



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2600 W. Knox, Chandler, AZ 85224

Chandler 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)

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 : Mrs. Maureen Sniff
Schedule : 7:30 AM to 4:30 PM
Grades : Pre-K-6
2004 Enrollment : 584
Web Address : www.chandler.k12.az.us/goodman-elementary
Phone Number : (480) 812-6900
Fax Number : (480) 812-6920
E-mail : sniff.maureen@chandler.k12.az.us

Mission

As a FAMILY OF EDUCATORS dedicated to excellence, our mission is to prepare our youngsters to be productive citizens and lifelong learners. All students will be challenged to excel through quality instruction compatible with learning styles.

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

- Students will meet state standards in mathematics in the following strands: Number Sense/Operations, Data Analysis/Probability, Patterns/Algebra, Geometry/Measurement, and Structure/Logic.
Students will meet state standards in reading in the following three areas: Reading Process, Comprehending Literary Text, and Comprehending Informational Text.

Enrollment

October 1, 2003 School Year Student Enrollment : 624
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 85

Instructional Programs

- ü Technology Applications
- ü Critical Thinking Skills
- ü On-site Special Education
- ü Discipline Without Stress
- ü Priority Preschool

Calendar Information

Number of Instruction Days : 178
 Average Daily Instruction Time : 6 hours 30 minutes
 First Day of School : 7/27/2004
 Last Day of School : 6/1/2005

Shared Responsibilities

School

Goodman is committed to providing the following: a quality education for all students; regular communication to parents; positive, motivating classrooms with high expectations; a safe, orderly campus; and a strong partnership between home and school.

Parents

Parents are encouraged to be involved in their child's learning by: ensuring their child attends school regularly and on time; providing homework support; supporting school policies; and communicating regularly with the school and their child.

Transportation Policy

Goodman students residing within our school boundary of one-square-mile, Ray and Warner; Price and Dobson Roads, walk to school. Students from Palm Trails Apartments are bused. Students attending under open enrollment are transported by parents.

