

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Daniel Sapien
 Schedule : 07:00 AM to 03:30 PM
 Grades : Pre-K-6
 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)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	Warning Year
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 Reading comprehension appropriate to grade level. Includes the use of the Accelerated Reader Program and researched based reading intervention strategies.
- ü Communication in written and oral language appropriate to grade level.
- ü Differentiate instruction so that all students can be successful.

Enrollment

October 1, 2005 School Year Student Enrollment : 740
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 77

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 :	8/14/2005
Last Day of School :	5/24/2006

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	2006
ü Academic Honors Awards	2006
ü Citizenship Awards	2006

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	5547	80010	100	98	99	412	453	447	19	8	10	46	16	18	32	56	53	3	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2719	38935	100	98	99	408	452	447	20	8	9	45	17	19	32	56	55	2	19	17
Male	46	2828	40974	100	98	98	415	453	448	17	8	11	46	15	18	33	55	52	4	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	60	2182	34545	100	98	99	406	434	432	25	12	14	42	23	24	30	56	53	3	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	--	226	3979	--	97	96	--	436	424	--	14	17	--	23	30	--	51	47	--	11	6
White	27	2783	35142	100	98	99	427	469	465	7	4	5	52	9	11	37	55	56	4	31	28
Students with Disabilities	15	645	10161	100	90	93	379	419	419	47	27	28	53	30	28	NA	36	36	NA	7	8
Students without Disabilities	75	4902	69849	100	99	100	417	457	451	13	5	7	44	14	17	39	58	56	4	22	19
Limited English Proficient Students	23	877	14013	100	97	97	389	415	413	48	20	24	39	33	34	13	44	39	NA	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	70	3005	39029	100	97	98	409	437	432	20	11	14	46	22	25	30	57	52	4	10	9
Non-Economically Disadvantaged	20	2542	40981	100	99	100	422	472	462	15	4	6	45	9	13	40	54	54	NA	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	90	5457	79438	100	97	98	423	457	451	18	7	9	40	21	24	39	60	56	3	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2686	38775	100	97	99	428	463	457	11	5	7	48	19	22	39	62	58	2	14	13
Male	46	2770	40560	100	96	97	418	452	446	24	8	12	33	23	25	39	58	54	4	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	60	2140	34297	100	96	98	417	437	434	23	11	14	42	31	31	33	54	50	2	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	--	218	3940	--	94	95	--	443	429	--	10	14	--	27	36	--	57	47	--	6	3
White	27	2744	34887	100	97	98	441	475	471	4	3	4	37	13	15	52	65	63	7	19	18
Students with Disabilities	15	557	9588	100	77	88	395	420	416	33	24	30	47	32	32	20	38	34	NA	5	5
Students without Disabilities	75	4900	69850	100	99	100	427	461	456	15	5	7	39	20	23	43	62	59	4	13	12
Limited English Proficient Students	23	846	13856	100	93	96	393	411	407	39	22	27	48	44	43	13	34	29	NA	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	70	2946	38685	100	95	97	419	441	435	20	10	14	43	29	32	34	55	50	3	5	5
Non-Economically Disadvantaged	20	2511	40753	100	98	99	437	477	467	10	3	5	30	12	16	55	65	62	5	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	89	5524	79971	99	98	99	370	415	423	19	8	8	62	46	41	19	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2715	38974	100	98	99	389	429	437	16	5	5	61	40	33	23	53	57	NA	2	4
Male	45	2808	40895	98	97	98	351	402	410	22	11	10	62	53	47	16	35	41	NA	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	59	2166	34481	98	97	99	365	399	410	22	12	10	61	53	46	17	35	43	NA	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	--	224	3995	--	97	96	--	403	409	--	11	10	--	50	47	--	38	42	--	0	1
White	27	2779	35150	100	98	99	386	429	437	11	5	5	63	41	35	26	52	56	NA	2	5
Students with Disabilities	15	645	10258	100	90	94	376	373	377	20	20	23	67	54	51	13	24	25	NA	1	1
Students without Disabilities	74	4879	69713	99	99	100	369	420	429	19	6	5	61	45	39	20	46	52	NA	2	3
