

Dwight Patterson Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

615 S. Cheshire, Mesa, AZ 85208

Mesa 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 *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Jennifer Pott
Schedule : 7:30 AM to 4:00 PM
Grades : K-6
2003 Enrollment : 1002
Web Address : www.mpsaz.org/patterson
Phone Number : (480) 472-9700
Fax Number : (480) 472-9788
E-mail :

Mission

My mission is to create a school where young people are treated with respect and have the opportunity to learn the skills they need to be successful in our rapidly changing world. Patterson has a learning environment throughout the entire school.

School / Academic Goals

- ü To continue to improve math scores.
- ü To continue to improve reading scores.

Instructional Programs

- ü On-site Special Education
- ü Alternative Learning Classroom
- ü Extended Learning Program (ELP)
- ü Accelerated Reader Program

Enrollment

October 1, 2002 School Year Student Enrollment : 1025
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 56

Calendar Information

Number of Instruction Days : 181
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/14/2003
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Homework
- Ü Dress Code
- Ü Tardiness
- Ü Attendance
- Ü Community Concerns
- Ü School Safety

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	4.00	Teacher Aide	22.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	9	7	0	0
7 to 9 years	1	3	0	0
10 or more years	7	16	0	0

Shared Responsibilities

School

Each child is given a school folder with complete information about school discipline policies, homework, attendance and tardies at the beginning of the year. A newsletter is sent home to parents twice each month with current information.

Parents

Parents are expected to get their student to school on time, well-fed and properly clothed. Parents must sign their child's calendar each night, they are encouraged to volunteer. They are also encouraged to become active members of the SIAC or PTO.

Resources Available at School Site

Special Facilities

- Ü Media Production Lab
- Ü PC Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Band/Chorus
- Ü Orchestra
- Ü Computer Club

Social Services

- Ü Parent Education/Support Programs
- Ü Lunch Programs
- Ü Recreational Activities
- Ü City of Mesa

Transportation Policy

Busing is provided for all students who live more than one mile from the school to which they are assigned. Transportation is not provided for open enrollment students. Specialized busing for special education students is addressed in the IEP.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü We achieved 18 out of 18 of the schoolwide goals that had been set in our academic areas for the 2002-03 school year. Our school was also labeled as an improving school.

- ü We achieved 6 out of 6 of the Schoolwide goals that had been set in the area of AIMS for our 2002-03 school year. Our 3rd and 5th graders did an outstanding job.

School Honors

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

Award/Honor Year

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	15	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	8	10	10	9
Promotion Rate ⁶	95	99	98	95
Retention Rate ⁷	5	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	63	67
Grades 3-4	82	91
Grades 4-5	64	68
Grades 5-6	77	90

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 2002-03. 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 2003. 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. 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).

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	153	5599	75372	101	98	101	546	536	523	3	5	9	12	18	25	38	38	36	47	39	30
All Students (Prior Year)	130	5637	70809	NA	NA	NA	539	529	518	2	6	11	15	21	27	44	37	35	39	36	27
Female	75	2725	36901	101	99	101	540	536	524	3	5	8	16	19	25	38	38	36	43	39	31
Male	78	2874	38385	101	98	101	552	536	523	3	5	9	9	17	24	39	38	36	50	39	30
African American	NC	186	3589	NC	96	96	NC	516	501	NC	9	18	NC	30	33	NC	39	33	NC	22	16
Hispanic	21	1758	29103	100	98	99	520	522	510	11	6	12	21	25	31	42	42	36	26	27	20
Asian/Pacific Islander	NC	125	1574	NC	98	96	NC	548	549	NC	2	3	NC	14	14	NC	36	34	NC	48	48
American Indian/Alaskan Native	NC	224	5086	NC	100	114	NC	502	491	NC	17	22	NC	33	38	NC	34	28	NC	16	12
White	115	3280	34597	100	98	98	551	544	535	2	3	4	10	14	20	36	37	38	51	46	38
Students with Disabilities	14	544	8057	88	101	99	509	500	496	0	23	23	50	25	31	50	29	28	0	23	17
Students without Disabilities	139	5055	67315	103	98	101	547	539	525	3	4	8	11	17	24	38	39	37	48	40	31
Limited English Proficient Students	NC	606	16925	NC	109	112	NC	490	482	NC	14	27	NC	39	40	NC	43	26	NC	4	7
Migrant Students	--	47	869				--	519	501	--	10	17	--	24	30	--	43	39	--	24	14
Economically Disadvantaged	--	2269	26325				--	519	504	--	8	15	--	26	34	--	40	33	--	26	18
Non-Economically Disadvantaged	153	3330	49047				546	546	530	3	3	6	12	13	21	38	37	37	47	47	35