School Honors

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

Award/Honor	Year
ü A+ School of Excellence	2003
ü Odyssey of the Mind - 1st Place Regionals	2003
ü Chandler Chamber of Commerce Teacher of the Year	2000
ü Arizona Commission on the Arts Award (99, 00, 01,02)	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2220	75509	100	100	100	555	531	521	0	8	13	15	19	23	39	37	33	46	36	31
All Students (Prior Year)	70	2034	75372	97	98	100	519	529	523	4	7	9	31	20	25	41	39	36	24	34	30
Female	38	1107	37013	100	100	100	552	534	522	0	7	12	11	19	24	46	38	33	43	37	31
Male	41	1113	38430	100	99	99	557	528	521	0	9	14	19	20	22	32	36	33	49	35	31
African American	NC	124	3660	NC	98	99	NC	514	496	NC	11	24	NC	23	31	NC	40	28	NC	25	18
Hispanic	NC	705	30486	NC	100	99	NC	510	505	NC	14	18	NC	29	29	NC	37	32	NC	20	21
Asian/Pacific Islander	NC	124	1780	NC	100	98	NC	557	549	NC	4	5	NC	9	13	NC	31	33	NC	56	50
American Indian/Alaskan Native	NC	28	4075	NC	100	100	NC	509	486	NC	19	28	NC	23	34	NC	35	26	NC	23	12
White	53	1232	35192	100	99	99	557	541	534	0	5	8	12	15	19	35	37	35	53	43	39
Students with Disabilities	NC	252	9708	NC	100	100	NC	508	489	NC	15	32	NC	33	27	NC	29	24	NC	23	17
Students without Disabilities	72	1968	65801	100	99	98	551	533	525	0	7	11	14	18	23	41	38	34	44	37	33
Limited English Proficient Students	NC	259	16928	NC	63	100	NC	470	485	NC	37	29	NC	37	33	NC	22	26	NC	3	12
Migrant Students	--	35	750				--	486	499	--	26	21	--	35	29	--	30	30	--	9	20
Economically Disadvantaged	15	689	36411				556	508	503	0	15	19	29	30	29	36	35	32	36	20	20
Non-Economically Disadvantaged	64	1531	39040				554	540	534	0	5	8	12	15	19	40	38	34	48	42	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	79	2224	75492	100	100	100	532	526	519	1	8	12	9	14	16	55	50	47	34	29	24
All Students (Prior Year)	70	2040	75221	97	98	100	524	529	523	9	5	8	13	12	16	54	57	56	24	25	21
Female	38	1107	37014	100	100	100	535	531	523	0	5	10	5	12	15	57	48	48	38	35	27
Male	41	1117	38400	100	100	99	529	521	516	3	11	14	14	15	17	54	52	47	30	23	21
African American	NC	124	3665	NC	98	99	NC	518	505	NC	9	20	NC	19	22	NC	49	43	NC	23	14
Hispanic	NC	708	30438	NC	100	99	NC	510	508	NC	14	17	NC	22	21	NC	49	47	NC	15	15
Asian/Pacific Islander	NC	124	1773	NC	100	98	NC	536	534	NC	4	4	NC	11	10	NC	49	50	NC	37	36
American Indian/Alaskan Native	NC	28	4081	NC	100	100	NC	513	498	NC	13	25	NC	29	26	NC	42	40	NC	17	8
White	53	1233	35177	100	99	99	538	534	528	0	5	8	4	9	13	57	50	49	39	35	31
Students with Disabilities	NC	254	9707	NC	100	100	NC	513	495	NC	14	33	NC	25	21	NC	43	33	NC	19	13
Students without Disabilities	72	1970	65785	100	99	98	531	527	522	1	7	10	10	13	16	57	50	49	31	29	26
Limited English Proficient Students	NC	259	16905	NC	63	100	NC	477	489	NC	44	34	NC	36	28	NC	20	32	NC	0	6
Migrant Students	--	35	763				--	501	499	--	17	21	--	30	30	--	43	40	--	9	8
Economically Disadvantaged	15	690	36302				524	509	507	0	15	18	21	22	21	57	49	46	21	14	14
Non-Economically Disadvantaged	64	1534	39164				534	532	528	2	5	8	7	10	13	55	50	48	37	34	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	79	2206	75053	100	99	99	637	618	597	1	4	7	8	8	12	81	77	72	10	11	9
All Students (Prior Year)	70	2003	73654	97	96	99	539	540	530	4	6	9	10	10	13	79	74	70	6	10	7
Female	38	1102	36872	100	100	99	654	642	621	0	1	5	5	6	9	82	79	74	13	14	12
Male	41	1104	38109	100	98	99	619	594	573	3	7	10	10	10	14	79	75	69	8	8	6
African American	NC	124	3636	NC	98	99	NC	597	568	NC	3	12	NC	10	16	NC	78	67	NC	9	6
Hispanic	NC	694	30235	NC	99	98	NC	582	575	NC	6	9	NC	13	14	NC	75	70	NC	6	6
Asian/Pacific Islander	NC	124	1768	NC	100	98	NC	654	651	NC	4	3	NC	2	5	NC	79	72	NC	16	19
American Indian/Alaskan Native	NC	28	4044	NC	100	99	NC	582	550	NC	4	13	NC	13	17	NC	79	66	NC	4	4
White	53	1230	35028	100	99	99	649	635	613	2	3	6	8	6	10	75	78	73	15	13	11
Students with Disabilities	NC	251	9625	NC	100	100	NC	555	530	NC	18	21	NC	18	21	NC	57	55	NC	7	4
Students without Disabilities	72	1955	65428	100	99	98	643	623	604	0	3	6	7	7	11	83	78	73	10	11	10
Limited English Proficient Students	NC	253	16765	NC	62	100	NC	527	525	NC	12	17	NC	22	20	NC	63	60	NC	3	2
Migrant Students	--	34	752				--	543	562	--	5	9	--	36	18	--	55	68	--	5	5
Economically Disadvantaged	15	680	36077				602	580	566	0	4	10	21	13	16	71	77	69	7	5	5
Non-Economically Disadvantaged	64	1526	38950				644	633	618	2	4	5	5	6	9	83	77	73	11	13	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	89	2175	76019	97	99	100	506	510	499	10	9	14	36	33	39	16	16	14	37	42	33
All Students (Prior Year)	77	2101	76230	100	99	100	498	510	498	9	8	12	38	33	38	13	15	12	39	45	37
Female	43	1073	37207	93	99	100	521	511	499	2	7	12	32	36	41	22	17	14	44	40	33
Male	45	1099	38677	98	99	100	489	509	498	18	12	15	41	31	38	11	14	13	30	44	34
African American	10	132	3817	91	100	100	449	490	475	40	16	23	40	43	47	20	16	11	0	26	18
Hispanic	NC	640	29458	NC	98	100	NC	483	480	NC	18	20	NC	47	48	NC	13	12	NC	22	20
Asian/Pacific Islander	NC	98	1673	NC	100	99	NC	542	531	NC	4	4	NC	22	29	NC	12	14	NC	62	53
American Indian/Alaskan Native	--	38	4735	--	97	100	--	485	466	--	18	28	--	38	49	--	21	10	--	24	13
White	66	1257	35880	97	99	100	512	522	515	8	5	7	34	28	32	15	17	16	43	51	45
Students with Disabilities	10	268	9786	100	100	100	476	477	457	11	26	39	56	41	40	11	7	7	22	25	13
Students without Disabilities	79	1907	66233	95	99	99	509	513	503	10	8	11	34	33	39	17	16	14	39	43	35
Limited English Proficient Students	NC	220	15206	NC	73	100	NC	442	459	NC	44	31	NC	48	53	NC	5	7	NC	3	9
Migrant Students	--	37	745				--	471	473	--	19	22	--	63	53	--	15	11	--	4	15
Economically Disadvantaged	17	642	35714				470	482	480	29	19	20	47	46	47	6	11	12	18	23	20
Non-Economically Disadvantaged	72	1533	40266				514	520	513	6	6	9	33	29	33	19	17	15	42	49	43

