



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Ms. Jennifer Pott  
 Schedule : 07:30 AM to 06:00 PM  
 Grades : K-6  
 2005 Enrollment : 957  
 Web Address :  
 Phone Number : (480) 472-9700  
 Fax Number : (480) 472-9788  
 E-mail : jppott@mpsaz.org

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. Patterson is using the Character Counts Program throughout the entire school.

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 / Academic Goals

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

Enrollment

October 1, 2004 School Year Student Enrollment : 1016  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 44

Instructional Programs

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

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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. We have a very open door policy for our community and families.

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. To encourage their children to use the six character pillars while attending school at Patterson.

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.

School Honors

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

Award/Honor	Year
ü KNIX teacher of the Week-5th Grade Teacher	
ü Volunteer Award for the Marc Center	

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	129	5983	79306	96	99	99	462	454	445	5	6	10	12	15	18	57	53	51	26	26	20
All Students (Prior Year)	129	5651	75509	99	98	100	543	532	521	8	9	13	8	19	23	42	33	33	43	39	31
Female	59	2922	38691	98	99	99	464	454	446	4	5	10	11	16	18	62	53	52	23	25	20
Male	70	3060	40583	93	99	99	459	455	445	6	7	11	13	14	18	52	52	50	29	27	21
African American	NC	269	4041	NC	100	99	NC	429	426	NC	12	17	NC	19	23	NC	57	50	NC	12	10
Hispanic	30	2187	32869	100	100	99	464	437	429	0	9	15	8	21	25	69	58	51	23	12	10
Asian/Pacific Islander	NC	150	1935	NC	99	99	NC	468	474	NC	5	3	NC	9	9	NC	48	48	NC	37	40
American Indian/Alaskan Native	NC	221	4264	NC	98	100	NC	437	419	NC	9	19	NC	27	30	NC	54	45	NC	10	6
White	88	3156	36197	93	99	99	462	468	463	8	4	5	13	10	11	50	49	53	30	37	31
Students with Disabilities	13	685	10321	93	100	100	432	377	389	31	25	30	31	29	27	23	37	34	15	9	9
Students without Disabilities	116	5298	69060	96	99	98	465	464	454	2	4	7	10	13	17	61	55	54	27	28	22
Limited English Proficient Students	NC	703	15509	NC	100	100	NC	391	406	NC	17	20	NC	28	30	NC	49	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	38	3051	39415	93	97	96	446	442	431	9	9	15	21	21	25	55	56	50	15	14	10
Non-Economically Disadvantaged	91	2932	39966	97	100	100	468	466	459	4	4	6	9	9	12	57	50	52	30	38	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	129	5986	79395	96	0	99	466	454	446	3	6	9	17	21	25	65	60	55	15	13	11
All Students (Prior Year)	128	5641	75492	98	98	100	528	522	519	5	11	12	13	14	16	52	48	47	31	27	24
Female	58	2926	38743	97	0	100	472	458	451	0	5	7	10	20	24	71	61	57	19	15	12
Male	71	3059	40618	95	0	99	462	450	440	5	7	11	24	23	27	60	58	53	11	12	9
African American	NC	269	4052	NC	0	100	NC	434	434	NC	9	11	NC	24	29	NC	60	54	NC	6	6
Hispanic	29	2189	32915	100	0	99	463	433	426	0	10	15	16	32	35	76	53	47	8	5	4
Asian/Pacific Islander	NC	150	1936	NC	0	99	NC	469	468	NC	2	3	NC	15	14	NC	58	63	NC	25	19
American Indian/Alaskan Native	NC	220	4271	NC	0	100	NC	437	420	NC	8	15	NC	33	42	NC	56	41	NC	3	2
White	89	3158	36221	94	0	99	468	469	465	4	3	4	17	14	15	60	64	63	19	20	17
Students with Disabilities	13	684	10331	93	0	100	436	375	388	8	21	25	54	40	37	31	34	34	8	5	4
Students without Disabilities	116	5302	69139	96	0	99	470	464	454	2	4	7	13	19	24	70	63	58	16	15	11
Limited English Proficient Students	NC	703	15545	NC	0	100	NC	382	399	NC	18	21	NC	43	42	NC	36	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	37	3052	39484	90	0	96	449	440	429	6	9	14	22	30	35	69	55	47	3	6	4
Non-Economically Disadvantaged	92	2934	39986	98	0	100	473	466	461	1	2	4	16	13	16	64	64	63	19	21	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	131	5935	78869	97	98	99	455	442	442	6	6	6	15	21	21	62	62	63	17	12	10
All Students (Prior Year)	129	5611	75053	99	98	99	589	578	597	4	10	7	13	14	12	79	68	72	4	7	9
Female	58	2903	38536	97	99	99	474	458	458	4	4	4	8	14	15	60	65	67	29	16	14
Male	73	3031	40302	97	98	99	439	425	428	8	8	8	22	26	26	63	58	60	8	8	7
African American	NC	267	4015	NC	100	99	NC	426	430	NC	6	8	NC	25	24	NC	61	61	NC	7	7
Hispanic	29	2160	32606	100	98	98	463	419	426	4	9	8	16	29	27	56	57	60	24	5	5
Asian/Pacific Islander	NC	150	1925	NC	99	99	NC	455	471	NC	5	3	NC	15	11	NC	59	64	NC	21	22
American Indian/Alaskan Native	NC	216	4245	NC	96	100	NC	426	423	NC	8	9	NC	30	26	NC	55	61	NC	8	4
White	91	3142	36078	96	98	99	454	457	459	6	4	4	17	15	16	60	65	66	17	16	14
Students with Disabilities	13	676	10246	93	100	100	434	347	367	0	18	18	31	40	39	62	37	40	8	5	4
Students without Disabilities	118	5259	68697	98	98	98	457	454	454	7	4	4	13	18	18	62	65	67	18	13	11
Limited English Proficient Students	NC	687	15339	NC	100	100	NC	366	399	NC	15	11	NC	35	31	NC	48	54	NC	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	38	3015	39106	93	96	95	436	426	427	6	8	8	18	28	28	70	59	59	6	5	5
Non-Economically Disadvantaged	93	2920	39837	99	100	100	462	457	457	6	4	4	14	13	14	58	64	67	21	19	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	153	5594	78906	99	99	99	520	509	498	6	8	13	9	15	19	55	50	48	31	26	20
All Students (Prior Year)	147	5809	76019	98	99	100	523	514	499	6	9	14	29	34	39	14	13	14	51	44	33
Female	71	2679	38644	100	99	99	514	507	500	6	8	12	12	16	19	57	51	49	25	25	19
Male	82	2915	40236	98	99	99	526	510	497	5	8	15	7	15	19	52	50	46	36	28	20
African American	NC	219	4087	NC	100	99	NC	482	481	NC	15	20	NC	17	24	NC	55	45	NC	13	11
Hispanic	25	1921	31938	96	100	99	510	486	481	4	13	19	24	23	25	52	51	46	20	13	10
Asian/Pacific Islander	NC	136	1805	NC	100	98	NC	526	536	NC	7	5	NC	8	8	NC	50	45	NC	35	42
American Indian/Alaskan Native	NC	237	4593	NC	100	100	NC	479	467	NC	19	26	NC	24	29	NC	48	39	NC	9	6
White	118	3081	36483	98	98	99	531	525	517	4	4	7	6	10	13	54	50	51	36	36	30
Students with Disabilities	16	650	10664	100	100	100	445	417	430	21	33	42	29	26	27	36	33	26	14	7	5
Students without Disabilities	137	4944	68310	97	98	98	529	521	509	4	5	9	7	14	18	57	53	51	33	29	22
Limited English Proficient Students	NC	560	12573	NC	100	100	NC	427	454	NC	23	27	NC	31	30	NC	41	38	NC	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	39	2737	38679	95	95	96	498	495	483	17	13	20	14	21	25	50	50	45	19	15	10
Non-Economically Disadvantaged	114	2857	40295	100	100	100	528	520	513	2	4	7	7	9	13	56	51	50	35	36	30

