



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1211 E. Guadalupe Road, 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)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Maintaining

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

School Overview

Principal/Administrator : Mr. Nonda Chomokos
Schedule : 8:00 AM to 4:30 PM
Grades : Pre-K-6
2004 Enrollment : 626
Web Address : www.gilbert.k12.az.us/info/schools/patterson/patterson.html
Phone Number : (480) 892-2803
Fax Number : (480) 926-3674
E-mail : nonda_chomokos@gilbert.k12.az.us

Mission

Patterson exists for the intellectual, social and physical development of each child. With the fundamental premise that all students can learn, instruction is focused on the acquisition of skills and building a lifelong desire for learning.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

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

School / Academic Goals

- To maintain high academic goals and performance as evidenced on the Stanford 9 Achievement and AIMS tests.
To provide an environment (responsibility center) where students can talk and process about their daily choices with an emphasis on the six pillars of character.
Knowing that literacy is key for life success, it is our goal to provide a strong instructional program wherein all students will master the basic components of balanced literacy: phonemic awareness, reading and comprehension, and spelling.

Enrollment

October 1, 2003 School Year Student Enrollment : 624
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 125

Instructional Programs

- ü Gifted Education
- ü Accelerated Reader Program
- ü Special Reading Program
- ü Special Education Program
- ü ELL/Bilingual Instruction
- ü All-Day Kindergarten
- ü Preschool

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Patterson provides a safe and positive learning environment, sets high academic standards and teaches students to become responsible citizens. Teachers provide weekly communication regarding behavior and academic status of students. Weekly newsletters are sent to parents to keep them informed of school happenings.

Parents

Patterson parents are expected to send their children to school daily and on time, and to work hand-in-hand with the teachers to ensure academic success. It is the parents' responsibility to ensure that students are sent to school properly nourished and clothed, and with a positive attitude toward learning.

Transportation Policy

Students living north of Guadalupe Road have bus services to and from school. The school employs four crossing guards to ensure the safety of the students who walk, skate or bike to school.

School Honors

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

Award/Honor	Year
ü District Math Contest Winners	2004
ü Math Olympiad Top 10% Winners	2004
ü 56 Students Qualified for District Academic Night	2004
ü Town of Gilbert Student Citizenship Awards	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	72	2770	75509	99	100	100	554	541	521	0	6	13	13	17	23	41	35	33	47	42	31
All Students (Prior Year)	92	2623	75372	100	99	100	558	539	523	0	3	9	8	16	25	39	40	36	53	40	30
Female	44	1380	37013	100	100	100	543	543	522	0	5	12	13	17	24	50	34	33	38	44	31
Male	28	1390	38430	97	99	99	573	538	521	0	7	14	13	17	22	25	36	33	63	40	31
African American	NC	109	3660	NC	100	99	NC	509	496	NC	10	24	NC	37	31	NC	34	28	NC	19	18
Hispanic	14	412	30486	100	100	99	520	523	505	0	10	18	36	23	29	36	34	32	27	33	21
Asian/Pacific Islander	NC	111	1780	NC	100	98	NC	559	549	NC	3	5	NC	15	13	NC	29	33	NC	53	50
American Indian/Alaskan Native	--	23	4075	--	100	100	--	522	486	--	5	28	--	20	34	--	50	26	--	25	12
White	53	2113	35192	100	99	99	564	544	534	0	5	8	4	15	19	43	36	35	53	45	39
Students with Disabilities	10	351	9708	100	100	100	535	512	489	0	19	32	25	27	27	25	27	24	50	26	17
Students without Disabilities	62	2419	65801	98	98	98	555	543	525	0	4	11	12	16	23	42	36	34	47	44	33
Limited English Proficient Students	NC	123	16928	NC	100	100	NC	499	485	NC	11	29	NC	43	33	NC	30	26	NC	15	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	343	36411	NC	100	100	NC	515	503	NC	11	19	NC	26	29	NC	38	32	NC	26	20
Non-Economically Disadvantaged	63	2427	39040	98	98	98	557	544	534	0	5	8	12	16	19	40	35	34	48	44	39

