



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 (a)

2005-06	Highly Performing
2004-05	Highly Performing
2003-04	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 04:00 PM
 Grades : K-6
 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)

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

Enrollment

October 1, 2005 School Year Student Enrollment : 899
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 47

Instructional Programs

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

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-Special Education Teacher	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	143	5547	80010	98	98	99	479	453	447	2	8	10	9	16	18	50	56	53	38	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	2719	38935	97	98	99	481	452	447	1	8	9	9	17	19	50	56	55	40	19	17
Male	73	2828	40974	99	98	98	476	453	448	3	8	11	10	15	18	51	55	52	37	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	33	2182	34545	100	98	99	469	434	432	NA	12	14	12	23	24	61	56	53	27	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	100	2783	35142	97	98	99	484	469	465	2	4	5	6	9	11	49	55	56	43	31	28
Students with Disabilities	12	645	10161	92	90	93	427	419	419	8	27	28	50	30	28	25	36	36	17	7	8
Students without Disabilities	131	4902	69849	98	99	100	484	457	451	2	5	7	5	14	17	53	58	56	40	22	19
Limited English Proficient Students	NC	877	14013	NC	97	97	NC	415	413	NC	20	24	NC	33	34	NC	44	39	NC	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	29	3005	39029	97	97	98	446	437	432	3	11	14	24	22	25	55	57	52	17	10	9
Non-Economically Disadvantaged	114	2542	40981	98	99	100	487	472	462	2	4	6	5	9	13	49	54	54	44	33	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	137	5457	79438	94	97	98	482	457	451	1	7	9	12	21	24	61	60	56	27	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	2686	38775	94	97	99	486	463	457	NA	5	7	12	19	22	60	62	58	28	14	13
Male	69	2770	40560	93	96	97	478	452	446	1	8	12	12	23	25	61	58	54	26	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	32	2140	34297	97	96	98	471	437	434	3	11	14	19	31	31	56	54	50	22	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	96	2744	34887	93	97	98	486	475	471	NA	3	4	9	13	15	61	65	63	29	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	131	4900	69850	98	99	100	484	461	456	1	5	7	10	20	23	61	62	59	28	13	12
Limited English Proficient Students	NC	846	13856	NC	93	96	NC	411	407	NC	22	27	NC	44	43	NC	34	29	NC	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	24	2946	38685	80	95	97	451	441	435	4	10	14	21	29	32	67	55	50	8	5	5
Non-Economically Disadvantaged	113	2511	40753	97	98	99	488	477	467	NA	3	5	10	12	16	59	65	62	31	20	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	145	5524	79971	99	98	99	459	415	423	1	8	8	23	46	41	70	44	49	7	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	2715	38974	100	98	99	466	429	437	NA	5	5	15	40	33	78	53	57	7	2	4
Male	73	2808	40895	99	97	98	451	402	410	1	11	10	30	53	47	62	35	41	7	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	33	2166	34481	100	97	99	462	399	410	3	12	10	15	53	46	73	35	43	9	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	102	2779	35150	99	98	99	459	429	437	NA	5	5	25	41	35	69	52	56	7	2	5
Students with Disabilities	13	645	10258	100	90	94	405	373	377	8	20	23	62	54	51	31	24	25	NA	1	1
Students without Disabilities	132	4879	69713	99	99	100	464	420	429	NA	6	5	19	45	39	73	46	52	8	2	3
Limited English Proficient Students	NC	865	13985	NC	95	97	NC	371	382	NC	22	18	NC	56	54	NC	22	27	NC	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	29	2986	38994	97	97	98	437	401	409	3	11	10	31	52	47	59	36	41	7	1	1
Non-Economically Disadvantaged	116	2538	40977	100	99	100	464	432	437	NA	4	5	21	40	34	72	53	56	7	3	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	117	5739	80147	98	98	99	497	498	482	1	6	11	15	13	17	57	48	49	26	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	2849	39281	97	99	99	502	498	483	NA	5	9	14	13	17	58	49	50	28	33	24
Male	60	2889	40780	98	98	98	492	497	482	2	7	12	17	12	17	57	48	48	25	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	33	2106	33494	97	98	99	499	479	466	NA	9	15	15	18	23	61	55	49	24	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	75	2998	36122	97	98	99	499	514	501	1	4	5	15	8	10	55	44	50	29	44	35
Students with Disabilities	12	657	10295	80	90	92	466	451	443	8	25	33	33	27	26	42	38	33	17	10	8
Students without Disabilities	105	5082	69852	100	99	100	500	503	488	NA	4	7	13	11	16	59	50	51	28	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	34	2944	38371	94	97	97	476	480	465	NA	9	15	24	18	23	74	52	49	3	20	13
Non-Economically Disadvantaged	83	2795	41776	99	99	100	505	516	498	1	3	6	12	7	11	51	45	49	36	45	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	114	5655	79686	95	97	98	490	478	470	1	7	11	18	21	24	69	61	57	11	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	2823	39163	97	98	99	496	482	475	NA	6	9	9	19	22	79	63	60	12	12	10
Male	57	2831	40438	93	96	97	483	474	465	2	9	13	28	22	25	60	60	54	11	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	34	2071	33299	100	96	98	484	458	452	NA	12	17	21	30	32	74	54	47	6	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	71	2959	35914	92	97	98	495	495	489	1	3	5	14	13	15	69	67	67	15	17	14
Students with Disabilities	NC	571	9808	NC	78	87	NC	440	432	NC	25	35	NC	35	32	NC	35	30	NC	5	3
Students without Disabilities	105	5084	69878	100	99	100	492	482	475	1	5	8	15	19	23	73	64	61	10	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	34	2879	38095	94	95	97	472	462	452	3	11	17	26	29	32	68	55	48	3	5	3
