



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

120 S Jefferson, 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)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

### School Overview

Principal/Administrator : Mr. Daniel Sapien  
 Schedule : 7:00 AM to 3:30 PM  
 Grades : Pre-K-6  
 2004 Enrollment : 754  
 Web Address : mpsaz.org  
 Phone Number : (480) 472-8700  
 Fax Number : (480) 472-8724  
 E-mail : ddsapien@mpsaz.org

### Mission

Jefferson School functions in partnership with the community and home. Students are assisted to be caring, responsible decision makers, who are growing and learning every day in a supportive environment to meet the challenges of our changing society.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not Met
2001-02	N/A

#### School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

### School / Academic Goals

- ü Reading comprehension appropriate to grade level. Includes the use of the Accelerated Reader Program.
- ü Communication in written and oral language appropriate to grade level.
- ü Differentiate instruction so that all students can be successful.

### Enrollment

October 1, 2003 School Year Student Enrollment : 835  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 51

Instructional Programs

- ü Reading/Language Skills
- ü Math Computation/Problem Solving
- ü Science Hands-on
- ü Social Studies/History/Geography
- ü Accelerated Reading
- ü Accelerated Math
- ü Reading Naturally

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Our responsibility to parents is to provide for their children a safe and caring learning environment with qualified and committed teachers. We encourage and welcome parent involvement and open and frequent communication between home and school.

Parents

A child's education is a partnership between home and school: therefore we expect Jefferson parents to be responsible for and support regular on-time attendance, appropriate behavior, appropriate attire, cleanliness, nourishment and health care.

Transportation Policy

Busing is provided for all students living more than a mile and a half from their assigned school. Busing is not provided for open enrollment students. Specialized transportation 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 Perfect Attendance Awards	2003
ü Academic Honors Awards	2003
ü Citizenship Awards	2003

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	103	5651	75509	96	98	100	498	532	521	16	9	13	32	19	23	39	33	33	13	39	31
All Students (Prior Year)	93	5599	75372	94	98	100	523	536	523	6	5	9	24	18	25	45	38	36	25	39	30
Female	53	2784	37013	98	98	100	509	534	522	13	9	12	23	19	24	44	34	33	21	39	31
Male	50	2859	38430	94	98	99	486	531	521	20	10	14	41	19	22	34	32	33	5	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	51	1862	30486	100	99	99	488	515	505	23	13	18	35	25	29	33	35	32	10	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	48	3216	35192	92	98	99	509	544	534	8	6	8	29	15	19	46	32	35	17	46	39
Students with Disabilities	10	599	9708	83	100	100	457	484	489	44	35	32	44	28	27	0	21	24	11	15	17
Students without Disabilities	93	5052	65801	98	98	98	502	537	525	13	7	11	30	18	23	43	34	34	13	41	33
Limited English Proficient Students	38	1053	16928	100	100	100	480	506	485	33	17	29	33	27	33	19	33	26	15	22	12
Migrant Students	NC	37	750				NC	522	499	NC	3	21	NC	20	29	NC	40	30	NC	37	20
Economically Disadvantaged	78	2909	36411				493	514	503	19	14	19	34	24	29	37	34	32	9	27	20
Non-Economically Disadvantaged	25	2742	39040				512	550	534	8	5	8	24	14	19	44	32	34	24	50	39

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	102	5641	75492	95	98	100	510	522	519	16	11	12	21	14	16	46	48	47	17	27	24
All Students (Prior Year)	92	5584	75221	93	98	100	520	528	523	8	5	8	11	12	16	68	59	56	13	23	21
Female	53	2785	37014	98	98	100	518	526	523	8	9	10	21	13	15	50	49	48	21	29	27
Male	49	2850	38400	92	98	99	502	518	516	25	13	14	20	16	17	41	48	47	14	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	50	1851	30438	98	98	99	505	509	508	15	17	17	33	20	21	38	49	47	15	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	48	3215	35177	92	98	99	517	530	528	15	7	8	10	11	13	54	48	49	21	34	31
Students with Disabilities	10	589	9707	83	98	100	484	487	495	44	43	33	11	18	21	44	30	33	0	9	13
Students without Disabilities	92	5052	65785	97	98	98	513	525	522	13	7	10	22	14	16	46	50	49	19	28	26
Limited English Proficient Students	37	1047	16905	100	100	100	497	499	489	26	25	34	30	24	28	30	40	32	15	11	6
Migrant Students	NC	37	763				NC	506	499	NC	17	21	NC	23	30	NC	50	40	NC	10	8
Economically Disadvantaged	77	2904	36302				505	510	507	18	16	18	25	19	21	45	49	46	12	15	14
Non-Economically Disadvantaged	25	2737	39164				523	534	528	12	5	8	8	10	13	48	48	48	32	37	31

