

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

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

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

### School Overview

Principal/Administrator : Mr. Mark J. Andrews  
 Schedule : 07:15 AM to 03:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 522  
 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.

### 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, 2004 School Year Student Enrollment : 566  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 101

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 :	8/15/2005
Last Day of School :	5/25/2006

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	77	5983	79306	96	99	99	429	454	445	0	6	10	19	15	18	54	53	51	26	26	20
All Students (Prior Year)	61	5651	75509	87	98	100	560	532	521	5	9	13	8	19	23	36	33	33	51	39	31
Female	42	2922	38691	98	99	99	453	454	446	0	5	10	17	16	18	54	53	52	29	25	20
Male	35	3060	40583	95	99	99	403	455	445	0	7	11	21	14	18	55	52	50	24	27	21
African American	NC	269	4041	NC	100	99	NC	429	426	NC	12	17	NC	19	23	NC	57	50	NC	12	10
Hispanic	20	2187	32869	91	100	99	407	437	429	0	9	15	13	21	25	63	58	51	25	12	10
Asian/Pacific Islander	NC	150	1935	NC	99	99	NC	468	474	NC	5	3	NC	9	9	NC	48	48	NC	37	40
American Indian/Alaskan Native	--	221	4264	--	98	100	--	437	419	--	9	19	--	27	30	--	54	45	--	10	6
White	50	3156	36197	100	99	99	426	468	463	0	4	5	24	10	11	52	49	53	24	37	31
Students with Disabilities	16	685	10321	94	100	100	284	377	389	0	25	30	36	29	27	57	37	34	7	9	9
Students without Disabilities	61	5298	69060	97	99	98	467	464	454	0	4	7	15	13	17	54	55	54	31	28	22
Limited English Proficient Students	NC	703	15509	NC	100	100	NC	391	406	NC	17	20	NC	28	30	NC	49	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	22	3051	39415	81	97	96	457	442	431	0	9	15	12	21	25	65	56	50	24	14	10
Non-Economically Disadvantaged	55	2932	39966	100	100	100	420	466	459	0	4	6	22	9	12	51	50	52	27	38	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	5986	79395	96	0	99	430	454	446	3	6	9	21	21	25	72	60	55	4	13	11
All Students (Prior Year)	61	5641	75492	87	98	100	528	522	519	5	11	12	8	14	16	59	48	47	27	27	24
Female	42	2926	38743	98	0	100	463	458	451	0	5	7	14	20	24	80	61	57	6	15	12
Male	35	3059	40618	95	0	99	395	450	440	6	7	11	27	23	27	64	58	53	3	12	9
African American	NC	269	4052	NC	0	100	NC	434	434	NC	9	11	NC	24	29	NC	60	54	NC	6	6
Hispanic	20	2189	32915	91	0	99	400	433	426	6	10	15	13	32	35	81	53	47	0	5	4
Asian/Pacific Islander	NC	150	1936	NC	0	99	NC	469	468	NC	2	3	NC	15	14	NC	58	63	NC	25	19
American Indian/Alaskan Native	--	220	4271	--	0	100	--	437	420	--	8	15	--	33	42	--	56	41	--	3	2
White	50	3158	36221	100	0	99	435	469	465	0	3	4	24	14	15	72	64	63	4	20	17
Students with Disabilities	16	684	10331	94	0	100	289	375	388	7	21	25	29	40	37	64	34	34	0	5	4
Students without Disabilities	61	5302	69139	97	0	99	467	464	454	2	4	7	19	19	24	74	63	58	6	15	11
Limited English Proficient Students	NC	703	15545	NC	0	100	NC	382	399	NC	18	21	NC	43	42	NC	36	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	22	3052	39484	81	0	96	461	440	429	6	9	14	12	30	35	82	55	47	0	6	4
Non-Economically Disadvantaged	55	2934	39986	100	0	100	420	466	461	2	2	4	24	13	16	69	64	63	6	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	78	5935	78869	98	98	99	429	442	442	3	6	6	19	21	21	59	62	63	19	12	10
All Students (Prior Year)	59	5611	75053	84	98	99	620	578	597	12	10	7	4	14	12	65	68	72	19	7	9
Female	43	2903	38536	100	99	99	473	458	458	0	4	4	8	14	15	67	65	67	25	16	14
Male	35	3031	40302	95	98	99	380	425	428	6	8	8	30	26	26	52	58	60	12	8	7
African American	NC	267	4015	NC	100	99	NC	426	430	NC	6	8	NC	25	24	NC	61	61	NC	7	7
Hispanic	21	2160	32606	95	98	98	407	419	426	0	9	8	18	29	27	59	57	60	24	5	5
Asian/Pacific Islander	NC	150	1925	NC	99	99	NC	455	471	NC	5	3	NC	15	11	NC	59	64	NC	21	22
American Indian/Alaskan Native	--	216	4245	--	96	100	--	426	423	--	8	9	--	30	26	--	55	61	--	8	4
White	50	3142	36078	100	98	99	428	457	459	4	4	4	20	15	16	63	65	66	13	16	14
Students with Disabilities	16	676	10246	94	100	100	280	347	367	7	18	18	29	40	39	50	37	40	14	5	4
Students without Disabilities	62	5259	68697	98	98	98	466	454	454	2	4	4	16	18	18	62	65	67	20	13	11
Limited English Proficient Students	NC	687	15339	NC	100	100	NC	366	399	NC	15	11	NC	35	31	NC	48	54	NC	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	23	3015	39106	85	96	95	456	426	427	0	8	8	22	28	28	61	59	59	17	5	5
Non-Economically Disadvantaged	55	2920	39837	100	100	100	419	457	457	4	4	4	18	13	14	59	64	67	20	19	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	5594	78906	99	99	99	548	509	498	3	8	13	3	15	19	49	50	48	45	26	20
All Students (Prior Year)	88	5809	76019	100	99	100	518	514	499	6	9	14	33	34	39	10	13	14	51	44	33
Female	41	2679	38644	98	99	99	549	507	500	6	8	12	0	16	19	50	51	49	44	25	19
Male	41	2915	40236	100	99	99	548	510	497	0	8	15	6	15	19	49	50	46	46	28	20
African American	NC	219	4087	NC	100	99	NC	482	481	NC	15	20	NC	17	24	NC	55	45	NC	13	11
Hispanic	NC	1921	31938	NC	100	99	NC	486	481	NC	13	19	NC	23	25	NC	51	46	NC	13	10
Asian/Pacific Islander	NC	136	1805	NC	100	98	NC	526	536	NC	7	5	NC	8	8	NC	50	45	NC	35	42
American Indian/Alaskan Native	NC	237	4593	NC	100	100	NC	479	467	NC	19	26	NC	24	29	NC	48	39	NC	9	6
White	63	3081	36483	98	98	99	558	525	517	2	4	7	0	10	13	45	50	51	53	36	30
Students with Disabilities	NC	650	10664	NC	100	100	NC	417	430	NC	33	42	NC	26	27	NC	33	26	NC	7	5
Students without Disabilities	74	4944	68310	97	98	98	554	521	509	0	5	9	0	14	18	52	53	51	48	29	22
Limited English Proficient Students	NC	560	12573	NC	100	100	NC	427	454	NC	23	27	NC	31	30	NC	41	38	NC	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	14	2737	38679	100	95	96	526	495	483	0	13	20	10	21	25	70	50	45	20	15	10
Non-Economically Disadvantaged	68	2857	40295	99	100	100	552	520	513	3	4	7	2	9	13	46	51	50	49	36	30