Non-Economically Disadvantaged	80	2776	41591	95	98	99	497	495	486	NA	3	6	15	13	16	70	67	65	15	17	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	119	5728	80372	99	98	99	483	476	475	NA	3	4	34	31	30	66	64	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	2841	39452	98	99	99	498	487	488	NA	2	3	16	22	22	83	73	72	2	3	3
Male	61	2887	40836	100	98	98	470	464	464	NA	4	6	51	39	37	49	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	34	2102	33608	100	98	99	495	460	462	NA	6	6	32	38	36	65	55	57	3	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	76	2995	36213	99	98	99	481	487	489	NA	2	2	30	24	22	70	72	72	NA	3	3
Students with Disabilities	14	651	10526	93	89	94	459	428	427	NA	13	15	57	53	53	43	32	31	NA	2	1
Students without Disabilities	105	5077	69846	100	99	100	487	481	482	NA	2	3	30	28	26	69	68	69	1	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	36	2941	38521	100	97	98	478	462	461	NA	5	6	39	38	38	61	56	55	NA	1	1
Non-Economically Disadvantaged	83	2787	41851	99	99	100	486	491	489	NA	1	3	31	23	22	67	73	72	1	3	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	143	5603	79306	100	98	99	523	518	504	3	9	13	13	15	20	59	50	49	25	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	2724	38845	100	98	99	528	518	505	3	8	11	11	16	20	58	51	50	28	26	18
Male	72	2879	40383	100	97	98	518	517	504	4	10	14	14	14	19	60	50	47	22	26	19
African American	11	240	4171	100	98	98	499	494	485	NA	15	20	27	23	26	64	50	44	9	12	10
Hispanic	26	2000	32673	100	98	99	508	496	487	8	14	18	15	22	25	58	52	46	19	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	98	2974	36234	100	98	99	529	535	523	3	4	6	10	9	13	58	49	52	29	37	28
Students with Disabilities	19	622	10286	100	87	91	487	469	462	16	32	41	32	27	27	32	34	27	21	7	5
Students without Disabilities	124	4981	69020	100	99	100	527	523	510	2	6	9	10	14	18	63	52	52	26	28	21
Limited English Proficient Students	NC	601	10291	NC	95	96	NC	462	458	NC	34	38	NC	33	34	NC	31	26	NC	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	44	2874	37437	100	97	97	501	499	486	7	13	19	18	21	26	66	51	46	9	14	9
Non-Economically Disadvantaged	99	2729	41869	100	98	100	532	538	521	2	4	7	10	9	14	56	49	51	32	39	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	138	5547	79000	97	97	98	505	496	489	1	7	10	19	20	24	69	62	58	11	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	2710	38774	100	98	99	507	501	494	1	5	7	18	19	22	68	63	61	13	12	10
Male	67	2837	40150	93	96	98	503	492	485	1	9	12	19	21	25	70	61	55	9	9	8
African American	10	238	4153	91	97	98	NA	481	476	NA	11	13	NA	24	30	NA	61	53	NA	4	4
Hispanic	25	1963	32508	96	96	98	492	476	472	4	12	15	28	31	33	64	53	49	4	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	95	2962	36135	97	97	98	510	513	508	1	3	4	16	12	14	68	69	67	15	16	15
Students with Disabilities	14	569	9991	74	79	88	481	456	449	7	22	33	21	36	36	57	39	29	14	3	2
Students without Disabilities	124	4978	69009	100	99	100	507	500	495	1	5	6	19	19	22	70	65	62	10	12	10
Limited English Proficient Students	NC	573	10199	NC	91	95	NC	441	439	NC	33	35	NC	46	47	NC	20	18	NC	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	41	2829	37234	93	96	97	489	478	472	2	11	15	29	29	33	59	55	50	10	4	3
Non-Economically Disadvantaged	97	2718	41766	98	98	99	511	515	505	1	2	5	14	11	16	73	69	65	11	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	142	5609	79611	99	98	99	513	490	496	2	7	7	31	43	37	65	50	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	2732	39016	100	98	99	531	505	511	1	4	4	24	34	29	73	61	66	1	1	1
Male	71	2877	40519	99	97	98	496	476	482	3	9	10	38	51	44	58	40	46	1	1	0
African American	11	236	4188	100	96	98	480	480	486	9	9	9	55	45	40	36	44	50	NA	2	0
Hispanic	25	2001	32855	96	98	99	512	470	481	NA	11	10	32	51	43	68	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	98	2984	36380	100	98	99	515	504	511	2	4	4	31	36	30	65	59	65	2	1	1
Students with Disabilities	18	639	10664	95	89	94	480	437	440	11	21	23	22	56	54	56	20	22	11	4	1
Students without Disabilities	124	4970	68947	100	99	100	517	496	504	1	5	4	32	41	34	67	54	61	NA	0	1
Limited English Proficient Students	NC	599	10362	NC	95	97	NC	415	438	NC	30	22	NC	56	57	NC	14	21	NC	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	44	2874	37626	100	97	98	495	472	479	7	10	10	32	51	45	57	38	45	5	1	0
Non-Economically Disadvantaged	98	2735	41985	99	99	100	521	508	511	NA	3	4	31	34	30	69	63	65	NA	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	160	5505	79327	100	98	98	538	531	518	8	12	19	13	16	20	56	50	46	23	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	2626	38961	100	98	98	533	532	520	5	11	16	16	17	20	64	51	48	16	21	16
Male	83	2875	40295	100	98	97	542	531	516	10	13	21	11	16	19	49	48	44	30	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	29	1926	32327	100	98	98	523	510	499	14	18	27	14	23	25	59	49	41	14	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	116	2984	36373	100	99	98	545	549	538	5	7	10	12	11	14	56	51	52	27	31	25
Students with Disabilities	17	587	9321	100	89	87	489	473	467	29	44	54	29	23	22	29	27	21	12	5	3
Students without Disabilities	143	4918	70006	100	99	100	542	537	524	5	8	14	11	15	19	59	53	49	24	24	18
Limited English Proficient Students	NC	525	9431	NC	95	95	NC	475	466	NC	40	53	NC	30	27	NC	29	18	NC	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	44	2687	37097	100	97	97	515	511	498	16	18	27	16	21	25	57	49	41	11	11	7
Non-Economically Disadvantaged	116	2818	42230	100	99	99	546	550	535	4	6	11	12	11	15	56	50	50	28	32	24