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	153	5584	75221	101	98	101	534	528	523	0	5	8	9	12	16	65	59	56	26	23	21
All Students (Prior Year)	129	5645	70860	NA	NA	NA	544	532	524	0	5	9	8	13	17	48	47	45	44	36	30
Female	75	2719	36833	101	98	100	533	531	526	0	4	6	11	11	15	66	59	56	23	25	23
Male	78	2865	38319	101	98	101	535	525	520	0	6	9	7	13	17	64	59	56	29	22	18
African American	NC	187	3597	NC	96	97	NC	516	510	NC	9	14	NC	20	22	NC	57	53	NC	14	11
Hispanic	19	1750	29019	90	98	99	536	518	513	0	7	12	16	18	21	63	60	55	21	15	13
Asian/Pacific Islander	NC	125	1572	NC	98	95	NC	533	536	NC	2	2	NC	10	9	NC	59	57	NC	29	31
American Indian/Alaskan Native	NC	221	5071	NC	99	114	NC	507	502	NC	17	20	NC	23	27	NC	50	46	NC	10	8
White	117	3278	34543	102	98	97	535	533	531	0	4	4	9	9	12	62	59	58	29	28	26
Students with Disabilities	15	543	8006	94	100	99	511	501	505	0	26	22	25	22	23	75	41	42	0	11	13
Students without Disabilities	138	5041	67215	102	98	101	535	530	524	0	4	7	9	12	16	65	60	56	26	24	21
Limited English Proficient Students	NC	598	16853	NC	107	112	NC	487	489	NC	19	29	NC	48	36	NC	33	32	NC	0	3
Migrant Students	--	48	866				--	519	503	--	5	19	--	18	23	--	50	49	--	27	8
Economically Disadvantaged	--	2266	26256				--	516	509	--	10	14	--	19	24	--	57	51	--	14	11
Non-Economically Disadvantaged	153	3318	48965				534	534	528	0	3	5	9	8	13	65	60	58	26	29	24

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	153	5503	73654	101	97	99	541	530	530	1	7	9	6	12	13	85	77	70	8	5	7
All Students (Prior Year)	128	5419	68592	NA	NA	NA	563	546	542	1	6	9	7	10	12	70	67	63	23	16	16
Female	75	2681	36239	101	97	99	547	536	537	1	5	7	6	10	11	80	78	72	13	8	10
Male	78	2821	37301	101	96	98	536	525	523	1	8	12	6	13	15	90	75	68	3	3	5
African American	NC	185	3488	NC	95	94	NC	517	515	NC	12	16	NC	17	18	NC	67	62	NC	3	4
Hispanic	21	1731	28348	100	97	96	535	522	520	5	9	13	5	15	17	79	72	65	11	4	5
Asian/Pacific Islander	NC	124	1558	NC	97	95	NC	538	547	NC	4	3	NC	9	8	NC	82	76	NC	4	13
American Indian/Alaskan Native	NC	221	4947	NC	99	111	NC	509	507	NC	17	22	NC	21	22	NC	61	53	NC	1	3
White	115	3221	33924	100	96	96	542	535	537	1	4	5	6	10	10	84	80	75	8	6	9
Students with Disabilities	15	512	7306	94	95	90	526	501	506	0	28	24	0	19	20	100	49	52	0	4	4
Students without Disabilities	138	4991	66348	102	97	100	542	532	531	1	5	8	6	11	13	85	78	71	8	5	8
Limited English Proficient Students	--	591	16422	--	106	109	--	492	495	--	33	30	--	22	27	--	44	43	--	0	0
Migrant Students	--	47	849				--	526	511	--	14	19	--	18	22	--	64	56	--	5	4
Economically Disadvantaged	--	2230	25711				--	519	514	--	12	16	--	17	19	--	68	61	--	3	3
Non-Economically Disadvantaged	153	3273	47943				541	536	535	1	3	7	6	9	11	85	81	74	8	7	9