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	72	2774	75492	99	100	100	546	533	519	3	4	12	0	11	16	54	50	47	43	35	24
All Students (Prior Year)	93	2633	75221	100	99	100	546	535	523	0	2	8	2	8	16	65	61	56	32	28	21
Female	44	1382	37014	100	100	100	553	538	523	0	3	10	0	9	15	54	48	48	46	40	27
Male	28	1392	38400	97	99	99	535	528	516	8	6	14	0	12	17	54	53	47	38	29	21
African American	NC	110	3665	NC	100	99	NC	514	505	NC	10	20	NC	22	22	NC	47	43	NC	20	14
Hispanic	14	413	30438	100	100	99	547	524	508	0	7	17	0	15	21	60	51	47	40	27	15
Asian/Pacific Islander	NC	111	1773	NC	100	98	NC	538	534	NC	3	4	NC	7	10	NC	49	50	NC	41	36
American Indian/Alaskan Native	--	23	4081	--	100	100	--	516	498	--	0	25	--	30	26	--	65	40	--	5	8
White	53	2113	35177	100	99	99	548	535	528	2	4	8	0	9	13	55	50	49	43	37	31
Students with Disabilities	10	352	9707	100	100	100	539	512	495	0	18	33	0	17	21	67	46	33	33	19	13
Students without Disabilities	62	2422	65785	98	98	98	546	535	522	3	3	10	0	10	16	53	51	49	43	36	26
Limited English Proficient Students	NC	123	16905	NC	100	100	NC	504	489	NC	15	34	NC	26	28	NC	54	32	NC	4	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	344	36302	NC	100	100	NC	518	507	NC	9	18	NC	20	21	NC	48	46	NC	23	14
Non-Economically Disadvantaged	63	2430	39164	98	98	98	546	535	528	4	4	8	0	9	13	54	51	48	42	36	31

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	72	2766	75053	99	99	99	651	615	597	2	5	7	5	8	12	79	76	72	14	10	9
All Students (Prior Year)	92	2563	73654	100	97	99	560	542	530	0	3	9	2	7	13	75	78	70	22	11	7
Female	44	1377	36872	100	100	99	673	640	621	0	3	5	3	6	9	77	76	74	21	14	12
Male	28	1389	38109	97	99	99	615	589	573	4	7	10	8	11	14	83	76	69	4	6	6
African American	NC	108	3636	NC	100	99	NC	571	568	NC	10	12	NC	7	16	NC	78	67	NC	4	6
Hispanic	14	413	30235	100	100	98	660	603	575	0	7	9	0	8	14	90	76	70	10	9	6
Asian/Pacific Islander	NC	110	1768	NC	99	98	NC	643	651	NC	2	3	NC	5	5	NC	78	72	NC	15	19
American Indian/Alaskan Native	--	23	4044	--	100	99	--	593	550	--	0	13	--	15	17	--	85	66	--	0	4
White	53	2109	35028	100	99	99	652	618	613	2	4	6	6	9	10	76	76	73	16	11	11
Students with Disabilities	10	351	9625	100	100	100	690	569	530	0	14	21	0	16	21	100	64	55	0	6	4
Students without Disabilities	62	2415	65428	98	98	98	649	620	604	2	4	6	5	8	11	78	78	73	15	11	10
Limited English Proficient Students	NC	123	16765	NC	100	100	NC	561	525	NC	7	17	NC	15	20	NC	76	60	NC	2	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	343	36077	NC	100	100	NC	580	566	NC	9	10	NC	11	16	NC	75	69	NC	5	5
Non-Economically Disadvantaged	63	2423	38950	98	98	98	652	619	618	2	4	5	5	8	9	77	76	73	16	11	12

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	83	2691	76019	100	100	100	516	512	499	3	7	14	42	35	39	14	17	14	42	41	33
All Students (Prior Year)	94	2679	76230	98	99	100	527	513	498	0	4	12	24	34	38	16	15	12	61	47	37
Female	32	1281	37207	100	99	100	519	511	499	0	6	12	37	38	41	27	17	14	37	39	33
Male	51	1401	38677	100	100	100	515	512	498	4	8	15	45	32	38	6	17	13	45	43	34
African American	NC	99	3817	NC	93	100	NC	482	475	NC	15	23	NC	52	47	NC	12	11	NC	22	18
Hispanic	NC	406	29458	NC	98	100	NC	492	480	NC	12	20	NC	48	48	NC	15	12	NC	25	20
Asian/Pacific Islander	NC	85	1673	NC	96	99	NC	526	531	NC	1	4	NC	26	29	NC	25	14	NC	47	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	494	466	NC	9	28	NC	43	49	NC	22	10	NC	26	13
White	67	2035	35880	100	99	100	521	516	515	2	5	7	39	32	32	13	17	16	47	45	45
Students with Disabilities	10	340	9786	100	100	100	572	475	457	0	28	39	40	40	40	0	9	7	60	23	13
Students without Disabilities	73	2351	66233	97	98	99	512	515	503	3	5	11	42	35	39	15	18	14	40	43	35
Limited English Proficient Students	NC	82	15206	NC	100	100	NC	469	459	NC	10	31	NC	74	53	NC	13	7	NC	3	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	352	35714				NC	494	480	NC	13	20	NC	45	47	NC	15	12	NC	28	20
Non-Economically Disadvantaged	75	2339	40266				517	514	513	1	6	9	43	34	33	14	17	15	41	43	43