Limited English Proficient Students	22	865	13985	96	95	97	326	371	382	36	22	18	64	56	54	NA	22	27	NA	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	69	2986	38994	99	97	98	369	401	409	19	11	10	62	52	47	19	36	41	NA	1	1
Non-Economically Disadvantaged	20	2538	40977	100	99	100	373	432	437	20	4	5	60	40	34	20	53	56	NA	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	113	5739	80147	100	98	99	461	498	482	19	6	11	27	13	17	44	48	49	11	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2849	39281	100	99	99	462	498	483	15	5	9	33	13	17	42	49	50	10	33	24
Male	61	2889	40780	100	98	98	461	497	482	21	7	12	21	12	17	46	48	48	11	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	62	2106	33494	100	98	99	462	479	466	13	9	15	31	18	23	47	55	49	10	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	41	2998	36122	100	98	99	459	514	501	27	4	5	22	8	10	37	44	50	15	44	35
Students with Disabilities	22	657	10295	100	90	92	412	451	443	59	25	33	27	27	26	14	38	33	NA	10	8
Students without Disabilities	91	5082	69852	100	99	100	471	503	488	9	4	7	26	11	16	52	50	51	13	35	26
Limited English Proficient Students	25	640	12722	100	96	97	442	449	441	24	19	27	44	31	33	28	45	37	4	5	3
Migrant Students	NC	37	622	NC	100	97	NC	465	454	NC	19	19	NC	27	30	NC	38	43	NC	16	8
Economically Disadvantaged	86	2944	38371	100	97	97	461	480	465	17	9	15	26	18	23	48	52	49	9	20	13
Non-Economically Disadvantaged	27	2795	41776	100	99	100	460	516	498	22	3	6	30	7	11	33	45	49	15	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	113	5655	79686	100	97	98	451	478	470	18	7	11	29	21	24	50	61	57	4	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2823	39163	100	98	99	456	482	475	8	6	9	38	19	22	50	63	60	4	12	10
Male	61	2831	40438	100	96	97	447	474	465	26	9	13	21	22	25	49	60	54	3	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	62	2071	33299	100	96	98	451	458	452	18	12	17	31	30	32	48	54	47	3	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	41	2959	35914	100	97	98	449	495	489	17	3	5	34	13	15	44	67	67	5	17	14
Students with Disabilities	22	571	9808	100	78	87	405	440	432	64	25	35	18	35	32	18	35	30	NA	5	3
Students without Disabilities	91	5084	69878	100	99	100	461	482	475	7	5	8	32	19	23	57	64	61	4	12	9
Limited English Proficient Students	25	617	12594	100	93	96	422	425	422	40	31	34	44	46	45	16	23	21	NA	0	0
Migrant Students	NC	34	611	NC	92	95	NC	448	439	NC	18	22	NC	44	39	NC	35	37	NC	3	2
Economically Disadvantaged	86	2879	38095	100	95	97	452	462	452	20	11	17	26	29	32	51	55	48	3	5	3
Non-Economically Disadvantaged	27	2776	41591	100	98	99	450	495	486	11	3	6	41	13	16	44	67	65	4	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	112	5728	80372	99	98	99	452	476	475	9	3	4	36	31	30	55	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2841	39452	100	99	99	479	487	488	NA	2	3	31	22	22	69	73	72	NA	3	3
Male	60	2887	40836	98	98	98	427	464	464	17	4	6	40	39	37	43	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	61	2102	33608	98	98	99	458	460	462	5	6	6	39	38	36	56	55	57	NA	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	41	2995	36213	100	98	99	440	487	489	12	2	2	37	24	22	51	72	72	NA	3	3
Students with Disabilities	22	651	10526	100	89	94	393	428	427	23	13	15	55	53	53	23	32	31	NA	2	1
Students without Disabilities	90	5077	69846	99	99	100	464	481	482	6	2	3	31	28	26	63	68	69	NA	2	2
Limited English Proficient Students	25	637	12747	100	96	97	438	421	432	8	16	12	44	52	52	48	32	36	NA	NA	0
Migrant Students	NC	37	621	NC	100	97	NC	450	452	NC	14	9	NC	38	40	NC	49	51	NC	NA	0
Economically Disadvantaged	85	2941	38521	99	97	98	450	462	461	9	5	6	40	38	38	51	56	55	NA	1	1
Non-Economically Disadvantaged	27	2787	41851	100	99	100	458	491	489	7	1	3	22	23	22	70	73	72	NA	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	110	5603	79306	99	98	99	492	518	504	18	9	13	23	15	20	45	50	49	15	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	2724	38845	98	98	99	495	518	505	17	8	11	20	16	20	48	51	50	15	26	18
