



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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 : Mr. Nonda Chomokos
 Schedule : 08:00 AM to 04:30 PM
 Grades : Pre-K-6
 Web Address : 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

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)

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 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 Analyzing the AIMS Scores, we have determined that we will improve the writing skills of our students by teaching them the necessary tools and strategies to be successful.
- ü Effectively utilize DIBELS and the benchmark assessments, Grades 2-6 based on the Arizona State Standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 598
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 150

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 52 minutes
First Day of School :	8/9/2005
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
ü District Math Contest First Place Winners	2006
ü Math Olympiad Top 2% Winner-Worldwide Competition	2006
ü 68 Students Qualified for District Academic Night	2006
ü Town of Gilbert Student Citizenship Awards	2006

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	93	2749	80010	100	98	99	491	475	447	3	4	10	4	9	18	42	50	53	51	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1307	38935	100	99	99	491	474	447	6	4	9	2	8	19	36	51	55	55	37	17
Male	46	1442	40974	100	98	98	490	476	448	NA	3	11	7	9	18	48	50	52	46	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	14	460	34545	100	98	99	477	456	432	NA	4	14	NA	13	24	71	65	53	29	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	NC	23	3979	NC	88	96	NC	462	424	NC	NA	17	NC	13	30	NC	65	47	NC	22	6
White	73	2029	35142	100	99	99	494	481	465	3	3	5	5	7	11	36	47	56	56	43	28
Students with Disabilities	20	414	10161	100	93	93	472	440	419	15	16	28	10	27	28	45	39	36	30	18	8
Students without Disabilities	73	2335	69849	100	100	100	495	481	451	NA	1	7	3	5	17	41	52	56	56	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	18	583	39029	100	97	98	467	454	432	NA	6	14	11	15	25	56	60	52	33	19	9
Non-Economically Disadvantaged	75	2166	40981	100	99	100	497	481	462	4	3	6	3	7	13	39	47	54	55	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	92	2707	79438	99	97	98	493	480	451	2	3	9	7	12	24	58	62	56	34	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1290	38775	100	98	99	499	487	457	4	2	7	4	9	22	55	61	58	36	27	13
Male	45	1417	40560	98	96	97	486	474	446	NA	3	12	9	14	25	60	62	54	31	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	13	455	34297	93	97	98	484	464	434	NA	5	14	NA	16	31	85	69	50	15	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	NC	22	3940	NC	85	95	NC	469	429	NC	9	14	NC	5	36	NC	68	47	NC	18	3
White	73	1996	34887	100	97	98	493	485	471	1	2	4	8	10	15	55	61	63	36	27	18
Students with Disabilities	19	373	9588	95	84	88	468	445	416	11	13	30	21	31	32	53	46	34	16	9	5
Students without Disabilities	73	2334	69850	100	99	100	499	485	456	NA	1	7	3	9	23	59	64	59	38	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	18	573	38685	100	96	97	482	461	435	NA	5	14	6	20	32	78	65	50	17	11	5
Non-Economically Disadvantaged	74	2134	40753	99	97	99	495	485	467	3	2	5	7	10	16	53	61	62	38	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	93	2749	79971	100	98	99	463	448	423	4	3	8	20	28	41	62	64	49	13	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1307	38974	100	99	99	476	461	437	4	3	5	13	20	33	66	70	57	17	7	4
Male	46	1442	40895	100	98	98	450	436	410	4	4	10	28	35	47	59	58	41	9	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	14	461	34481	100	98	99	441	436	410	NA	4	10	43	33	46	50	61	43	7	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	NC	23	3995	NC	88	96	NC	426	409	NC	NA	10	NC	57	47	NC	43	42	NC	NA	1
White	73	2030	35150	100	99	99	467	451	437	4	3	5	16	26	35	66	66	56	14	5	5
Students with Disabilities	20	412	10258	100	93	94	426	407	377	20	13	23	40	50	51	30	35	25	10	2	1
Students without Disabilities	73	2337	69713	100	100	100	472	455	429	NA	2	5	15	24	39	71	69	52	14	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	18	585	38994	100	98	98	448	430	409	NA	5	10	33	39	47	61	53	41	6	2	1
Non-Economically Disadvantaged	75	2164	40977	100	99	100	467	453	437	5	3	5	17	25	34	63	67	56	15	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	89	2846	80147	100	98	99	508	511	482	3	3	11	7	6	17	55	49	49	35	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1386	39281	100	98	99	507	511	483	4	3	9	7	5	17	51	51	50	38	41	24
Male	44	1458	40780	100	98	98	510	511	482	2	3	12	7	8	17	59	48	48	32	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	14	468	33494	100	96	99	477	493	466	7	5	15	7	12	23	71	56	49	14	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	68	2074	36122	100	98	99	516	516	501	3	2	5	6	5	10	50	48	50	41	45	35
Students with Disabilities	19	371	10295	100	88	92	477	467	443	16	16	33	16	22	26	53	47	33	16	14	8
Students without Disabilities	70	2475	69852	100	100	100	517	518	488	NA	1	7	4	4	16	56	49	51	40	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	22	592	38371	100	96	97	500	490	465	5	6	15	14	13	23	50	56	49	32	25	13
Non-Economically Disadvantaged	67	2254	41776	100	99	100	511	517	498	3	2	6	4	5	11	57	47	49	36	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	87	2812	79686	98	97	98	504	499	470	2	2	11	10	11	24	69	70	57	18	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1376	39163	100	97	99	510	504	475	2	2	9	13	8	22	60	70	60	24	20	10
Male	42	1434	40438	95	96	97	498	494	465	2	2	13	7	13	25	79	70	54	12	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	13	463	33299	93	95	98	474	481	452	NA	5	17	15	18	32	85	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	67	2048	35914	99	97	98	511	503	489	3	1	5	9	8	15	64	71	67	24	20	14
