

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Highly Performing
2002-03	Highly Performing

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

### School Overview

Principal/Administrator : Mr. Nonda Chomokos  
 Schedule : 08:00 AM to 04:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 613  
 Web Address : [www.gilbert.k12.az.us/info/schools/patterson/](http://www.gilbert.k12.az.us/info/schools/patterson/)  
 Phone Number : (480) 892-2803  
 Fax Number : (480) 926-3674  
 E-mail : [nonda\\_chomokos@gilbert.k12.az.us](mailto: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.

### School / Academic Goals

- ü To maintain high academic goals and performance as evidenced on the Terra Nova and AIMS standardized tests.
- ü 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.
- ü 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.
- ü Effectively utilize DIBELS and the benchmark assessments, Grades 2-6 based on the Arizona State Standards.

### Enrollment

October 1, 2004 School Year Student Enrollment : 634  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 150

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 52 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

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
• District Math Contest First Place Winners	2005
• Math Olympiad Top 2% Winner-Worldwide Competition	2005
• 60 Students Qualified for District Academic Night	2005
• Town of Gilbert Student Citizenship Awards	2005

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	94	2879	79306	100	100	99	476	478	445	2	2	10	5	8	18	53	50	51	40	40	20
All Students (Prior Year)	72	2770	75509	99	100	100	554	541	521	0	6	13	13	17	23	41	35	33	47	42	31
Female	49	1409	38691	98	100	99	468	475	446	4	3	10	7	8	18	51	53	52	38	37	20
Male	45	1470	40583	100	100	99	484	481	445	0	2	11	2	8	18	56	48	50	41	43	21
African American	NC	119	4041	NC	100	99	NC	453	426	NC	6	17	NC	15	23	NC	59	50	NC	20	10
Hispanic	12	468	32869	100	100	99	454	456	429	0	4	15	17	14	25	58	57	51	25	24	10
Asian/Pacific Islander	NC	137	1935	NC	98	99	NC	494	474	NC	1	3	NC	2	9	NC	49	48	NC	48	40
American Indian/Alaskan Native	NC	28	4264	NC	100	100	NC	468	419	NC	0	19	NC	8	30	NC	56	45	NC	36	6
White	75	2127	36197	100	100	99	479	483	463	3	2	5	3	6	11	53	48	53	41	44	31
Students with Disabilities	13	380	10321	100	100	100	421	433	389	8	12	30	8	20	27	75	50	34	8	18	9
Students without Disabilities	81	2499	69060	100	99	98	485	485	454	1	1	7	4	6	17	50	50	54	45	43	22
Limited English Proficient Students	NC	122	15509	NC	100	100	NC	409	406	NC	6	20	NC	25	30	NC	55	45	NC	14	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	24	581	39415	100	100	96	478	459	431	5	5	15	5	13	25	43	57	50	48	25	10
Non-Economically Disadvantaged	70	2298	39966	85	89	100	475	483	459	2	2	6	5	6	12	57	49	52	37	43	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	2877	79395	100	0	99	473	475	446	2	1	9	12	13	25	62	66	55	24	20	11
All Students (Prior Year)	72	2774	75492	99	100	100	546	533	519	3	4	12	0	11	16	54	50	47	43	35	24
Female	49	1408	38743	98	0	100	467	479	451	4	1	7	11	10	24	64	67	57	20	22	12
Male	45	1469	40618	100	0	99	479	471	440	0	1	11	12	15	27	59	66	53	29	18	9
African American	NC	119	4052	NC	0	100	NC	455	434	NC	3	11	NC	26	29	NC	63	54	NC	8	6
Hispanic	12	468	32915	100	0	99	443	454	426	0	2	15	33	23	35	67	66	47	0	9	4