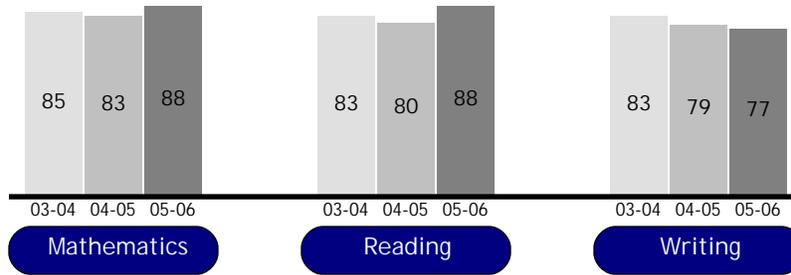
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	157	5447	79501	98	97	98	515	506	497	3	6	10	17	20	25	75	68	60	6	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	2606	39062	96	98	99	515	510	502	NA	5	8	18	19	23	78	70	64	4	6	5
Male	83	2837	40368	100	97	98	514	503	491	5	8	13	16	22	27	72	66	57	7	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	29	1887	32389	100	96	98	499	488	478	3	10	16	28	31	34	66	58	48	3	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	113	2973	36446	97	98	99	521	521	516	3	4	4	12	12	15	79	76	73	7	8	7
Students with Disabilities	14	532	9411	82	80	88	491	461	453	NA	28	36	50	34	36	50	34	26	NA	4	1
Students without Disabilities	143	4915	70090	100	99	100	516	510	502	3	4	7	13	19	24	78	72	65	6	6	5
Limited English Proficient Students	NC	496	9401	NC	90	94	NC	450	443	NC	28	40	NC	51	46	NC	20	14	NC	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	42	2646	37183	95	96	97	496	489	479	NA	10	16	33	29	34	67	59	49	NA	2	1
Non-Economically Disadvantaged	115	2801	42318	99	98	99	521	522	513	3	3	5	10	12	17	78	76	70	8	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	158	5492	80000	99	98	99	582	565	564	1	3	3	8	10	11	82	77	75	9	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	2626	39288	99	98	99	595	580	579	NA	2	2	3	5	6	86	78	77	12	15	16
Male	82	2862	40644	99	97	98	570	552	549	1	4	4	13	14	15	78	76	74	7	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	28	1917	32672	97	97	99	581	548	548	NA	4	4	7	13	14	79	77	76	14	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	115	2977	36602	99	98	99	582	578	579	1	2	2	9	8	7	82	77	75	9	14	16
Students with Disabilities	17	585	9919	100	88	93	566	497	505	NA	11	9	29	34	35	71	51	54	NA	5	2
Students without Disabilities	141	4907	70081	99	99	100	583	572	571	1	2	2	6	7	7	83	80	79	11	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	43	2675	37534	98	97	98	574	547	547	NA	4	4	16	14	15	84	77	76	NA	5	5
Non-Economically Disadvantaged	115	2817	42466	99	99	100	585	582	578	1	1	2	5	7	7	81	77	75	13	15	16