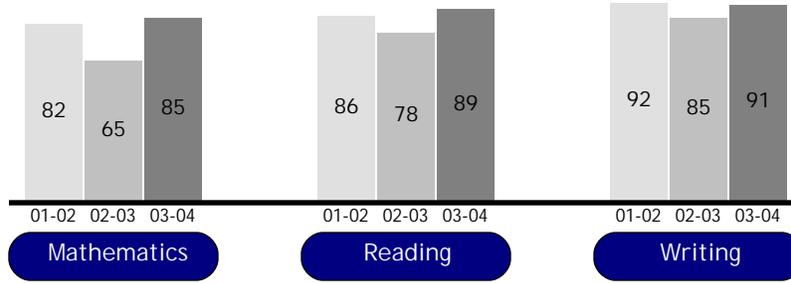
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	2174	76020	97	99	100	501	506	503	22	22	25	24	20	23	43	43	40	11	14	12
All Students (Prior Year)	77	2096	76202	100	99	100	513	509	505	13	13	19	20	22	24	49	52	46	18	13	11
Female	43	1073	37213	93	99	100	506	507	504	10	18	22	24	23	23	52	44	42	14	15	13
Male	45	1098	38666	98	99	100	496	504	501	34	26	29	25	18	22	32	42	38	9	14	12
African American	10	132	3819	91	100	100	479	496	494	70	29	37	20	34	26	10	35	31	0	3	6
Hispanic	NC	639	29442	NC	98	99	NC	491	494	NC	45	37	NC	23	26	NC	27	31	NC	5	6
Asian/Pacific Islander	NC	97	1672	NC	100	99	NC	521	513	NC	9	12	NC	10	19	NC	58	49	NC	24	20
American Indian/Alaskan Native	--	38	4735	--	97	100	--	501	489	--	29	48	--	29	25	--	35	24	--	6	3
White	67	1258	35890	99	99	100	503	512	511	17	12	15	24	19	20	45	50	48	14	19	18
Students with Disabilities	10	268	9784	100	100	100	483	493	485	60	47	58	20	18	19	20	27	19	0	8	4
Students without Disabilities	79	1906	66236	95	99	99	503	507	504	17	20	23	25	21	23	45	44	42	13	15	13
Limited English Proficient Students	NC	219	15198	NC	73	100	NC	472	483	NC	88	59	NC	7	25	NC	4	14	NC	0	1
Migrant Students	--	37	743				--	480	488	--	73	50	--	19	28	--	8	19	--	0	3
Economically Disadvantaged	16	640	35703				489	491	494	50	44	37	25	24	26	19	28	31	6	4	6
Non-Economically Disadvantaged	73	1534	40274				503	511	509	15	14	17	24	19	20	48	49	47	13	18	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	86	2165	75673	93	99	100	550	544	530	7	7	12	24	23	25	65	65	58	4	4	4
All Students (Prior Year)	77	2069	74692	100	98	99	512	514	502	13	11	18	18	24	27	63	55	47	5	10	8
Female	43	1070	37099	93	99	100	586	563	548	0	4	8	19	21	22	74	69	64	7	6	6
Male	42	1092	38441	91	99	99	514	525	513	15	10	16	29	26	29	56	61	52	0	3	3
African American	NC	131	3791	NC	100	99	NC	534	506	NC	6	18	NC	32	29	NC	57	50	NC	5	3
Hispanic	NC	638	29305	NC	98	99	NC	507	507	NC	15	16	NC	30	31	NC	54	51	NC	1	2
Asian/Pacific Islander	NC	98	1665	NC	100	99	NC	590	573	NC	3	6	NC	14	16	NC	72	67	NC	11	10
American Indian/Alaskan Native	--	38	4707	--	97	100	--	537	492	--	3	19	--	35	33	--	56	46	--	6	1
White	64	1250	35760	94	98	99	551	558	550	8	4	9	22	20	21	68	70	64	2	5	6
Students with Disabilities	10	267	9706	100	100	100	474	500	462	10	14	36	80	39	32	10	44	31	0	2	1
Students without Disabilities	76	1898	65967	92	98	99	561	548	536	7	7	10	16	22	25	73	67	60	4	5	5
Limited English Proficient Students	NC	218	15115	NC	72	100	NC	455	471	NC	27	26	NC	46	38	NC	25	35	NC	1	1
Migrant Students	--	37	738				--	453	488	--	37	23	--	30	33	--	33	43	--	0	1
Economically Disadvantaged	15	637	35541				563	508	504	0	13	17	27	32	31	67	53	50	7	2	2
Non-Economically Disadvantaged	71	1528	40091				548	558	550	9	5	9	23	20	21	65	69	64	3	5	6