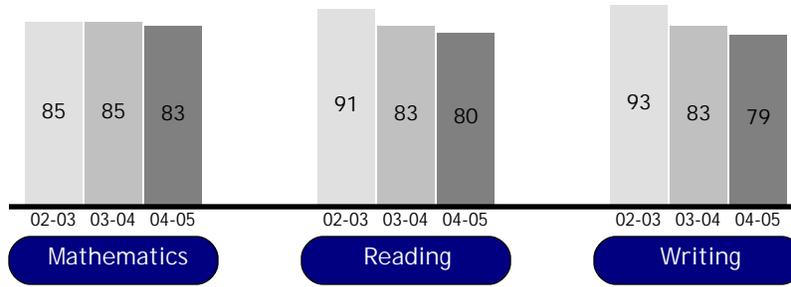
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	153	5599	78908	99	0	99	501	491	484	2	6	10	14	19	23	72	63	58	12	12	9
All Students (Prior Year)	146	5803	76020	97	99	100	510	507	503	16	20	25	16	22	23	50	43	40	18	16	12
Female	71	2681	38648	100	0	99	507	494	489	1	5	8	12	18	22	76	64	61	10	12	10
Male	82	2918	40233	98	0	99	496	489	479	3	7	12	16	20	25	68	61	55	13	12	8
African American	NC	218	4092	NC	0	99	NC	472	473	NC	9	12	NC	24	28	NC	61	54	NC	6	5
Hispanic	25	1925	31940	96	0	99	490	470	465	4	12	16	28	30	32	60	53	49	8	5	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	498	507	NC	1	4	NC	21	13	NC	67	65	NC	12	18
American Indian/Alaskan Native	NC	238	4569	NC	0	100	NC	469	457	NC	11	18	NC	31	39	NC	56	41	NC	3	2
White	118	3082	36502	98	0	99	511	507	502	1	3	4	10	12	14	75	69	67	14	17	15
Students with Disabilities	16	651	10665	100	0	100	438	409	423	7	21	30	36	38	36	57	38	31	0	4	2
Students without Disabilities	137	4948	68312	97	0	98	508	502	493	2	4	7	12	17	21	74	66	62	13	13	10
Limited English Proficient Students	NC	559	12556	NC	0	100	NC	408	436	NC	22	24	NC	43	40	NC	32	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	39	2742	38662	95	0	96	488	479	468	3	10	16	25	28	32	69	56	49	3	5	3
Non-Economically Disadvantaged	114	2857	40315	100	0	100	506	502	498	2	2	5	10	11	15	73	68	66	15	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	153	5524	78750	99	98	99	515	500	500	3	5	6	24	28	29	70	63	63	3	3	2
All Students (Prior Year)	145	5771	75673	97	98	100	538	530	530	9	15	12	31	25	25	58	56	58	3	5	4
Female	71	2649	38586	100	98	99	533	514	515	1	4	4	18	21	22	78	70	71	3	4	3
Male	82	2874	40135	98	98	99	500	488	486	4	7	8	31	35	35	63	56	56	3	2	1
African American	NC	215	4081	NC	99	99	NC	486	488	NC	4	8	NC	36	32	NC	57	59	NC	3	2
Hispanic	25	1884	31841	96	98	99	513	479	483	0	8	8	28	37	36	72	54	55	0	2	1
Asian/Pacific Islander	NC	136	1802	NC	100	98	NC	521	533	NC	2	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	231	4586	NC	97	100	NC	481	481	NC	10	8	NC	34	37	NC	53	54	NC	2	1
White	118	3058	36440	98	98	99	520	514	516	4	4	3	22	23	22	71	69	71	3	4	4
Students with Disabilities	16	642	10622	100	100	100	472	390	415	0	22	21	43	48	50	50	26	28	7	4	1
Students without Disabilities	137	4882	68196	97	97	98	520	515	513	3	3	3	22	26	25	72	68	69	2	3	3
Limited English Proficient Students	NC	541	12504	NC	100	100	NC	407	451	NC	17	12	NC	48	44	NC	33	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	38	2686	38558	93	93	96	519	486	485	0	9	8	34	37	37	66	53	54	0	1	1
Non-Economically Disadvantaged	115	2838	40260	100	100	100	514	513	514	4	3	3	21	21	21	71	71	72	4	5	4