Students with Disabilities	17	338	9808	89	80	87	474	467	432	12	9	35	24	30	32	59	53	30	6	7	3
Students without Disabilities	70	2474	69878	100	100	100	511	503	475	NA	1	8	7	8	23	71	73	61	21	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	21	581	38095	95	94	97	512	481	452	NA	5	17	14	20	32	52	66	48	33	9	3
Non-Economically Disadvantaged	66	2231	41591	99	98	99	502	503	486	3	1	6	9	8	16	74	71	65	14	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	89	2875	80372	100	99	99	493	497	475	2	2	4	26	16	30	71	77	64	1	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1406	39452	100	99	99	499	508	488	2	1	3	24	12	22	71	81	72	2	7	3
Male	44	1467	40836	100	98	98	486	487	464	2	3	6	27	21	37	70	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	14	477	33608	100	98	99	470	486	462	NA	3	6	36	18	36	64	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	68	2091	36213	100	99	99	495	499	489	3	1	2	25	16	22	71	78	72	1	5	3
Students with Disabilities	19	401	10526	100	95	94	454	452	427	11	7	15	53	45	53	37	47	31	NA	1	1
Students without Disabilities	70	2474	69846	100	100	100	503	504	482	NA	1	3	19	12	26	80	82	69	1	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	22	604	38521	100	98	98	497	479	461	NA	3	6	27	25	38	73	70	55	NA	1	1
Non-Economically Disadvantaged	67	2271	41851	100	99	100	491	502	489	3	1	3	25	14	22	70	79	72	1	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	78	2841	79306	100	99	99	538	529	504	3	5	13	9	11	20	47	52	49	41	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1394	38845	100	99	99	532	531	505	2	4	11	9	12	20	58	52	50	31	33	18
Male	33	1446	40383	100	99	98	545	528	504	3	5	14	9	11	19	33	53	47	55	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	17	450	32673	100	99	99	535	509	487	NA	7	18	6	17	25	59	59	46	35	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	57	2116	36234	100	99	99	539	534	523	2	4	6	9	10	13	47	51	52	42	35	28
Students with Disabilities	16	358	10286	100	94	91	507	483	462	6	24	41	44	29	27	19	35	27	31	12	5
Students without Disabilities	62	2483	69020	100	100	100	546	536	510	2	2	9	NA	8	18	55	55	52	44	35	21
Limited English Proficient Students	--	73	10291	--	99	96	--	481	458	--	18	38	--	33	34	--	44	26	--	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	12	556	37437	100	97	97	526	505	486	8	10	19	NA	18	26	58	55	46	33	16	9
Non-Economically Disadvantaged	66	2285	41869	100	100	100	540	535	521	2	3	7	11	9	14	45	52	51	42	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	75	2799	79000	96	98	98	532	514	489	NA	2	10	4	12	24	67	69	58	29	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1385	38774	98	98	99	531	520	494	NA	2	7	2	9	22	70	69	61	27	20	10
Male	31	1413	40150	94	97	98	533	509	485	NA	3	12	6	14	25	61	69	55	32	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	17	435	32508	100	96	98	528	498	472	NA	4	15	NA	19	33	71	69	49	29	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	54	2096	36135	95	98	98	535	519	508	NA	2	4	4	10	14	65	69	67	31	19	15
Students with Disabilities	13	315	9991	81	83	88	514	477	449	NA	13	33	23	33	36	46	46	29	31	8	2
Students without Disabilities	62	2484	69009	100	100	100	536	519	495	NA	1	6	NA	9	22	71	72	62	29	18	10
Limited English Proficient Students	--	72	10199	--	97	95	--	462	439	--	15	35	--	44	47	--	40	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	11	534	37234	92	93	97	528	494	472	NA	4	15	NA	21	33	73	68	50	27	7	3
Non-Economically Disadvantaged	64	2265	41766	97	99	99	533	519	505	NA	2	5	5	10	16	66	69	65	30	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	78	2841	79611	100	99	99	526	515	496	NA	3	7	19	27	37	79	69	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1396	39016	100	99	99	540	531	511	NA	1	4	11	17	29	87	80	66	2	1	1
Male	33	1444	40519	100	99	98	507	500	482	NA	4	10	30	37	44	70	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	17	448	32855	100	99	99	519	501	481	NA	5	10	12	32	43	88	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	57	2119	36380	100	99	99	529	519	511	NA	2	4	19	27	30	79	71	65	2	1	1
Students with Disabilities	16	357	10664	100	94	94	490	460	440	NA	13	23	56	57	54	44	29	22	NA	0	1
Students without Disabilities	62	2484	68947	100	100	100	536	523	504	NA	1	4	10	23	34	89	75	61	2	1	1
Limited English Proficient Students	--	74	10362	--	100	97	--	471	438	--	11	22	--	59	57	--	30	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	12	555	37626	100	97	98	532	494	479	NA	6	10	NA	38	45	100	55	45	NA	1	0
Non-Economically Disadvantaged	66	2286	41985	100	100	100	525	520	511	NA	2	4	23	25	30	76	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	97	2911	79327	100	98	98	566	548	518	4	7	19	6	10	20	47	56	46	42	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1431	38961	100	98	98	572	548	520	4	6	16	6	9	20	44	57	48	46	28	16
Male	43	1480	40295	100	98	97	559	547	516	5	7	21	7	10	19	51	54	44	37	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	14	493	32327	100	96	98	569	529	499	7	10	27	14	16	25	36	57	41	43	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	NC	28	4391	NC	97	96	NC	539	489	NC	4	32	NC	11	27	NC	68	36	NC	18	4
White	74	2129	36373	100	99	98	571	552	538	4	6	10	4	8	14	46	56	52	46	31	25
Students with Disabilities	14	360	9321	100	89	87	537	493	467	29	36	54	14	23	22	43	33	21	14	8	3
Students without Disabilities	83	2551	70006	100	100	100	570	555	524	NA	2	14	5	8	19	48	59	49	47	31	18
Limited English Proficient Students	NC	47	9431	NC	96	95	NC	486	466	NC	34	53	NC	28	27	NC	36	18	NC	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	22	588	37097	100	95	97	559	527	498	5	12	27	9	18	25	50	54	41	36	17	7
Non-Economically Disadvantaged	75	2323	42230	100	99	99	568	553	535	4	5	11	5	7	15	47	56	50	44	31	24

