



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3320 N Carriage Lane, Chandler, AZ 85224

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	Improving

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

### School Overview

Principal/Administrator : Mr. Mark J. Andrews  
 Schedule : 7:15 AM to 3:30 PM  
 Grades : Pre-K-6  
 2004 Enrollment : 600  
 Web Address : www.mpsaz.org/jordan  
 Phone Number : (480) 472-3800  
 Fax Number : (480) 472-3888  
 E-mail : mjandrew@mpsaz.org

### Mission

The Jordan mission of high, achievable, expectations has become a tradition with the Jordan community since the school opened in 1979. Students learn in an enriched, safe, positive environment. Teachers strive to meet the needs of all students.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	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

- Our major academic goal is to continually increase achievement for all students in the areas of reading, math, language, social studies, and science.
- Another academic goal is to strive to develop better problem-solving skills and develop higher-level thinking in all of our students.

### Enrollment

October 1, 2003 School Year Student Enrollment : 604  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 72

Instructional Programs

- ü Outdoor Science
- ü On-site Special Education
- ü Special Education Preschool
- ü Full-day Kindergarten
- ü Project Wisdom

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Our staff strives to provide a high-quality educational environment that is appropriately challenging. Learning is enhanced when students feel physically and emotionally safe. We also provide information on student growth on a consistent basis.

Parents

Parents should initially get the student to school well-fed, well-rested, appropriately dressed and on time. They should be involved in their child's education by attending school events, reading newsletters and communicating with the school staff.

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. Transportation is also provided for special-needs students.

School Honors

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

Award/Honor	Year
ü Student Services Outstanding Support Staff Member	2004
ü Sixth Grader Won an Award for Her Work with Special Ed	2002
ü Special Ed Teacher Won the MARC Award	2002
ü Fourth Place in the District Spelling Bee	2001

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	61	5651	75509	87	98	100	560	532	521	5	9	13	8	19	23	36	33	33	51	39	31
All Students (Prior Year)	76	5599	75372	100	98	100	544	536	523	0	5	9	11	18	25	46	38	36	43	39	30
Female	30	2784	37013	88	98	100	564	534	522	7	9	12	7	19	24	33	34	33	53	39	31
Male	31	2859	38430	86	98	99	556	531	521	3	10	14	10	19	22	38	32	33	48	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	12	1862	30486	86	99	99	538	515	505	0	13	18	18	25	29	45	35	32	36	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	--	212	4075	--	98	100	--	504	486	--	19	28	--	28	34	--	31	26	--	23	12
White	42	3216	35192	88	98	99	567	544	534	5	6	8	7	15	19	29	32	35	59	46	39
Students with Disabilities	NC	599	9708	NC	100	100	NC	484	489	NC	35	32	NC	28	27	NC	21	24	NC	15	17
Students without Disabilities	58	5052	65801	100	98	98	560	537	525	5	7	11	9	18	23	35	34	34	51	41	33
Limited English Proficient Students	NC	1053	16928	NC	100	100	NC	506	485	NC	17	29	NC	27	33	NC	33	26	NC	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	18	2909	36411				527	514	503	11	14	19	6	24	29	50	34	32	33	27	20
Non-Economically Disadvantaged	43	2742	39040				574	550	534	2	5	8	10	14	19	29	32	34	59	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	61	5641	75492	87	98	100	528	522	519	5	11	12	8	14	16	59	48	47	27	27	24
All Students (Prior Year)	75	5584	75221	100	98	100	534	528	523	0	5	8	7	12	16	71	59	56	22	23	21
Female	30	2785	37014	88	98	100	534	526	523	0	9	10	7	13	15	63	49	48	30	29	27
Male	31	2850	38400	86	98	99	521	518	516	10	13	14	10	16	17	55	48	47	24	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	12	1851	30438	86	98	99	520	509	508	0	17	17	0	20	21	82	49	47	18	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	--	212	4081	--	98	100	--	505	498	--	20	25	--	22	26	--	45	40	--	13	8
White	42	3215	35177	88	98	99	531	530	528	5	7	8	10	11	13	59	48	49	27	34	31
Students with Disabilities	NC	589	9707	NC	98	100	NC	487	495	NC	43	33	NC	18	21	NC	30	33	NC	9	13
Students without Disabilities	58	5052	65785	100	98	98	528	525	522	4	7	10	9	14	16	61	50	49	26	28	26
Limited English Proficient Students	NC	1047	16905	NC	100	100	NC	499	489	NC	25	34	NC	24	28	NC	40	32	NC	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	18	2904	36302				524	510	507	0	16	18	11	19	21	67	49	46	22	15	14
Non-Economically Disadvantaged	43	2737	39164				530	534	528	7	5	8	7	10	13	56	48	48	29	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	59	5611	75053	84	98	99	620	578	597	12	10	7	4	14	12	65	68	72	19	7	9
All Students (Prior Year)	75	5503	73654	100	97	99	543	530	530	1	7	9	10	12	13	74	77	70	14	5	7
Female	30	2774	36872	88	98	99	660	604	621	7	6	5	0	11	9	63	73	74	30	10	12
Male	29	2831	38109	81	97	99	575	552	573	19	14	10	7	17	14	67	64	69	7	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	11	1847	30235	79	98	98	579	541	575	20	14	9	10	17	14	60	66	70	10	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	--	210	4044	--	97	99	--	548	550	--	15	13	--	16	17	--	65	66	--	3	4
White	41	3193	35028	85	97	99	634	599	613	10	8	6	3	12	10	65	70	73	23	10	11
Students with Disabilities	NC	588	9625	NC	98	100	NC	489	530	NC	33	21	NC	23	21	NC	42	55	NC	2	4
Students without Disabilities	56	5023	65428	97	98	98	624	587	604	11	8	6	4	13	11	65	71	73	20	8	10
Limited English Proficient Students	NC	1044	16765	NC	100	100	NC	524	525	NC	16	17	NC	20	20	NC	63	60	NC	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	18	2890	36077				582	542	566	17	14	10	6	17	16	56	65	69	22	3	5
Non-Economically Disadvantaged	41	2721	38950				637	613	618	10	6	5	3	11	9	69	71	73	18	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	88	5809	76019	100	99	100	518	514	499	6	9	14	33	34	39	10	13	14	51	44	33
All Students (Prior Year)	84	5726	76230	100	98	100	525	517	498	2	6	12	20	31	38	22	13	12	56	50	37
Female	30	2821	37207	100	99	100	515	514	499	11	8	12	26	35	41	11	13	14	52	44	33
Male	57	2979	38677	100	99	100	519	515	498	4	11	15	37	32	38	7	13	13	52	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	23	1790	29458	100	99	100	499	490	480	10	15	20	50	48	48	10	11	12	30	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	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	48	3386	35880	100	98	100	528	529	515	2	5	7	26	26	32	11	14	16	62	55	45
Students with Disabilities	NC	619	9786	NC	100	100	NC	460	457	NC	40	39	NC	39	40	NC	7	7	NC	14	13
Students without Disabilities	81	5190	66233	100	98	99	518	519	503	6	6	11	31	33	39	9	14	14	53	47	35
Limited English Proficient Students	NC	972	15206	NC	100	100	NC	477	459	NC	20	31	NC	53	53	NC	10	7	NC	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	23	2753	35714				492	493	480	10	15	20	55	44	47	10	12	12	25	29	20
Non-Economically Disadvantaged	65	3056	40266				526	531	513	5	5	9	26	25	33	10	14	15	60	56	43