Male	56	2879	40383	100	97	98	489	517	504	20	10	14	25	14	19	41	50	47	14	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	57	2000	32673	100	98	99	487	496	487	18	14	18	25	22	25	51	52	46	7	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	48	2974	36234	98	98	99	497	535	523	21	4	6	19	9	13	38	49	52	23	37	28
Students with Disabilities	14	622	10286	100	87	91	452	469	462	64	32	41	7	27	27	21	34	27	7	7	5
Students without Disabilities	96	4981	69020	99	99	100	497	523	510	11	6	9	25	14	18	48	52	52	16	28	21
Limited English Proficient Students	15	601	10291	100	95	96	453	462	458	60	34	38	20	33	34	20	31	26	NA	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	83	2874	37437	99	97	97	487	499	486	20	13	19	25	21	26	42	51	46	12	14	9
Non-Economically Disadvantaged	27	2729	41869	100	98	100	509	538	521	11	4	7	15	9	14	52	49	51	22	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	110	5547	79000	99	97	98	473	496	489	12	7	10	34	20	24	52	62	58	3	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	2710	38774	98	98	99	480	501	494	9	5	7	31	19	22	56	63	61	4	12	10
Male	56	2837	40150	100	96	98	466	492	485	14	9	12	36	21	25	48	61	55	2	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	57	1963	32508	100	96	98	467	476	472	14	12	15	37	31	33	47	53	49	2	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	48	2962	36135	98	97	98	479	513	508	10	3	4	31	12	14	54	69	67	4	16	15
Students with Disabilities	14	569	9991	100	79	88	438	456	449	36	22	33	36	36	36	29	39	29	NA	3	2
Students without Disabilities	96	4978	69009	99	99	100	478	500	495	8	5	6	33	19	22	55	65	62	3	12	10
Limited English Proficient Students	15	573	10199	100	91	95	425	441	439	53	33	35	33	46	47	13	20	18	NA	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	83	2829	37234	99	96	97	469	478	472	13	11	15	36	29	33	48	55	50	2	4	3
Non-Economically Disadvantaged	27	2718	41766	100	98	99	488	515	505	7	2	5	26	11	16	63	69	65	4	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	111	5609	79611	100	98	99	468	490	496	6	7	7	65	43	37	29	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	2732	39016	100	98	99	483	505	511	5	4	4	55	34	29	40	61	66	NA	1	1
Male	56	2877	40519	100	97	98	454	476	482	7	9	10	75	51	44	18	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	57	2001	32855	100	98	99	461	470	481	9	11	10	65	51	43	26	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	49	2984	36380	100	98	99	481	504	511	2	4	4	65	36	30	33	59	65	NA	1	1
Students with Disabilities	14	639	10664	100	89	94	447	437	440	7	21	23	86	56	54	7	20	22	NA	4	1
Students without Disabilities	97	4970	68947	100	99	100	471	496	504	6	5	4	62	41	34	32	54	61	NA	0	1
Limited English Proficient Students	15	599	10362	100	95	97	412	415	438	20	30	22	80	56	57	NA	14	21	NA	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	84	2874	37626	100	97	98	461	472	479	8	10	10	68	51	45	24	38	45	NA	1	0
Non-Economically Disadvantaged	27	2735	41985	100	99	100	492	508	511	NA	3	4	56	34	30	44	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	105	5505	79327	100	98	98	507	531	518	21	12	19	20	16	20	50	50	46	9	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	2626	38961	100	98	98	506	532	520	25	11	16	19	17	20	49	51	48	8	21	16
Male	52	2875	40295	100	98	97	508	531	516	17	13	21	21	16	19	52	48	44	10	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	42	1926	32327	100	98	98	498	510	499	21	18	27	29	23	25	43	49	41	7	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	52	2984	36373	100	99	98	511	549	538	23	7	10	12	11	14	56	51	52	10	31	25
Students with Disabilities	19	587	9321	100	89	87	444	473	467	63	44	54	11	23	22	26	27	21	NA	5	3
Students without Disabilities	86	4918	70006	100	99	100	518	537	524	12	8	14	22	15	19	56	53	49	10	24	18
Limited English Proficient Students	17	525	9431	100	95	95	470	475	466	41	40	53	18	30	27	41	29	18	NA	1	1
Migrant Students	NC	37	635	NC	90	94	NC	490	488	NC	30	31	NC	24	29	NC	43	36	NC	3	4
Economically Disadvantaged	78	2687	37097	100	97	97	501	511	498	26	18	27	23	21	25	45	49	41	6	11	7
Non-Economically Disadvantaged	27	2818	42230	100	99	99	525	550	535	7	6	11	11	11	15	67	50	50	15	32	24

