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	2812	79686	93	97	98	502	499	470	NA	2	11	9	11	24	77	70	57	14	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	1376	39163	91	97	99	503	504	475	NA	2	9	8	8	22	77	70	60	15	20	10
Male	63	1434	40438	95	96	97	500	494	465	NA	2	13	11	13	25	76	70	54	13	14	7
African American	NC	122	4228	NC	95	98	NC	482	458	NC	6	15	NC	18	28	NC	66	53	NC	10	4
Hispanic	17	463	33299	100	95	98	491	481	452	NA	5	17	18	18	32	82	68	47	NA	8	3
Asian/Pacific Islander	NC	154	2097	NC	99	99	NC	503	490	NC	1	5	NC	11	13	NC	73	68	NC	15	14
American Indian/Alaskan Native	NC	25	4087	NC	96	96	NC	482	446	NC	NA	16	NC	16	38	NC	84	44	NC	NA	2
White	110	2048	35914	92	97	98	506	503	489	NA	1	5	6	8	15	76	71	67	17	20	14
Students with Disabilities	15	338	9808	60	80	87	492	467	432	NA	9	35	13	30	32	80	53	30	7	7	3
Students without Disabilities	123	2474	69878	100	100	100	503	503	475	NA	1	8	9	8	23	76	73	61	15	18	9
Limited English Proficient Students	NC	83	12594	NC	93	96	NC	448	422	NC	16	34	NC	39	45	NC	42	21	NC	4	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	19	581	38095	86	94	97	495	481	452	NA	5	17	5	20	32	89	66	48	5	9	3
Non-Economically Disadvantaged	119	2231	41591	94	98	99	503	503	486	NA	1	6	10	8	16	75	71	65	15	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	146	2875	80372	99	99	99	489	497	475	4	2	4	16	16	30	77	77	64	2	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	1406	39452	99	99	99	501	508	488	1	1	3	17	12	22	78	81	72	4	7	3
Male	65	1467	40836	98	98	98	474	487	464	8	3	6	15	21	37	77	74	56	NA	3	1
African American	NC	125	4264	NC	98	99	NC	485	465	NC	2	5	NC	22	35	NC	74	59	NC	2	1
Hispanic	17	477	33608	100	98	99	495	486	462	NA	3	6	24	18	36	76	77	57	NA	3	1
Asian/Pacific Islander	NC	156	2098	NC	100	99	NC	508	500	NC	3	2	NC	12	16	NC	74	75	NC	11	7
American Indian/Alaskan Native	NC	26	4128	NC	100	97	NC	497	464	NC	NA	4	NC	23	39	NC	73	56	NC	4	1
White	117	2091	36213	98	99	99	488	499	489	4	1	2	16	16	22	77	78	72	3	5	3
Students with Disabilities	23	401	10526	92	95	94	440	452	427	13	7	15	43	45	53	43	47	31	NA	1	1
Students without Disabilities	123	2474	69846	100	100	100	498	504	482	2	1	3	11	12	26	84	82	69	2	5	2
Limited English Proficient Students	NC	87	12747	NC	98	97	NC	446	432	NC	10	12	NC	34	52	NC	55	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	21	604	38521	95	98	98	499	479	461	NA	3	6	19	25	38	81	70	55	NA	1	1
Non-Economically Disadvantaged	125	2271	41851	99	99	100	487	502	489	5	1	3	16	14	22	77	79	72	2	5	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	147	2841	79306	97	99	99	545	529	504	2	5	13	5	11	20	47	52	49	46	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	1394	38845	98	99	99	546	531	505	2	4	11	6	12	20	47	52	50	45	33	18
Male	64	1446	40383	96	99	98	543	528	504	2	5	14	5	11	19	47	53	47	47	31	19
African American	NC	119	4171	NC	98	98	NC	495	485	NC	11	20	NC	22	26	NC	55	44	NC	13	10
Hispanic	18	450	32673	100	99	99	513	509	487	11	7	18	11	17	25	61	59	46	17	17	10
Asian/Pacific Islander	NC	135	2147	NC	100	99	NC	548	539	NC	3	5	NC	6	10	NC	44	46	NC	47	40
American Indian/Alaskan Native	--	20	4034	--	100	97	--	539	479	--	10	22	--	NA	29	--	45	43	--	45	7
White	119	2116	36234	97	99	99	548	534	523	1	4	6	4	10	13	45	51	52	50	35	28
Students with Disabilities	17	358	10286	81	94	91	529	483	462	NA	24	41	24	29	27	35	35	27	41	12	5
Students without Disabilities	130	2483	69020	99	100	100	547	536	510	2	2	9	3	8	18	48	55	52	46	35	21
Limited English Proficient Students	NC	73	10291	NC	99	96	NC	481	458	NC	18	38	NC	33	34	NC	44	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	22	556	37437	92	97	97	517	505	486	5	10	19	14	18	26	59	55	46	23	16	9