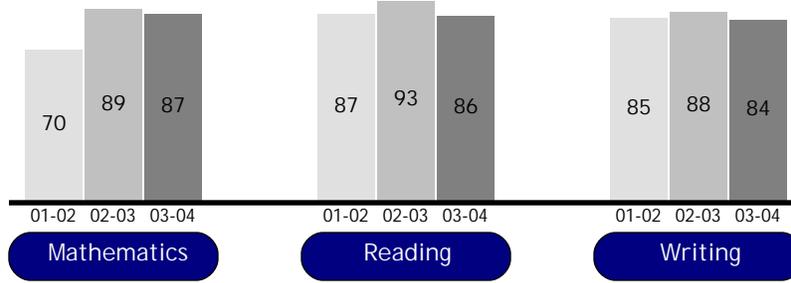
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	5803	76020	100	99	100	506	507	503	18	20	25	31	22	23	37	43	40	14	16	12
All Students (Prior Year)	83	5721	76202	100	98	100	508	510	505	11	11	19	21	21	24	52	53	46	16	14	11
Female	30	2820	37213	100	99	100	517	508	504	11	17	22	36	21	23	36	46	42	18	16	13
Male	57	2973	38666	100	99	100	501	505	501	22	22	29	29	22	22	36	41	38	13	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	23	1784	29442	100	99	99	495	496	494	29	33	37	38	26	26	24	34	31	10	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	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	48	3386	35890	100	98	100	511	513	511	13	12	15	29	19	20	44	48	48	15	21	18
Students with Disabilities	NC	617	9784	NC	100	100	NC	487	485	NC	57	58	NC	18	19	NC	19	19	NC	6	4
Students without Disabilities	81	5186	66236	100	98	99	508	509	504	14	16	23	31	22	23	39	45	42	16	17	13
Limited English Proficient Students	NC	967	15198	NC	100	100	NC	490	483	NC	43	59	NC	28	25	NC	25	14	NC	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	23	2745	35703				493	497	494	35	31	37	35	26	26	20	36	31	10	8	6
Non-Economically Disadvantaged	65	3058	40274				511	514	509	13	11	17	30	18	20	42	49	47	16	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	87	5771	75673	100	98	100	526	530	530	21	15	12	21	25	25	55	56	58	4	5	4
All Students (Prior Year)	84	5622	74692	100	96	99	507	510	502	18	12	18	28	26	27	44	53	47	10	9	8
Female	30	2805	37099	100	98	100	543	549	548	11	10	8	15	22	22	70	62	64	4	6	6
Male	56	2956	38441	100	98	99	519	511	513	26	19	16	22	27	29	48	50	52	4	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	23	1776	29305	100	99	99	466	495	507	48	21	16	14	33	31	33	44	51	5	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	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	48	3366	35760	100	98	99	551	549	550	9	11	9	26	20	21	61	62	64	4	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	80	5166	65967	100	98	99	531	537	536	18	12	10	22	25	25	57	59	60	3	5	5
Limited English Proficient Students	NC	961	15115	NC	100	100	NC	475	471	NC	28	26	NC	38	38	NC	34	35	NC	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	23	2731	35541				499	500	504	40	20	17	10	31	31	50	47	50	0	2	2
Non-Economically Disadvantaged	64	3040	40091				535	553	550	15	10	9	24	19	21	56	63	64	5	7	6