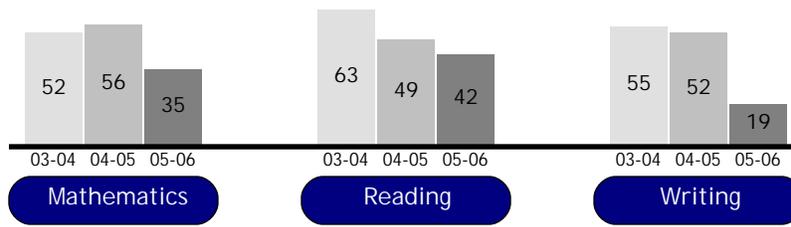
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	5447	79501	100	97	98	484	506	497	18	6	10	22	20	25	56	68	60	4	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	2606	39062	100	98	99	485	510	502	19	5	8	25	19	23	51	70	64	6	6	5
Male	52	2837	40368	100	97	98	482	503	491	17	8	13	19	22	27	62	66	57	2	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	42	1887	32389	100	96	98	477	488	478	21	10	16	29	31	34	45	58	48	5	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	52	2973	36446	100	98	99	486	521	516	17	4	4	17	12	15	62	76	73	4	8	7
Students with Disabilities	19	532	9411	100	80	88	432	461	453	42	28	36	32	34	36	11	34	26	16	4	1
Students without Disabilities	86	4915	70090	100	99	100	493	510	502	13	4	7	20	19	24	66	72	65	1	6	5
Limited English Proficient Students	17	496	9401	100	90	94	437	450	443	53	28	40	24	51	46	18	20	14	6	1	0
Migrant Students	NC	35	642	NC	85	95	NC	475	465	NC	11	24	NC	43	41	NC	43	35	NC	3	0
Economically Disadvantaged	78	2646	37183	100	96	97	477	489	479	24	10	16	23	29	34	49	59	49	4	2	1
Non-Economically Disadvantaged	27	2801	42318	100	98	99	503	522	513	NA	3	5	19	12	17	78	76	70	4	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	104	5492	80000	99	98	99	535	565	564	4	3	3	20	10	11	71	77	75	5	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	2626	39288	100	98	99	540	580	579	4	2	2	19	5	6	72	78	77	6	15	16
Male	51	2862	40644	98	97	98	530	552	549	4	4	4	22	14	15	71	76	74	4	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	41	1917	32672	98	97	99	531	548	548	5	4	4	20	13	14	71	77	76	5	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	52	2977	36602	100	98	99	533	578	579	4	2	2	21	8	7	69	77	75	6	14	16
Students with Disabilities	19	585	9919	100	88	93	480	497	505	5	11	9	47	34	35	32	51	54	16	5	2
Students without Disabilities	85	4907	70081	99	99	100	545	572	571	4	2	2	14	7	7	80	80	79	2	11	12
Limited English Proficient Students	16	517	9571	94	93	96	475	490	502	13	14	10	38	29	29	44	56	60	6	2	1
Migrant Students	NC	37	654	NC	90	97	NC	529	534	NC	8	7	NC	14	16	NC	78	74	NC	NA	3
Economically Disadvantaged	77	2675	37534	99	97	98	531	547	547	5	4	4	21	14	15	69	77	76	5	5	5
Non-Economically Disadvantaged	27	2817	42466	100	99	100	546	582	578	NA	1	2	19	7	7	78	77	75	4	15	16