Asian/Pacific Islander	NC	137	1936	NC	0	99	NC	485	468	NC	1	3	NC	8	14	NC	66	63	NC	25	19
American Indian/Alaskan Native	NC	28	4271	NC	0	100	NC	471	420	NC	0	15	NC	12	42	NC	68	41	NC	20	2
White	75	2125	36221	100	0	99	475	480	465	3	1	4	9	10	15	63	67	63	26	22	17
Students with Disabilities	13	379	10331	100	0	100	412	432	388	8	5	25	33	34	37	50	55	34	8	6	4
Students without Disabilities	81	2498	69139	100	0	99	483	481	454	1	1	7	8	9	24	64	68	58	27	22	11
Limited English Proficient Students	NC	122	15545	NC	0	100	NC	405	399	NC	6	21	NC	39	42	NC	54	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	24	581	39484	100	0	96	483	458	429	5	3	14	5	22	35	67	64	47	24	10	4
Non-Economically Disadvantaged	70	2296	39986	85	0	100	469	479	461	2	1	4	14	10	16	60	67	63	25	22	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	94	2876	78869	100	100	99	456	468	442	3	3	6	20	12	21	62	70	63	15	15	10
All Students (Prior Year)	72	2766	75053	99	99	99	651	615	597	2	5	7	5	8	12	79	76	72	14	10	9
Female	49	1409	38536	98	100	99	470	480	458	2	2	4	13	8	15	62	71	67	22	20	14
Male	45	1467	40302	100	100	99	440	455	428	5	4	8	27	16	26	61	69	60	7	11	7
African American	NC	120	4015	NC	100	99	NC	451	430	NC	5	8	NC	12	24	NC	73	61	NC	9	7
Hispanic	12	468	32606	100	100	98	428	451	426	0	3	8	42	17	27	58	68	60	0	12	5
Asian/Pacific Islander	NC	136	1925	NC	97	99	NC	487	471	NC	2	3	NC	7	11	NC	69	64	NC	23	22
American Indian/Alaskan Native	NC	28	4245	NC	100	100	NC	474	423	NC	0	9	NC	8	26	NC	84	61	NC	8	4
White	75	2124	36078	100	100	99	459	470	459	4	2	4	17	11	16	61	70	66	17	16	14
Students with Disabilities	13	380	10246	100	100	100	369	408	367	8	9	18	58	33	39	33	54	40	0	3	4
Students without Disabilities	81	2496	68697	100	99	98	470	477	454	3	2	4	14	9	18	66	73	67	18	17	11
Limited English Proficient Students	NC	122	15339	NC	100	100	NC	412	399	NC	4	11	NC	20	31	NC	70	54	NC	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	24	580	39106	100	100	95	462	449	427	5	4	8	5	18	28	71	70	59	19	7	5
Non-Economically Disadvantaged	70	2296	39837	85	89	100	454	472	457	3	2	4	25	11	14	58	70	67	14	17	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2914	78906	100	100	99	511	525	498	4	4	13	14	10	19	51	52	48	31	33	20
All Students (Prior Year)	83	2691	76019	100	100	100	516	512	499	3	7	14	42	35	39	14	17	14	42	41	33
Female	51	1440	38644	100	100	99	513	526	500	4	4	12	12	10	19	48	54	49	36	33	19
Male	46	1473	40236	100	99	99	508	524	497	5	5	15	16	11	19	53	51	46	26	33	20
African American	NC	137	4087	NC	97	99	NC	501	481	NC	9	20	NC	20	24	NC	56	45	NC	15	11
Hispanic	12	488	31938	100	100	99	543	508	481	0	7	19	10	17	25	50	56	46	40	21	10
Asian/Pacific Islander	NC	121	1805	NC	98	98	NC	552	536	NC	3	5	NC	5	8	NC	39	45	NC	54	42
American Indian/Alaskan Native	NC	23	4593	NC	100	100	NC	513	467	NC	0	26	NC	14	29	NC	71	39	NC	14	6
White	74	2145	36483	100	100	99	507	529	517	5	4	7	12	8	13	49	52	51	33	36	30
Students with Disabilities	14	376	10664	93	100	100	406	461	430	29	23	42	7	27	27	50	41	26	14	8	5
Students without Disabilities	83	2538	68310	100	99	98	530	535	509	0	1	9	15	8	18	51	54	51	34	37	22
Limited English Proficient Students	NC	92	12573	NC	100	100	NC	425	454	NC	17	27	NC	25	30	NC	49	38	NC	10	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	23	588	38679	100	100	96	512	507	483	0	9	20	32	18	25	50	54	45	18	20	10
Non-Economically Disadvantaged	74	2326	40295	90	89	100	511	529	513	6	3	7	8	8	13	51	52	50	35	36	30