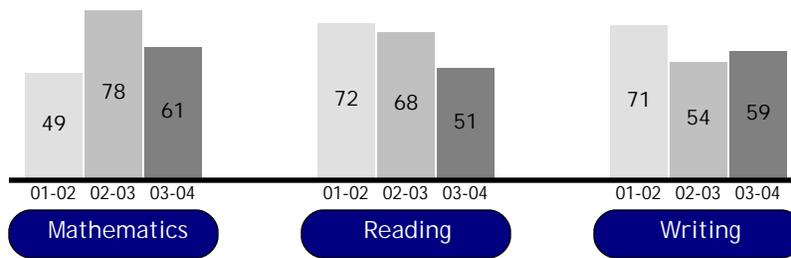
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	68	51	44	98	72	61	50	81	71	NA	58
	Language	100	56	42	39	98	58	49	43	89	58	53	50
	Mathematics	100	72	57	52	98	80	67	57	89	80	71	64
3	Reading	100	47	50	43	100	69	57	47	85	70	NA	55
	Language	100	45	53	50	100	73	61	54	86	71	63	61
	Mathematics	98	50	55	50	97	83	64	54	85	78	66	61
4	Reading	100	64	51	47	99	63	62	52	88	73	NA	56
	Language	100	63	47	45	94	52	54	48	93	63	55	52
	Mathematics	100	73	59	52	98	73	68	57	95	74	68	61
5	Reading	100	61	51	46	98	64	59	50	100	62	NA	55
	Language	100	48	45	43	96	58	53	46	100	51	55	49
	Mathematics	100	66	63	54	95	80	68	57	100	75	71	63
6	Reading	100	64	56	49	97	61	62	53	98	63	NA	56
	Language	100	49	47	42	98	49	53	45	97	54	55	48
	Mathematics	98	72	71	58	96	78	75	62	97	78	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)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Management
- Ü Technology
- Ü School Safety Issues
- Ü Academic Assessment
- Ü Parent/Educator Relations
- Ü School/Community Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	31.20
Other Professional Staff	1.00	Teacher Aide	11.60

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	1	1	0	0
7 to 9 years	0	0	0	0
10 or more years	8	20	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	20.5
Core academic classes taught by Highly Qualified (NCLB) teachers.	20.5
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Central, Computerized Media Center
- Ü Two Networked Computer Labs
- Ü Multipurpose Room
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Band/Orchestra Programs
- Ü Basketball Program (Grades 5-6)
- Ü Cheerleading Squad (Grade 6)
- Ü Choir (Grades 4-6)

Social Services

- Ü Wonderful Parent Volunteers
- Ü Parent Teacher Organization
- Ü School Improvement Advisory Council
- Ü Recreational Activities
- Ü Adult Education

ü Jordan Elementary has met all of their academic goals for the past 5 years.

ü Jordan students have exceeded their reading goals in the Accelerated Reader 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)	1	2	2	2
Transfers In <sup>7</sup> (Out of District)	5	10	9	9
Promotion Rate <sup>8</sup>	96	98	98	94
Retention Rate <sup>9</sup>	3	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	67	71
Grades 3-4	80	63
Grades 4-5	64	76
Grades 5-6	76	76

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

Through the Make Your Day Program we promote self-responsibility and self discipline. Students learn to keep themselves and others safe. Our goal is to assist students in learning lifelong skills which will help keep them safe in all situations.

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	Mark J. Andrews	(480) 472-3800
Transportation Policy	Transportation	(480) 472-0178
Community Resources	Community Relations	(480) 472-0222
School Nutrition Programs	Andrea Snyder	(480) 472-3800
Parent Organization	Tammy White	(480) 472-3800
Student Health/Nurse	Kathy Cordt	(480) 472-3854

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).

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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.