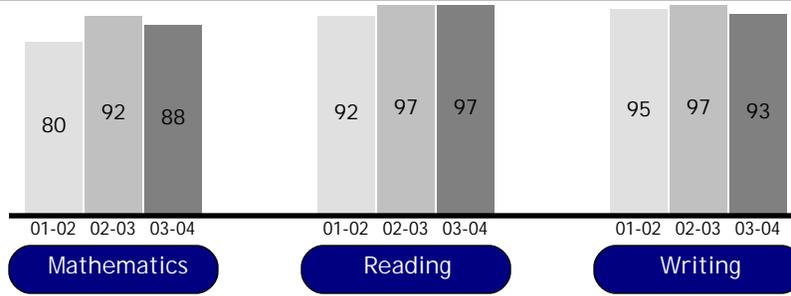
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	2700	76020	100	100	100	519	511	503	5	13	25	21	20	23	54	50	40	21	17	12
All Students (Prior Year)	94	2678	76202	98	99	100	523	514	505	1	6	19	14	19	24	62	58	46	23	17	11
Female	32	1283	37213	100	100	100	537	512	504	0	11	22	17	20	23	53	50	42	30	19	13
Male	51	1402	38666	100	100	100	507	510	501	8	15	29	23	20	22	54	49	38	15	16	12
African American	NC	99	3819	NC	93	100	NC	502	494	NC	27	37	NC	22	26	NC	41	31	NC	9	6
Hispanic	NC	406	29442	NC	98	99	NC	501	494	NC	22	37	NC	25	26	NC	46	31	NC	8	6
Asian/Pacific Islander	NC	85	1672	NC	96	99	NC	513	513	NC	7	12	NC	20	19	NC	54	49	NC	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	501	489	NC	13	48	NC	35	25	NC	43	24	NC	9	3
White	67	2036	35890	100	100	100	520	513	511	2	11	15	22	19	20	52	51	48	24	19	18
Students with Disabilities	10	343	9784	100	100	100	512	496	485	0	38	58	33	25	19	50	27	19	17	9	4
Students without Disabilities	73	2357	66236	97	98	99	519	512	504	6	11	23	19	20	23	54	51	42	21	18	13
Limited English Proficient Students	NC	82	15198	NC	100	100	NC	488	483	NC	32	59	NC	52	25	NC	16	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	352	35703				NC	501	494	NC	20	37	NC	23	26	NC	50	31	NC	6	6
Non-Economically Disadvantaged	75	2348	40274				519	512	509	6	12	17	21	20	20	52	50	47	21	19	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	83	2697	75673	100	100	100	602	555	530	0	7	12	12	20	25	73	66	58	15	6	4
All Students (Prior Year)	89	2627	74692	93	97	99	528	520	502	1	7	18	17	23	27	70	59	47	12	11	8
Female	32	1282	37099	100	100	100	628	575	548	0	4	8	3	14	22	77	74	64	20	8	6
Male	51	1402	38441	100	100	99	586	537	513	0	10	16	17	26	29	71	59	52	13	5	3
African American	NC	99	3791	NC	93	99	NC	521	506	NC	8	18	NC	37	29	NC	52	50	NC	3	3
Hispanic	NC	404	29305	NC	97	99	NC	535	507	NC	9	16	NC	22	31	NC	64	51	NC	4	2
Asian/Pacific Islander	NC	85	1665	NC	96	99	NC	582	573	NC	4	6	NC	16	16	NC	70	67	NC	11	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	552	492	NC	9	19	NC	22	33	NC	70	46	NC	0	1
White	67	2035	35760	100	99	99	606	560	550	0	6	9	11	20	21	71	67	64	17	7	6
Students with Disabilities	10	344	9706	100	100	100	604	493	462	0	27	36	0	31	32	83	38	31	17	3	1
Students without Disabilities	73	2353	65967	97	98	99	602	560	536	0	5	10	13	20	25	72	69	60	15	7	5
Limited English Proficient Students	NC	82	15115	NC	100	100	NC	484	471	NC	29	26	NC	35	38	NC	32	35	NC	3	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	351	35541				NC	534	504	NC	10	17	NC	24	31	NC	63	50	NC	2	2
Non-Economically Disadvantaged	75	2346	40091				600	558	550	0	6	9	13	20	21	72	67	64	15	7	6