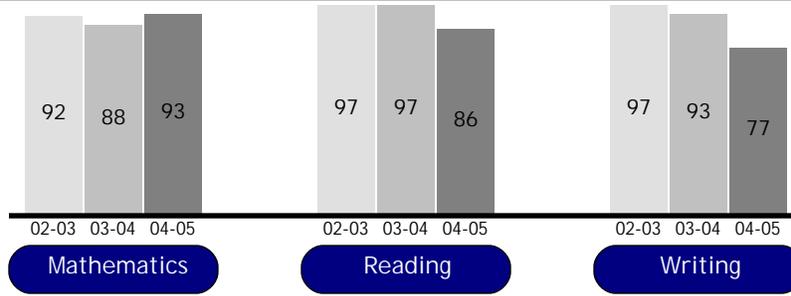
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2914	78908	100	0	99	498	507	484	4	3	10	15	13	23	59	68	58	22	16	9
All Students (Prior Year)	83	2700	76020	100	100	100	519	511	503	5	13	25	21	20	23	54	50	40	21	17	12
Female	51	1439	38648	100	0	99	507	513	489	4	2	8	10	11	22	56	68	61	30	20	10
Male	46	1474	40233	100	0	99	486	501	479	5	4	12	21	15	25	63	69	55	12	13	8
African American	NC	136	4092	NC	0	99	NC	482	473	NC	9	12	NC	24	28	NC	56	54	NC	11	5
Hispanic	12	489	31940	100	0	99	515	493	465	10	5	16	10	18	32	60	70	49	20	7	3
Asian/Pacific Islander	NC	121	1805	NC	0	98	NC	515	507	NC	5	4	NC	9	13	NC	62	65	NC	24	18
American Indian/Alaskan Native	NC	23	4569	NC	0	100	NC	502	457	NC	0	18	NC	10	39	NC	86	41	NC	5	2
White	74	2145	36502	100	0	99	498	511	502	4	2	4	11	11	14	62	69	67	23	18	15
Students with Disabilities	14	375	10665	93	0	100	391	450	423	21	15	30	29	36	36	36	45	31	14	4	2
Students without Disabilities	83	2539	68312	100	0	98	517	516	493	1	1	7	13	9	21	63	72	62	23	18	10
Limited English Proficient Students	NC	93	12556	NC	0	100	NC	403	436	NC	17	24	NC	31	40	NC	50	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	23	589	38662	100	0	96	503	491	468	0	6	16	32	22	32	50	65	49	18	8	3
Non-Economically Disadvantaged	74	2325	40315	90	0	100	496	511	498	6	2	5	10	11	15	62	69	66	23	18	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	97	2917	78750	100	100	99	501	520	500	8	3	6	26	20	29	65	75	63	2	3	2
All Students (Prior Year)	83	2697	75673	100	100	100	602	555	530	0	7	12	12	20	25	73	66	58	15	6	4
Female	51	1439	38586	100	100	99	501	534	515	10	2	4	20	13	22	66	82	71	4	4	3
Male	46	1477	40135	100	100	99	499	507	486	5	4	8	33	27	35	63	68	56	0	2	1
African American	NC	136	4081	NC	96	99	NC	505	488	NC	4	8	NC	29	32	NC	65	59	NC	3	2
Hispanic	12	490	31841	100	100	99	516	512	483	0	3	8	30	24	36	70	71	55	0	1	1
Asian/Pacific Islander	NC	121	1802	NC	98	98	NC	534	533	NC	4	2	NC	15	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	NC	23	4586	NC	100	100	NC	524	481	NC	0	8	NC	5	37	NC	95	54	NC	0	1
White	74	2147	36440	100	100	99	499	522	516	8	3	3	23	19	22	66	76	71	3	3	4
Students with Disabilities	14	377	10622	93	100	100	387	446	415	21	13	21	57	50	50	21	38	28	0	0	1
Students without Disabilities	83	2540	68196	100	99	98	521	531	513	5	1	3	20	15	25	72	80	69	3	3	3
Limited English Proficient Students	NC	93	12504	NC	100	100	NC	427	451	NC	8	12	NC	39	44	NC	53	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	23	588	38558	100	100	96	514	507	485	5	5	8	23	28	37	73	66	54	0	1	1
Non-Economically Disadvantaged	74	2329	40260	90	89	100	496	523	514	8	3	3	27	18	21	62	77	72	3	3	4