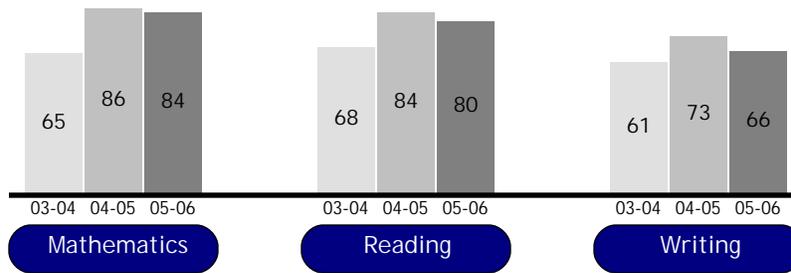
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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	83	66	NA	58	100	60	50	47	95	58	50	46
	Language	97	54	53	50	100	55	49	47	95	58	50	48
	Mathematics	97	63	71	64	99	62	54	50	100	67	56	52
3	Reading	99	73	NA	55	96	57	50	44	95	67	52	46
	Language	99	74	63	61	96	55	49	44	99	63	48	46
	Mathematics	99	76	66	61	96	58	55	51	99	70	56	52
4	Reading	98	71	NA	56	96	56	52	48	95	61	58	52
	Language	100	58	55	52	96	56	52	49	99	61	58	52
	Mathematics	100	75	68	61	96	64	59	53	98	65	67	58
5	Reading	96	66	NA	55	98	61	55	50	94	65	61	56
	Language	97	59	55	49	98	60	55	50	97	59	59	54
	Mathematics	97	78	71	63	98	60	54	49	97	61	59	52
6	Reading	96	63	NA	56	95	62	58	51	95	67	63	56
	Language	100	53	55	48	95	58	54	47	97	61	58	50
	Mathematics	99	74	76	66	95	63	62	52	97	70	68	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)
- 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	34.00
Other Professional Staff	18.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	8	3	0	0
7 to 9 years	4	5	0	0
10 or more years	6	21	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	37
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 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 2005-06

School Achievements/Accomplishments 2005-06

- ü We achieved 12 out of 15 of the schoolwide goals that had been set in our academic areas for the 2005-06 school year. Our school was also labeled as an Highly Performing school by the state of Arizona.

- ü We achieved 12 out of 15 of the Schoolwide goals that had been set in the area of AIMS for our 2005-06 school year. Our 5th graders did an outstanding job this year. Our 3rd graders were some of the highest in the state in the area of writing.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	95	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

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 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	Carrie Ulrich	(480) 472-9700
Transportation Policy	Community Relations	(602) 472-0222
Community Resources	Office	(480) 472-9700
School Nutrition Programs	Mary Short	(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 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.

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.