Non-Economically Disadvantaged	125	2285	41869	98	100	100	549	535	521	2	3	7	4	9	14	45	52	51	50	36	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	149	2799	79000	98	98	98	525	514	489	2	2	10	7	12	24	68	69	58	23	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	1385	38774	99	98	99	529	520	494	1	2	7	7	9	22	63	69	61	29	20	10
Male	65	1413	40150	97	97	98	521	509	485	3	3	12	6	14	25	75	69	55	15	14	8
African American	NC	115	4153	NC	94	98	NC	490	476	NC	3	13	NC	28	30	NC	62	53	NC	7	4
Hispanic	18	435	32508	100	96	98	506	498	472	6	4	15	6	19	33	83	69	49	6	8	3
Asian/Pacific Islander	NC	133	2142	NC	99	99	NC	521	510	NC	3	4	NC	8	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	--	19	4016	--	95	96	--	515	467	--	5	14	--	5	37	--	74	46	--	16	2
White	121	2096	36135	98	98	98	527	519	508	2	2	4	5	10	14	69	69	67	25	19	15
Students with Disabilities	18	315	9991	86	83	88	511	477	449	NA	13	33	17	33	36	67	46	29	17	8	2
Students without Disabilities	131	2484	69009	100	100	100	527	519	495	2	1	6	5	9	22	69	72	62	24	18	10
Limited English Proficient Students	NC	72	10199	NC	97	95	NC	462	439	NC	15	35	NC	44	47	NC	40	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	22	534	37234	92	93	97	501	494	472	NA	4	15	23	21	33	73	68	50	5	7	3
Non-Economically Disadvantaged	127	2265	41766	99	99	99	530	519	505	2	2	5	4	10	16	68	69	65	26	19	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	152	2841	79611	100	99	99	531	515	496	1	3	7	17	27	37	80	69	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	1396	39016	100	99	99	545	531	511	NA	1	4	11	17	29	87	80	66	2	1	1
Male	67	1444	40519	100	99	98	513	500	482	3	4	10	25	37	44	72	59	46	NA	0	0
African American	NC	119	4188	NC	98	98	NC	495	486	NC	4	9	NC	37	40	NC	59	50	NC	NA	0
Hispanic	18	448	32855	100	99	99	517	501	481	NA	5	10	33	32	43	67	63	47	NA	NA	0
Asian/Pacific Islander	NC	134	2149	NC	99	100	NC	519	519	NC	6	4	NC	19	24	NC	73	70	NC	2	2
American Indian/Alaskan Native	--	20	3992	--	100	96	--	518	478	--	5	10	--	20	46	--	70	44	--	5	0
White	123	2119	36380	100	99	99	534	519	511	2	2	4	14	27	30	83	71	65	2	1	1
Students with Disabilities	21	357	10664	100	94	94	493	460	440	5	13	23	38	57	54	57	29	22	NA	0	1
Students without Disabilities	131	2484	68947	100	100	100	537	523	504	1	1	4	14	23	34	84	75	61	2	1	1
Limited English Proficient Students	NC	74	10362	NC	100	97	NC	471	438	NC	11	22	NC	59	57	NC	30	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	24	555	37626	100	97	98	515	494	479	NA	6	10	29	38	45	71	55	45	NA	1	0
Non-Economically Disadvantaged	128	2286	41985	100	100	100	534	520	511	2	2	4	15	25	30	82	73	65	2	1	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	2911	79327	96	98	98	571	548	518	1	7	19	4	10	20	48	56	46	48	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1431	38961	94	98	98	575	548	520	NA	6	16	2	9	20	43	57	48	55	28	16
Male	59	1480	40295	98	98	97	567	547	516	2	7	21	7	10	19	53	54	44	39	28	16
African American	NC	141	4247	NC	98	98	NC	530	499	NC	10	27	NC	16	24	NC	56	41	NC	18	8
Hispanic	13	493	32327	87	96	98	548	529	499	8	10	27	15	16	25	46	57	41	31	17	8
Asian/Pacific Islander	NC	120	1939	NC	99	99	NC	574	556	NC	3	6	NC	7	10	NC	48	47	NC	43	36
American Indian/Alaskan Native	--	28	4391	--	97	96	--	539	489	--	4	32	--	11	27	--	68	36	--	18	4
White	103	2129	36373	97	99	98	576	552	538	NA	6	10	2	8	14	48	56	52	50	31	25
Students with Disabilities	NC	360	9321	NC	89	87	NC	493	467	NC	36	54	NC	23	22	NC	33	21	NC	8	3
Students without Disabilities	117	2551	70006	100	100	100	573	555	524	1	2	14	4	8	19	44	59	49	50	31	18
Limited English Proficient Students	--	47	9431	--	96	95	--	486	466	--	34	53	--	28	27	--	36	18	--	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	17	588	37097	94	95	97	550	527	498	NA	12	27	6	18	25	65	54	41	29	17	7
Non-Economically Disadvantaged	107	2323	42230	96	99	99	575	553	535	1	5	11	4	7	15	45	56	50	50	31	24