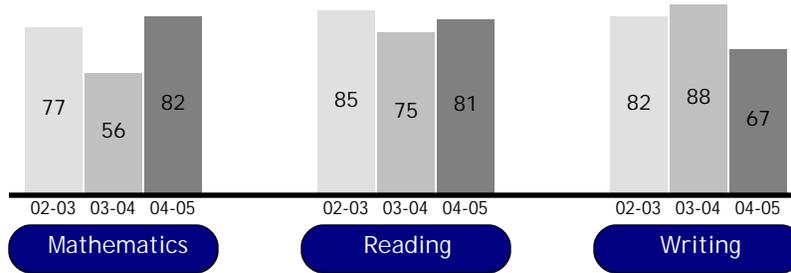
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	74	68	50	100	75	NA	58	100	68	61	47
	Language	100	73	62	43	100	60	63	50	100	73	60	47
	Mathematics	100	76	72	57	100	70	76	64	100	69	63	50
3	Reading	99	74	67	47	100	76	NA	55	99	62	60	44
	Language	99	78	72	54	100	84	76	61	99	58	57	44
	Mathematics	100	78	70	54	100	80	72	61	99	67	65	51
4	Reading	97	80	73	52	97	79	NA	56	100	67	61	48
	Language	100	72	66	48	97	69	66	52	100	65	60	49
	Mathematics	100	80	74	57	97	73	73	61	100	70	68	53
5	Reading	96	76	69	50	100	78	NA	55	97	65	63	50
	Language	96	69	63	46	100	69	63	49	97	68	62	50
	Mathematics	99	80	76	57	100	84	77	63	97	64	62	49
6	Reading	98	66	69	53	100	72	NA	56	100	66	64	51
	Language	98	62	63	45	100	64	64	48	100	64	62	47
	Mathematics	100	75	80	62	100	80	81	66	100	69	69	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)
- 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.50
Other Professional Staff	2.25	Teacher Aide	12.25

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	0	1	0	0
7 to 9 years	3	4	0	0
10 or more years	7	19	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	78
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- Ü Student Council
- Ü Drama Club
- Ü Chorus & Performing Mini Chorus
- Ü PALS Afterschool Program
- Ü Summer Reading Club
- Ü Chess Club
- Ü 5th Grade Oceanography Club
- Ü 6th Grade Science Camp

Social Services

- Ü Before/After School Daycare Program
- Ü Tobacco & Drug Prevention Education
- Ü Character Education
- Ü Free Family Educational Seminars
- Ü Counseling
- Ü Health Services
- Ü Diversity Training
- Ü Free & Reduced Lunch Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 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.
  
- ü Continued success with AYP and maintaining status of 'Highly Performing School.'

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	6	12	12	17
Transfers In Rate <sup>6</sup>	12	28	28	37
Stability Rate <sup>7</sup>	93	87	87	82
Promotion Rate <sup>8</sup>	94	96	95	81
Retention Rate <sup>9</sup>	4	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

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 has enhanced our security efforts.

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

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	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	Tammy Taylor and Shari Irion	(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](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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

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

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

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

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

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

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

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