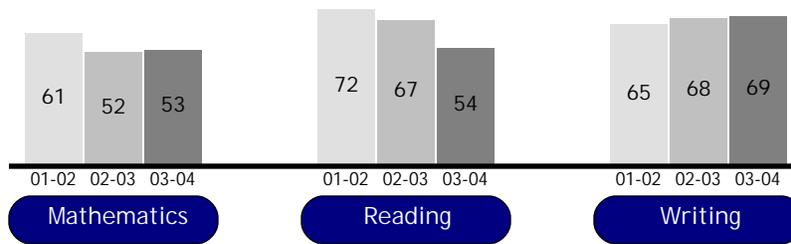
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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 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	99	65	53	44	94	65	57	50	96	67	NA	58
	Language	99	57	50	39	99	58	53	43	97	54	58	50
	Mathematics	100	65	63	52	99	66	63	57	97	71	71	64
3	Reading	95	64	51	43	100	64	56	47	97	64	NA	55
	Language	95	63	57	50	100	71	63	54	97	66	66	61
	Mathematics	100	65	56	50	100	62	61	54	97	69	66	61
4	Reading	99	76	56	47	98	62	60	52	98	68	NA	56
	Language	97	67	53	45	96	54	54	48	100	55	59	52
	Mathematics	100	74	59	52	99	65	61	57	100	68	68	61
5	Reading	98	65	54	46	96	63	58	50	97	61	NA	55
	Language	96	60	50	43	100	58	54	46	97	55	56	49
	Mathematics	99	71	60	54	99	65	65	57	97	70	69	63
6	Reading	96	70	57	49	96	71	59	53	100	72	NA	56
	Language	98	64	51	42	98	63	52	45	100	63	57	48
	Mathematics	99	73	65	58	98	75	68	62	100	79	74	66

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Promote Family/School Partnerships
- Ü Establish Goals for Site Improvement
- Ü Plan School Events
- Ü Instructional Programs
- Ü Address School Safety Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	2.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	2	3	0	0
7 to 9 years	3	3	0	0
10 or more years	3	13	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	30
Core academic classes taught by Highly Qualified (NCLB) teachers.	56
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab/Classroom Internet Access
- Ü Media Center with Mini-computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Battle of the Books Club
- Ü Clubs--Math and Reading
- Ü Clubs--Computer and Running
- Ü Chorus

Social Services

- Ü YMCA Before/After School Programs
- Ü Parent-Teacher Organization
- Ü Group Counseling Services
- Ü Breakfast Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Student accomplishments include: District honor band and orchestra; Musical programs by 2nd and 4th grades; and winners in the following: Running Club (District and Regional); Elk's Free Throw Contest; and State Punt, Pass, and Kick Contest.
- ü Student academic achievements include: State Contestant in the Word Power Challenge; District Science Fair Winners; District Poetry Contest Winners; and participants in District Battle of the Books.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	88	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	9	10	9	9
Promotion Rate ⁸	87	98	98	94
Retention Rate ⁹	12	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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	63	65
Grades 3-4	75	76
Grades 4-5	49	59
Grades 5-6	76	79

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

Goodman Site Council developed a Crisis Plan for any emergency situation which includes staff training. Students experience monthly fire drills and campus lock-downs each semester. Students walk in pairs and are instructed to follow safe procedures.

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	Maureen Sniff	(480) 812-6900
Transportation Policy	Cathy Brown	(480) 812-7275
Community Resources	Kay Ryan	(480) 812-6900
School Nutrition Programs	Cathy Brown	(480) 812-7240
Parent Organization	L. DeVlieger/S. Adams	(480) 812-6900
Student Health/Nurse	Kristina Eckenboy	(480) 812-6900

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.

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.

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

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.

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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.