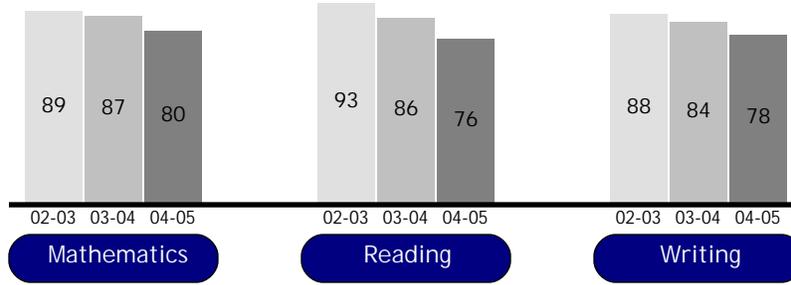
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	5599	78908	99	0	99	511	491	484	1	6	10	12	19	23	71	63	58	16	12	9
All Students (Prior Year)	88	5803	76020	100	99	100	506	507	503	18	20	25	31	22	23	37	43	40	14	16	12
Female	41	2681	38648	98	0	99	515	494	489	0	5	8	6	18	22	74	64	61	21	12	10
Male	41	2918	40233	100	0	99	506	489	479	3	7	12	17	20	25	69	61	55	11	12	8
African American	NC	218	4092	NC	0	99	NC	472	473	NC	9	12	NC	24	28	NC	61	54	NC	6	5
Hispanic	NC	1925	31940	NC	0	99	NC	470	465	NC	12	16	NC	30	32	NC	53	49	NC	5	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	498	507	NC	1	4	NC	21	13	NC	67	65	NC	12	18
American Indian/Alaskan Native	NC	238	4569	NC	0	100	NC	469	457	NC	11	18	NC	31	39	NC	56	41	NC	3	2
White	63	3082	36502	98	0	99	519	507	502	0	3	4	5	12	14	75	69	67	20	17	15
Students with Disabilities	NC	651	10665	NC	0	100	NC	409	423	NC	21	30	NC	38	36	NC	38	31	NC	4	2
Students without Disabilities	74	4948	68312	97	0	98	514	502	493	0	4	7	10	17	21	75	66	62	16	13	10
Limited English Proficient Students	NC	559	12556	NC	0	100	NC	408	436	NC	22	24	NC	43	40	NC	32	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	14	2742	38662	100	0	96	492	479	468	0	10	16	30	28	32	60	56	49	10	5	3
Non-Economically Disadvantaged	68	2857	40315	99	0	100	514	502	498	2	2	5	8	11	15	73	68	66	17	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	80	5524	78750	96	98	99	535	500	500	0	5	6	19	28	29	75	63	63	6	3	2
All Students (Prior Year)	87	5771	75673	100	98	100	526	530	530	21	15	12	21	25	25	55	56	58	4	5	4
Female	41	2649	38586	98	98	99	545	514	515	0	4	4	12	21	22	79	70	71	9	4	3
Male	39	2874	40135	95	98	99	526	488	486	0	7	8	27	35	35	70	56	56	3	2	1
African American	NC	215	4081	NC	99	99	NC	486	488	NC	4	8	NC	36	32	NC	57	59	NC	3	2
Hispanic	NC	1884	31841	NC	98	99	NC	479	483	NC	8	8	NC	37	36	NC	54	55	NC	2	1
Asian/Pacific Islander	NC	136	1802	NC	100	98	NC	521	533	NC	2	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	--	231	4586	--	97	100	--	481	481	--	10	8	--	34	37	--	53	54	--	2	1
White	62	3058	36440	97	98	99	544	514	516	0	4	3	17	23	22	76	69	71	7	4	4
Students with Disabilities	NC	642	10622	NC	100	100	NC	390	415	NC	22	21	NC	48	50	NC	26	28	NC	4	1
Students without Disabilities	73	4882	68196	96	97	98	537	515	513	0	3	3	18	26	25	77	68	69	5	3	3
Limited English Proficient Students	NC	541	12504	NC	100	100	NC	407	451	NC	17	12	NC	48	44	NC	33	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	13	2686	38558	93	93	96	527	486	485	0	9	8	22	37	37	78	53	54	0	1	1
Non-Economically Disadvantaged	67	2838	40260	97	100	100	537	513	514	0	3	3	19	21	21	74	71	72	7	5	4