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	101	5611	75053	94	98	99	517	578	597	25	10	7	20	14	12	53	68	72	2	7	9
All Students (Prior Year)	88	5503	73654	89	97	99	518	530	530	10	7	9	13	12	13	76	77	70	1	5	7
Female	53	2774	36872	98	98	99	555	604	621	13	6	5	15	11	9	69	73	74	4	10	12
Male	48	2831	38109	91	97	99	476	552	573	39	14	10	25	17	14	36	64	69	0	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	49	1847	30235	96	98	98	523	541	575	25	14	9	20	17	14	53	66	70	3	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	48	3193	35028	92	97	99	526	599	613	19	8	6	21	12	10	58	70	73	2	10	11
Students with Disabilities	10	588	9625	83	98	100	459	489	530	44	33	21	33	23	21	22	42	55	0	2	4
Students without Disabilities	91	5023	65428	96	98	98	524	587	604	23	8	6	18	13	11	57	71	73	2	8	10
Limited English Proficient Students	36	1044	16765	100	100	100	493	524	525	30	16	17	26	20	20	44	63	60	0	1	2
Migrant Students	NC	36	752				NC	560	562	NC	7	9	NC	14	18	NC	76	68	NC	3	5
Economically Disadvantaged	76	2890	36077				507	542	566	30	14	10	19	17	16	49	65	69	1	3	5
Non-Economically Disadvantaged	25	2721	38950				545	613	618	12	6	5	20	11	9	64	71	73	4	12	12

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	102	5809	76019	100	99	100	478	514	499	26	9	14	42	34	39	11	13	14	22	44	33
All Students (Prior Year)	121	5726	76230	100	98	100	491	517	498	10	6	12	46	31	38	13	13	12	31	50	37
Female	54	2821	37207	100	99	100	482	514	499	20	8	12	43	35	41	14	13	14	22	44	33
Male	48	2979	38677	100	99	100	474	515	498	32	11	15	41	32	38	7	13	13	20	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	42	1790	29458	100	99	100	460	490	480	33	15	20	52	48	48	9	11	12	6	26	20
Asian/Pacific Islander	--	137	1673	--	100	99	--	533	531	--	5	4	--	31	29	--	12	14	--	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	53	3386	35880	100	98	100	492	529	515	21	5	7	36	26	32	11	14	16	32	55	45
Students with Disabilities	15	619	9786	100	100	100	421	460	457	87	40	39	13	39	40	0	7	7	0	14	13
Students without Disabilities	87	5190	66233	100	98	99	489	519	503	14	6	11	47	33	39	13	14	14	26	47	35
Limited English Proficient Students	22	972	15206	100	100	100	448	477	459	46	20	31	54	53	53	0	10	7	0	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	78	2753	35714				471	493	480	32	15	20	42	44	47	9	12	12	17	29	20
Non-Economically Disadvantaged	24	3056	40266				499	531	513	8	5	9	42	25	33	17	14	15	33	56	43

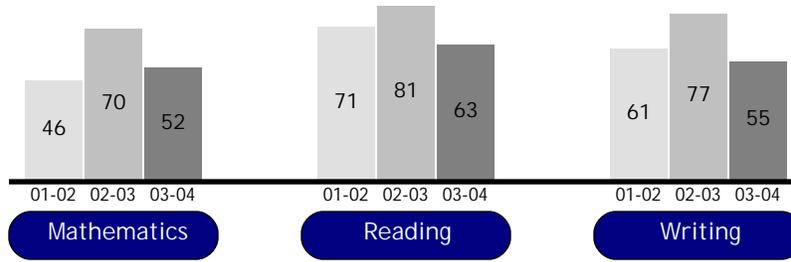
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	5803	76020	100	99	100	494	507	503	35	20	25	24	22	23	38	43	40	3	16	12
All Students (Prior Year)	120	5721	76202	100	98	100	506	510	505	18	11	19	24	21	24	50	53	46	8	14	11
Female	54	2820	37213	100	99	100	497	508	504	31	17	22	27	21	23	39	46	42	4	16	13
Male	48	2973	38666	100	99	100	491	505	501	41	22	29	20	22	22	36	41	38	2	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	42	1784	29442	100	99	99	487	496	494	52	33	37	24	26	26	24	34	31	0	7	6
Asian/Pacific Islander	--	137	1672	--	100	99	--	518	513	--	9	12	--	20	19	--	50	49	--	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	53	3386	35890	100	98	100	499	513	511	26	12	15	23	19	20	45	48	48	6	21	18
Students with Disabilities	15	617	9784	100	100	100	468	487	485	93	57	58	7	18	19	0	19	19	0	6	4
Students without Disabilities	87	5186	66236	100	98	99	499	509	504	24	16	23	27	22	23	45	45	42	4	17	13
Limited English Proficient Students	22	967	15198	100	100	100	482	490	483	54	43	59	31	28	25	15	25	14	0	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	78	2745	35703				491	497	494	42	31	37	26	26	26	29	36	31	3	8	6
Non-Economically Disadvantaged	24	3058	40274				505	514	509	17	11	17	17	18	20	63	49	47	4	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	101	5771	75673	100	98	100	485	530	530	29	15	12	30	25	25	39	56	58	1	5	4
All Students (Prior Year)	116	5622	74692	97	96	99	492	510	502	17	12	18	39	26	27	40	53	47	4	9	8
Female	53	2805	37099	98	98	100	501	549	548	25	10	8	21	22	22	54	62	64	0	6	6
Male	48	2956	38441	100	98	99	469	511	513	34	19	16	41	27	29	23	50	52	2	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	41	1776	29305	100	99	99	465	495	507	44	21	16	22	33	31	34	44	51	0	2	2
Asian/Pacific Islander	--	135	1665	--	100	99	--	561	573	--	7	6	--	16	16	--	68	67	--	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	53	3366	35760	100	98	99	492	549	550	23	11	9	36	20	21	40	62	64	2	7	6
Students with Disabilities	15	605	9706	100	100	100	376	444	462	87	48	36	13	24	32	0	25	31	0	2	1
Students without Disabilities	86	5166	65967	99	98	99	507	537	536	18	12	10	34	25	25	47	59	60	1	5	5
Limited English Proficient Students	22	961	15115	100	100	100	442	475	471	54	28	26	31	38	38	15	34	35	0	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	77	2731	35541				484	500	504	31	20	17	31	31	31	37	47	50	1	2	2
Non-Economically Disadvantaged	24	3040	40091				490	553	550	25	10	9	29	19	21	46	63	64	0	7	6