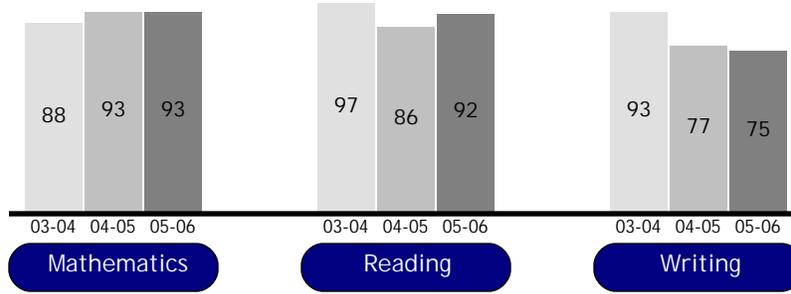
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2886	79501	100	97	98	533	523	497	4	3	10	7	11	25	76	78	60	12	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1426	39062	100	98	99	541	527	502	4	2	8	4	8	23	74	80	64	19	10	5
Male	43	1460	40368	100	97	98	523	518	491	5	3	13	12	13	27	79	77	57	5	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	14	489	32389	100	96	98	538	509	478	7	5	16	7	18	34	79	73	48	7	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	NC	28	4401	NC	97	96	NC	518	473	NC	4	17	NC	4	40	NC	86	43	NC	7	1
White	74	2109	36446	100	98	99	535	526	516	4	2	4	5	9	15	77	80	73	14	9	7
Students with Disabilities	14	335	9411	100	83	88	513	480	453	29	16	36	7	35	36	64	48	26	NA	1	1
Students without Disabilities	83	2551	70090	100	100	100	535	528	502	NA	1	7	7	8	24	78	82	65	14	9	5
Limited English Proficient Students	NC	46	9401	NC	94	94	NC	456	443	NC	33	40	NC	43	46	NC	22	14	NC	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	22	581	37183	100	94	97	535	507	479	5	4	16	9	18	34	73	75	49	14	2	1
Non-Economically Disadvantaged	75	2305	42318	100	98	99	533	527	513	4	2	5	7	9	17	77	79	70	12	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	97	2928	80000	100	99	99	603	588	564	4	1	3	1	5	11	73	75	75	22	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1439	39288	100	99	99	614	601	579	4	1	2	NA	2	6	69	73	77	28	25	16
Male	43	1489	40644	100	99	98	590	575	549	5	2	4	2	8	15	79	77	74	14	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	14	499	32672	100	97	99	605	579	548	7	2	4	NA	5	14	71	79	76	21	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	NC	29	4424	NC	100	97	NC	589	549	NC	NA	3	NC	7	14	NC	79	77	NC	14	5
White	74	2135	36602	100	99	99	605	590	579	4	1	2	1	5	7	72	74	75	23	20	16
Students with Disabilities	14	378	9919	100	93	93	578	532	505	29	6	9	NA	25	35	64	66	54	7	3	2
Students without Disabilities	83	2550	70081	100	100	100	606	596	571	NA	1	2	1	2	7	75	76	79	24	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	22	599	37534	100	97	98	596	572	547	5	2	4	NA	8	15	82	81	76	14	9	5
Non-Economically Disadvantaged	75	2329	42466	100	99	100	606	592	578	4	1	2	1	4	7	71	74	75	24	21	16