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	142	5726	76230	100	98	101	510	517	498	2	6	12	40	31	38	13	13	12	45	50	37
All Students (Prior Year)	120	5695	72888	NA	NA	NA	508	512	494	5	8	14	41	34	40	16	12	12	38	47	34
Female	74	2807	37247	101	98	100	511	517	500	1	5	11	39	33	40	14	13	13	46	49	37
Male	68	2914	38725	99	97	101	508	517	497	3	8	14	41	29	37	11	13	12	44	51	37
African American	NC	215	3594	NC	93	96	NC	490	476	NC	15	22	NC	42	46	NC	12	11	NC	32	21
Hispanic	23	1717	28100	100	99	98	494	497	482	9	10	18	52	41	47	9	14	11	30	34	24
Asian/Pacific Islander	NC	117	1447	NC	97	95	NC	534	527	NC	2	5	NC	31	26	NC	10	11	NC	58	58
American Indian/Alaskan Native	NC	241	5292	NC	92	113	NC	490	463	NC	12	31	NC	47	47	NC	14	8	NC	27	14
White	99	3411	35389	98	97	96	514	527	514	1	4	6	33	25	32	14	13	14	51	58	48
Students with Disabilities	12	563	9022	100	107	105	496	475	465	0	25	31	50	40	43	0	13	8	50	23	17
Students without Disabilities	130	5163	67208	100	97	100	510	519	500	2	5	12	40	30	38	13	13	12	45	52	38
Limited English Proficient Students	NC	566	14826	NC	111	113	NC	458	460	NC	30	31	NC	54	51	NC	7	8	NC	9	10
Migrant Students	--	39	837				--	496	478	--	0	19	--	61	51	--	11	8	--	28	21
Economically Disadvantaged	--	2180	25037				--	494	477	--	11	21	--	43	47	--	13	11	--	32	21
Non-Economically Disadvantaged	142	3546	51193				510	528	507	2	4	9	40	24	35	13	13	13	45	59	43

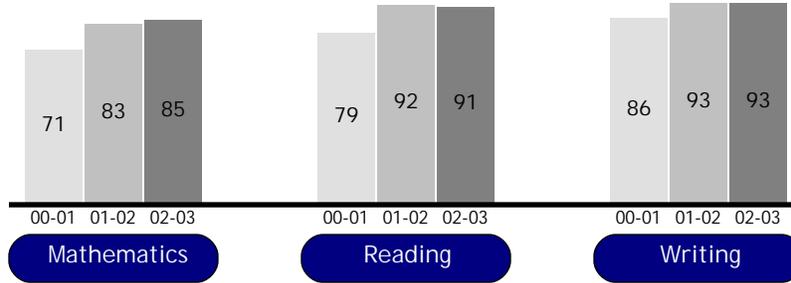
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	5721	76202	99	98	101	511	510	505	8	11	19	21	21	24	60	53	46	11	14	11
All Students (Prior Year)	122	5688	72779	NA	NA	NA	512	510	505	6	13	21	18	19	20	55	48	43	21	20	15
Female	73	2811	37231	100	98	100	509	512	507	6	9	16	21	20	24	61	56	48	11	16	13
Male	68	2906	38718	99	97	101	513	509	503	11	13	22	20	23	24	57	51	44	11	13	10
African American	NC	212	3600	NC	92	97	NC	501	497	NC	22	28	NC	26	29	NC	45	39	NC	7	5
Hispanic	24	1708	28090	104	98	98	510	503	497	13	18	28	39	27	30	39	47	37	9	8	5
Asian/Pacific Islander	NC	116	1443	NC	96	95	NC	514	515	NC	9	9	NC	29	19	NC	47	53	NC	16	19
American Indian/Alaskan Native	NC	247	5311	NC	95	113	NC	499	491	NC	20	38	NC	30	31	NC	44	28	NC	6	3
White	98	3411	35371	97	97	96	512	514	512	6	7	10	18	18	20	64	57	54	12	17	16
Students with Disabilities	12	566	9097	100	107	106	504	496	493	0	29	39	0	32	27	100	33	29	0	6	5
Students without Disabilities	129	5155	67105	99	97	100	511	511	506	9	10	18	21	21	24	59	55	47	12	15	12
Limited English Proficient Students	NC	563	14780	NC	110	113	NC	485	486	NC	52	50	NC	32	32	NC	16	18	NC	0	1
Migrant Students	--	39	832				--	498	492	--	29	36	--	24	31	--	41	31	--	6	3
Economically Disadvantaged	--	2173	24961				--	503	495	--	19	32	--	28	30	--	46	34	--	7	4
Non-Economically Disadvantaged	141	3548	51241				511	514	509	8	7	14	21	18	22	60	57	51	11	17	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	140	5622	74692	99	96	99	513	510	502	8	12	18	28	26	27	58	53	47	5	9	8
All Students (Prior Year)	117	5511	70710	NA	NA	NA	518	523	512	8	11	17	21	24	26	54	46	42	17	19	16
Female	73	2776	36710	100	97	99	516	516	509	3	9	14	28	24	26	67	56	50	3	10	10
Male	67	2843	37742	97	95	98	511	504	495	15	16	22	28	27	28	49	50	44	8	7	6
African American	NC	210	3516	NC	91	94	NC	492	487	NC	23	26	NC	27	31	NC	49	39	NC	1	4
Hispanic	24	1689	27492	104	97	96	503	493	486	13	20	27	35	33	32	48	44	38	4	4	4
Asian/Pacific Islander	NC	114	1428	NC	94	94	NC	523	528	NC	11	8	NC	26	20	NC	45	54	NC	18	18
American Indian/Alaskan Native	NC	240	5166	NC	92	110	NC	489	470	NC	23	39	NC	34	32	NC	40	27	NC	3	2
White	97	3344	34785	96	95	94	518	519	517	7	9	10	26	23	23	61	58	56	7	11	11
Students with Disabilities	12	502	8428	100	95	98	495	481	472	0	31	38	50	29	30	50	38	29	0	3	3
Students without Disabilities	128	5120	66264	98	96	99	514	512	503	9	12	17	27	26	27	59	54	48	5	9	8
Limited English Proficient Students	NC	552	14363	NC	108	109	NC	451	459	NC	62	47	NC	26	34	NC	12	19	NC	0	1
Migrant Students	--	39	814				--	494	475	--	22	33	--	33	37	--	33	27	--	11	2
Economically Disadvantaged	--	2143	24507				--	491	480	--	22	31	--	32	33	--	42	33	--	4	3
Non-Economically Disadvantaged	140	3479	50185				513	520	511	8	8	13	28	23	24	58	59	53	5	11	10