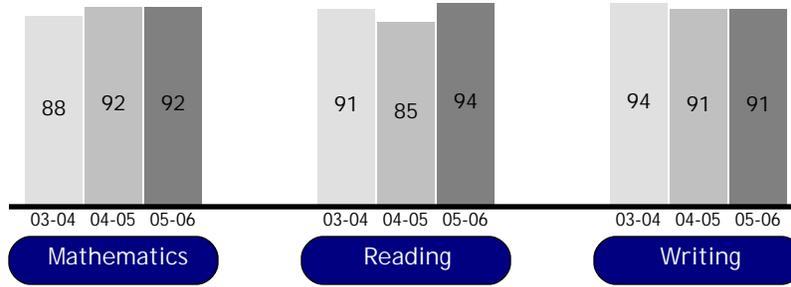
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	2886	79501	96	97	98	532	523	497	NA	3	10	6	11	25	87	78	60	6	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1426	39062	94	98	99	535	527	502	NA	2	8	3	8	23	92	80	64	5	10	5
Male	59	1460	40368	98	97	98	528	518	491	NA	3	13	10	13	27	81	77	57	8	6	3
African American	NC	141	4279	NC	98	99	NC	511	485	NC	3	14	NC	20	30	NC	74	54	NC	4	2
Hispanic	13	489	32389	87	96	98	521	509	478	NA	5	16	15	18	34	85	73	48	NA	4	1
Asian/Pacific Islander	NC	119	1936	NC	98	99	NC	531	519	NC	2	3	NC	8	14	NC	78	73	NC	13	9
American Indian/Alaskan Native	--	28	4401	--	97	96	--	518	473	--	4	17	--	4	40	--	86	43	--	7	1
White	103	2109	36446	97	98	99	535	526	516	NA	2	4	4	9	15	88	80	73	8	9	7
Students with Disabilities	NC	335	9411	NC	83	88	NC	480	453	NC	16	36	NC	35	36	NC	48	26	NC	1	1
Students without Disabilities	117	2551	70090	100	100	100	533	528	502	NA	1	7	7	8	24	86	82	65	7	9	5
Limited English Proficient Students	--	46	9401	--	94	94	--	456	443	--	33	40	--	43	46	--	22	14	--	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	17	581	37183	94	94	97	521	507	479	NA	4	16	12	18	34	88	75	49	NA	2	1
Non-Economically Disadvantaged	107	2305	42318	96	98	99	533	527	513	NA	2	5	6	9	17	87	79	70	7	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	2928	80000	100	99	99	595	588	564	1	1	3	2	5	11	80	75	75	18	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1439	39288	100	99	99	605	601	579	NA	1	2	3	2	6	71	73	77	26	25	16
Male	60	1489	40644	100	99	98	582	575	549	2	2	4	NA	8	15	90	77	74	8	13	7
African American	NC	144	4307	NC	100	99	NC	577	551	NC	1	4	NC	6	13	NC	79	75	NC	13	7
Hispanic	15	499	32672	100	97	99	589	579	548	NA	2	4	7	5	14	80	79	76	13	13	6
Asian/Pacific Islander	NC	121	1945	NC	100	99	NC	605	592	NC	NA	1	NC	4	4	NC	69	69	NC	27	25
American Indian/Alaskan Native	--	29	4424	--	100	97	--	589	549	--	NA	3	--	7	14	--	79	77	--	14	5
White	106	2135	36602	100	99	99	596	590	579	1	1	2	1	5	7	79	74	75	19	20	16
Students with Disabilities	12	378	9919	100	93	93	559	532	505	NA	6	9	17	25	35	75	66	54	8	3	2
Students without Disabilities	117	2550	70081	100	100	100	598	596	571	1	1	2	NA	2	7	80	76	79	19	21	12
Limited English Proficient Students	NC	48	9571	NC	98	96	NC	527	502	NC	6	10	NC	21	29	NC	71	60	NC	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	18	599	37534	100	97	98	595	572	547	NA	2	4	NA	8	15	94	81	76	6	9	5
Non-Economically Disadvantaged	111	2329	42466	100	99	100	595	592	578	1	1	2	2	4	7	77	74	75	20	21	16