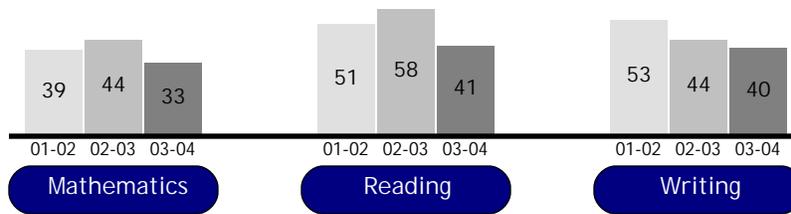
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

**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](http://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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	47	51	44	94	52	61	50	91	47	NA	58
	Language	98	39	42	39	95	36	49	43	94	32	53	50
	Mathematics	98	52	57	52	100	55	67	57	95	44	71	64
3	Reading	93	38	50	43	95	50	57	47	90	43	NA	55
	Language	93	34	53	50	97	51	61	54	88	51	63	61
	Mathematics	99	30	55	50	95	51	64	54	94	44	66	61
4	Reading	96	38	51	47	92	55	62	52	94	50	NA	56
	Language	94	39	47	45	89	46	54	48	95	45	55	52
	Mathematics	99	50	59	52	99	51	68	57	99	61	68	61
5	Reading	97	34	51	46	97	49	59	50	94	44	NA	55
	Language	93	28	45	43	97	42	53	46	95	39	55	49
	Mathematics	99	48	63	54	97	61	68	57	96	53	71	63
6	Reading	93	41	56	49	96	52	62	53	93	54	NA	56
	Language	91	31	47	42	97	41	53	45	98	39	55	48
	Mathematics	99	59	71	58	91	76	75	62	97	71	76	66

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)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Attendance Policy
- Ü Student Discipline Advice
- Ü Homework Policy
- Ü School Safety Issues
- Ü Student Dress Policy
- Ü Title I Program

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	4.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	4	6	0	0
7 to 9 years	1	8	0	0
10 or more years	8	15	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	40
Core academic classes taught by Highly Qualified (NCLB) teachers.	45
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Accelerated Reader and Math Lab
- Ü IBM Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Afterschool tutoring
- Ü Media Center Assistants
- Ü Afterschool Sports

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Health Services
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Jefferson School successfully met its goal on the parent quality service survey.
  
- ü Many students are recongized for outstanding Achievement and citizenship throughout the school year.
  
- ü Community partnerships with the Masonic Lodge and Superstition Springs Mall have contributed in recognizing our youngsters for outstanding academic achievement through the bicycles for success program.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	5	2	2	2
Transfers In <sup>7</sup> (Out of District)	9	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	54	40
Grades 3-4	76	78
Grades 4-5	59	72
Grades 5-6	78	91

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

School Safety

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

A schoolwide crisis plan was established in 1998. Students are given instruction regarding the crisis plan and every student participates in fire drills, Lock Downs, evacuations and bus evacuations. The plan also has an afterschool holding procedure.

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	Daniel Sapien	(480) 472-8700
Transportation Policy	Brenda Petties	(480) 472-8700
Community Resources	Daniel Sapien	(480) 472-8700
School Nutrition Programs	Nutrition	(480) 472-8705
Parent Organization	Lisa Harper	(480) 472-8700
Student Health/Nurse	Pat Wheeler	(480) 472-8704

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. 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](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

\*\* 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.