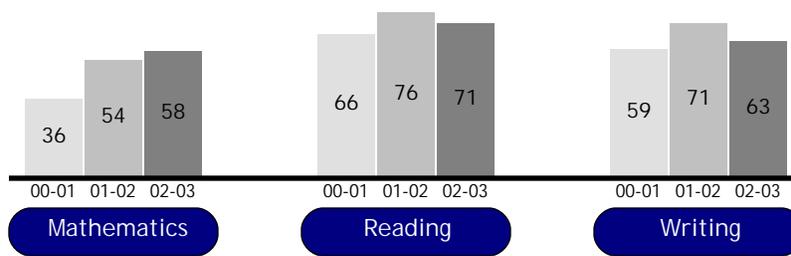
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	65	60	53	93	62	51	44	98	65	61	50
	Language	99	53	47	45	91	52	42	39	99	58	49	43
	Mathematics	98	73	63	56	92	72	57	52	100	71	67	57
3	Reading	97	55	56	50	99	64	50	43	99	67	57	47
	Language	98	59	58	55	99	65	53	50	99	71	61	54
	Mathematics	98	58	60	53	98	70	55	50	99	75	64	54
4	Reading	98	63	61	55	98	62	51	47	100	70	62	52
	Language	99	50	53	50	100	50	47	45	99	60	54	48
	Mathematics	99	66	66	56	96	68	59	52	100	77	68	57
5	Reading	97	61	59	51	99	62	51	46	95	63	59	50
	Language	98	50	50	46	99	51	45	43	99	56	53	46
	Mathematics	97	67	66	56	97	67	63	54	99	72	68	57
6	Reading	95	59	62	54	93	64	56	49	99	64	62	53
	Language	97	47	52	46	97	49	47	42	100	55	53	45
	Mathematics	95	69	73	61	93	76	71	58	100	80	75	62

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 Safety

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

Additional personnel have been assigned to our playground and they are all required to wear identifying aprons and carry walkie-talkies that allows them direct contact to the office. The children are escorted by an adult to every area of the campus.

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	Carrie Ulrich	(480) 472-9700
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Office	(480) 472-9700
School Nutrition Programs	Jeanne Buckingham	(480) 472-9740
Parent Organization	Nicole Russo	(480) 472-9700
Student Health/Nurse	Mary Ann Ricketts	(480) 472-9793

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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