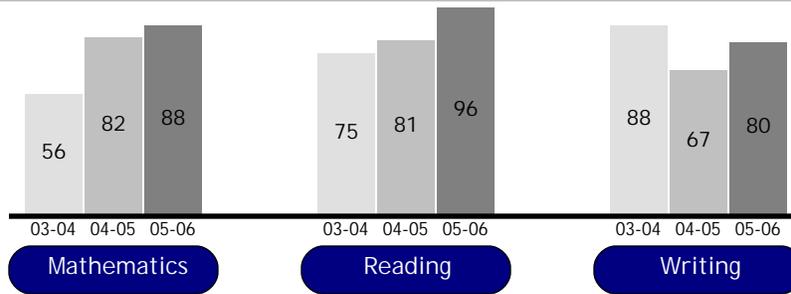
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	75	NA	58	100	68	61	47	100	73	65	46
	Language	100	60	63	50	100	73	60	47	100	72	65	48
	Mathematics	100	70	76	64	100	69	63	50	100	73	65	52
3	Reading	100	76	NA	55	99	62	60	44	97	73	67	46
	Language	100	84	76	61	99	58	57	44	98	72	61	46
	Mathematics	100	80	72	61	99	67	65	51	98	75	68	52
4	Reading	97	79	NA	56	100	67	61	48	97	72	70	52
	Language	97	69	66	52	100	65	60	49	99	75	68	52
	Mathematics	97	73	73	61	100	70	68	53	99	73	73	58
5	Reading	100	78	NA	55	97	65	63	50	96	82	73	56
	Language	100	69	63	49	97	68	62	50	100	79	70	54
	Mathematics	100	84	77	63	97	64	62	49	100	68	67	52
6	Reading	100	72	NA	56	100	66	64	51	96	80	75	56
	Language	100	64	64	48	100	64	62	47	96	76	68	50
	Mathematics	100	80	81	66	100	69	69	52	96	82	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

- 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	.00
Other Professional Staff	.00	Teacher Aide	.00

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 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 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 2005-06

School Achievements/Accomplishments 2005-06

- 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 Excelling Label.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	92	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

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 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	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 Colleen Rowe	(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.

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.

Footnotes

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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** 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.