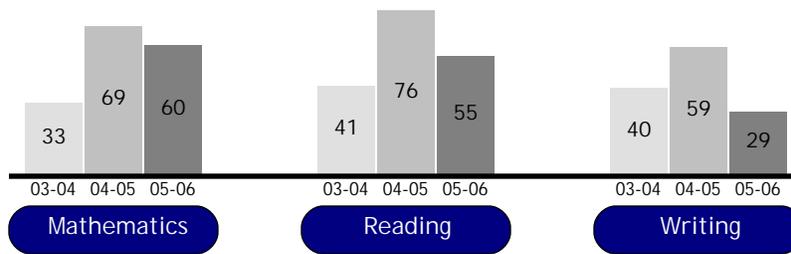
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	91	47	NA	58	97	33	50	47	96	27	50	46
	Language	94	32	53	50	97	32	49	47	96	32	50	48
	Mathematics	95	44	71	64	97	36	54	50	96	37	56	52
3	Reading	90	43	NA	55	97	34	50	44	97	30	52	46
	Language	88	51	63	61	97	34	49	44	97	28	48	46
	Mathematics	94	44	66	61	97	41	55	51	97	27	56	52
4	Reading	94	50	NA	56	99	46	52	48	97	41	58	52
	Language	95	45	55	52	99	44	52	49	97	35	58	52
	Mathematics	99	61	68	61	99	51	59	53	97	44	67	58
5	Reading	94	44	NA	55	98	49	55	50	99	44	61	56
	Language	95	39	55	49	98	47	55	50	99	39	59	54
	Mathematics	96	53	71	63	98	46	54	49	99	43	59	52
6	Reading	93	54	NA	56	95	50	58	51	96	48	63	56
	Language	98	39	55	48	95	44	54	47	96	39	58	50
	Mathematics	97	71	76	66	96	53	62	52	96	50	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)
- 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	42.00
Other Professional Staff	4.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	42
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 Accelerated Reader and Math Lab
- Ü IBM Computer Lab
- Ü Media Center
- Ü Jefferson Recreation Center

Extracurricular Activities

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

Social Services

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

School Achievements/Accomplishments 2005-06

- 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 have contributed in recognizing our youngsters for outstanding academic achievement.

- ü Business partnerships have contributed in recognizing students for demonstrating the pilars of character.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	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

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. The students also participate in a character education program which gives them the tools to becoming model citizens.

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	Daniel Sapien	(480) 472-8700
Transportation Policy	Tracy Harvester	(480) 472-8700
Community Resources	Lori Margozewitz	(480) 472-8700
School Nutrition Programs	Nutrition	(480) 472-8705
Parent Organization	Jennifer Simpson	(480) 472-8700
Student Health/Nurse	Sue Keener	(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 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 700 Copies = \$272.00

** 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.