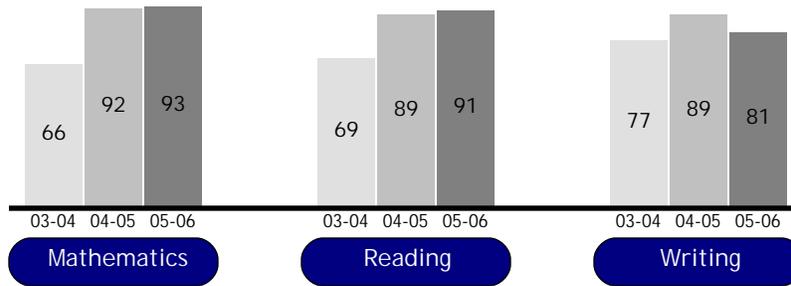
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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	100	74	NA	58	100	64	61	47	100	72	65	46
	Language	100	63	63	50	100	64	60	47	100	72	65	48
	Mathematics	100	82	76	64	100	65	63	50	100	73	65	52
3	Reading	100	76	NA	55	99	63	60	44	96	72	67	46
	Language	100	82	76	61	99	60	57	44	99	68	61	46
	Mathematics	99	80	72	61	99	69	65	51	96	75	68	52
4	Reading	100	76	NA	56	99	68	61	48	93	72	70	52
	Language	99	68	66	52	99	64	60	49	99	73	68	52
	Mathematics	100	79	73	61	98	71	68	53	93	76	73	58
5	Reading	98	75	NA	55	100	68	63	50	97	80	73	56
	Language	99	65	63	49	100	66	62	50	99	76	70	54
	Mathematics	99	79	77	63	100	67	62	49	97	73	67	52
6	Reading	100	79	NA	56	100	69	64	51	96	80	75	56
	Language	100	71	64	48	100	65	62	47	100	70	68	50
	Mathematics	100	88	81	66	100	79	69	52	96	86	75	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Understanding
- Ü Discipline Understanding
- Ü Parental Involvement
- Ü Goal/Objective Achievement
- Ü School Safety

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	56.00
Other Professional Staff	9.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	3	0	0
4 to 6 years	1	6	0	0
7 to 9 years	4	8	0	0
10 or more years	4	23	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	41
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Chorus
- Ü Band
- Ü Strings
- Ü Battle of the Books
- Ü Chess

Social Services

- Ü Psychologist
- Ü Social Worker
- Ü ELL Liaison
- Ü Speech Therapist

School Achievements/Accomplishments 2005-06

ü 'Model Classroom' and 'Master Classroom' status has been achieved by eight of our classrooms, as the teachers continue to work toward our continuing goals of enhancing reading comprehension and developing life-long learners.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	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

With the help of our school district personnel and the Gilbert Police department, we have implemented a schoolwide plan which prepares our school's staff and students to deal with any crisis situations which may occur on our campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

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

Contacts

	Name	Phone Number
School Site Council	Julie Terry	(480) 813-6940
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Shane McCord	(480) 892-9089
School Nutrition Programs	Barb Mayhew	(480) 507-1359
Parent Organization	Julie Terry	(480) 813-6940
Student Health/Nurse	Dawn Edy	(480) 507-1359

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