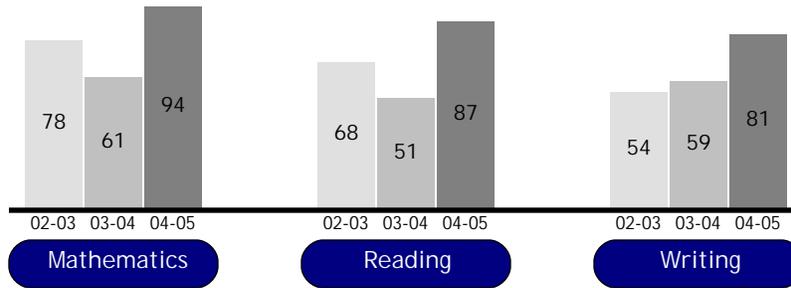
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	72	61	50	81	71	NA	58	89	61	50	47
	Language	98	58	49	43	89	58	53	50	89	63	49	47
	Mathematics	98	80	67	57	89	80	71	64	89	64	54	50
3	Reading	100	69	57	47	85	70	NA	55	90	55	50	44
	Language	100	73	61	54	86	71	63	61	90	55	49	44
	Mathematics	97	83	64	54	85	78	66	61	90	63	55	51
4	Reading	99	63	62	52	88	73	NA	56	92	50	52	48
	Language	94	52	54	48	93	63	55	52	92	52	52	49
	Mathematics	98	73	68	57	95	74	68	61	92	61	59	53
5	Reading	98	64	59	50	100	62	NA	55	99	66	55	50
	Language	96	58	53	46	100	51	55	49	99	64	55	50
	Mathematics	95	80	68	57	100	75	71	63	99	66	54	49
6	Reading	97	61	62	53	98	63	NA	56	100	59	58	51
	Language	98	49	53	45	97	54	55	48	100	52	54	47
	Mathematics	96	78	75	62	97	78	76	66	100	60	62	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 3 Teacher(s)
- 3 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	33.70
Other Professional Staff	1.50	Teacher Aide	16.35

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	0	2	0	0
10 or more years	7	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 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 Choir (Grades 4-6)
- Ü Jordan Jaguar Broadcasting Company
- Ü Yearbook

Social Services

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

School Achievements/Accomplishments 2004-05

ü Jordan Elementary has met all of their academic goals for the past 6 years.

ü Jordan students have exceeded their reading goals in the Accelerated Reader Program.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	23	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	2	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Through our P.R.I.D.E. (Pride, Respect, Integrity, Diversity, Empathy) 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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	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	Heidi Maxson	(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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.