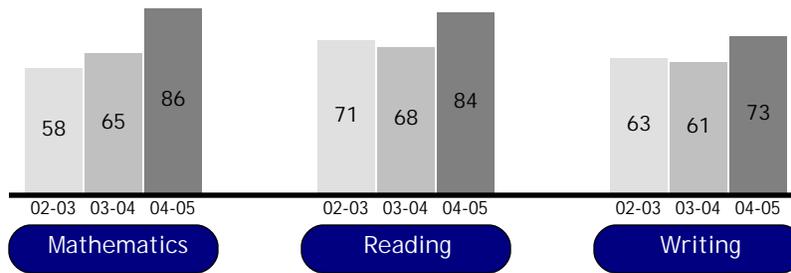
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	98	65	61	50	83	66	NA	58	100	60	50	47
	Language	99	58	49	43	97	54	53	50	100	55	49	47
	Mathematics	100	71	67	57	97	63	71	64	99	62	54	50
3	Reading	99	67	57	47	99	73	NA	55	96	57	50	44
	Language	99	71	61	54	99	74	63	61	96	55	49	44
	Mathematics	99	75	64	54	99	76	66	61	96	58	55	51
4	Reading	100	70	62	52	98	71	NA	56	96	56	52	48
	Language	99	60	54	48	100	58	55	52	96	56	52	49
	Mathematics	100	77	68	57	100	75	68	61	96	64	59	53
5	Reading	95	63	59	50	96	66	NA	55	98	61	55	50
	Language	99	56	53	46	97	59	55	49	98	60	55	50
	Mathematics	99	72	68	57	97	78	71	63	98	60	54	49
6	Reading	99	64	62	53	96	63	NA	56	95	62	58	51
	Language	100	55	53	45	100	53	55	48	95	58	54	47
	Mathematics	100	80	75	62	99	74	76	66	95	63	62	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)
- 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	6.00	Teacher Aide	22.00

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	9	8	0	0
7 to 9 years	1	3	0	0
10 or more years	7	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
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 Media Production Lab
- Ü PC Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Band/Chorus
- Ü Orchestra
- Ü Computer Club
- Ü Broadcast Club
- Ü Chess
- Ü Afterschool Sports

Social Services

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

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We achieved 9 out of 12 of the schoolwide goals that had been set in our academic areas for the 2004-05 school year. Our school was also labeled as an improving school.
  
- ü We achieved 5 out of 6 of the Schoolwide goals that had been set in the area of AIMS for our 2004-05 school year. Our 5th graders did an outstanding job this year.

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>	11	12	12	17
Transfers In Rate <sup>6</sup>	14	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	1	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

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 for school year 2004-05 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	Carrie Ulrich	(480) 472-9700
Transportation Policy	Community Relations	(602) 472-0222
Community Resources	Office	(480) 472-9700
School Nutrition Programs	Jeanne Merrill	(480) 472-9740
Parent Organization	Pam Mulhearn	(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](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.