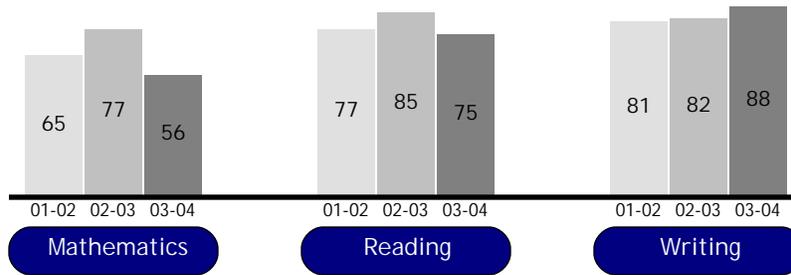
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	78	64	44	100	74	68	50	100	75	NA	58
	Language	98	71	60	39	100	73	62	43	100	60	63	50
	Mathematics	98	76	70	52	100	76	72	57	100	70	76	64
3	Reading	99	76	64	43	99	74	67	47	100	76	NA	55
	Language	99	81	72	50	99	78	72	54	100	84	76	61
	Mathematics	99	80	68	50	100	78	70	54	100	80	72	61
4	Reading	98	70	68	47	97	80	73	52	97	79	NA	56
	Language	95	65	62	45	100	72	66	48	97	69	66	52
	Mathematics	100	66	71	52	100	80	74	57	97	73	73	61
5	Reading	97	60	64	46	96	76	69	50	100	78	NA	55
	Language	97	53	59	43	96	69	63	46	100	69	63	49
	Mathematics	100	70	73	54	99	80	76	57	100	84	77	63
6	Reading	99	67	67	49	98	66	69	53	100	72	NA	56
	Language	100	61	60	42	98	62	63	45	100	64	64	48
	Mathematics	99	73	78	58	100	75	80	62	100	80	81	66

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)
- 5 Non-certified Employee(s)
- 2 Teacher(s)
- 9 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Safety/Security
- Ü Campus Beautification/Upgrades
- Ü Community Events
- Ü Curriculum-based Assemblies
- Ü Support of Staff
- Ü Advisory

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	34.66
Other Professional Staff	4.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	2	0	0
4 to 6 years	6	2	0	0
7 to 9 years	3	5	0	0
10 or more years	3	13	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 27
 Core academic classes taught by Highly Qualified (NCLB) teachers. 72
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Project Room
- Ü Art Room

Extracurricular Activities

- Ü Student Council
- Ü Drama Club
- Ü Chorus & Performing Mini Chorus
- Ü PALS Afterschool Program
- Ü Summer Reading Club
- Ü Poem of the Month
- Ü Oceanography Club
- Ü Battle of the Books

Social Services

- Ü Before/After School Daycare Program
- Ü Tobacco Education
- Ü PALS Afterschool Program
- Ü Free Family Educational Seminars
- Ü Counseling
- Ü Health Services
- Ü Diversity Training

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Achieved our Prop 301 goal of increasing reading ability of students. Supported by maintaining and increasing our standardized test scores.
- ü Continue to expand the Student Responsibility Center to include character education, diversity training, tobacco and drug prevention education, and other student related services necessary to ensure student success.
- ü Our PALS Afterschool Fall and Spring Programs continue to grow and meet the needs of our students by offering such quality classes as sign language, cooking with math, drama, cheerleading, etc.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	8	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	9	10	9	9
Promotion Rate ⁸	97	98	98	94
Retention Rate ⁹	3	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	68	77
Grades 3-4	82	65
Grades 4-5	64	85
Grades 5-6	76	70

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

Staff and students have been trained in our extensive school safety plan. Evacuations, lock-downs, and emergency procedures are practiced in conjunction with the Gilbert Police and Fire Departments. The installation of a fence along the front of the school will enhance our security efforts.

Total number of incidents that occurred on the school grounds 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.

Contacts

	Name	Phone Number
School Site Council	Mr. Nonda Chomokos	(480) 892-2803
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Martha Jacobs	(480) 892-2803
School Nutrition Programs	Jan Miedowicz	(480) 892-2803
Parent Organization	Emma Mariscal and Karen Frederick	(480) 892-2803
Student Health/Nurse	Brenda Strom, R.N.	(480) 892-2803

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.