



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1701 W Roeser Rd, Phoenix, AZ 85041

Roosevelt Elementary 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	Maintaining

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

School Overview

Principal/Administrator : Ms. Patricia Welcher
 Schedule : 7:30 AM to 4:00 PM
 Grades : Pre-K-8
 2004 Enrollment : 693
 Web Address :
 Phone Number : (602) 232-4990
 Fax Number : (602) 243-4989
 E-mail : welcherp@rsd.k12.az.us

Mission

C. J. Jorgensen Elementary School is committed to creating a safe and appropriate learning environment that motivates and challenges students to learn, teaches respect for all, develops strong interpersonal skills, and views parent involvement as essential to students' growth.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Improve K-3 student achievement in reading through systematic & explicit research based reading instruction; quarterly reading assessments: results to monitor and adjust instruction; & sustain reading gains through quality intervention and tutoring.
- ü Analyze and chart AIMS, TerraNova, DIBLES and Benchmark assessments scores/results of each student tested for the purpose of addressing intervention strategies and impacting instruction accordingly.
- ü Standards based instruction; quarterly benchmark results will be used for the purpose of addressing intervention strategies and impacting instruction accordingly.

Enrollment

October 1, 2003 School Year Student Enrollment : 672
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 50

Instructional Programs

- ü At Risk Pre-school
- ü Full Day Kindergarten
- ü K-3 Research Based Rdg. Instruction
- ü ESL, SEI, Bil. Instructional Support
- ü Jumpstart Summer Program
- ü Fall & Spring Interssion
- ü After School Tutoring & Interventions

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/2/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

Jorgensen Elementary staff will maintain high academic and behavioral standards for all; provide a safe and orderly campus environment that is conducive to learning; employ highly qualified staff; and will maintain a challenging standards based curriculum for all students.

Parents

Parents are responsible for ensuring that students arrive at school on time, in uniform, with completed homework and ready to learn; support school policies; and actively participate through attending parent/teacher conferences and academic nights, and seeing that their child does his/her homework. Jorgensen parents are all a part of our parent group, Parents as Partners, and are encouraged to attend Parents as Partners meetings.

Transportation Policy

Transportation is provided for those who must cross against major traffic, and for special needs children on an individual needs basis. Students enrolled under the open enrollment law must provide their own transportation.

School Honors

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

Award/Honor	Year
ü Silver Apple Teaching Award	2003
ü Chicanos Por la Causa Esperanza Teacher of Year	2002
ü Banda Mil Amores Multicultural Dance Group-4/1st Places	2002
ü TFA Excellence in Teaching Award Winner for Arizona	2002

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	80	1305	75509	99	98	100	477	469	521	32	39	13	29	33	23	39	22	33	0	6	31
All Students (Prior Year)	76	1242	75372	100	100	100	495	485	523	26	25	9	29	37	25	29	30	36	16	8	30
Female	41	666	37013	98	99	100	475	473	522	31	35	12	38	36	24	31	22	33	0	6	31
Male	39	639	38430	100	98	99	478	465	521	33	43	14	20	30	22	47	23	33	0	5	31
African American	NC	188	3660	NC	98	99	NC	455	496	NC	49	24	NC	32	31	NC	17	28	NC	3	18
Hispanic	78	1044	30486	98	98	99	476	472	505	33	38	18	30	33	29	37	23	32	0	6	21
Asian/Pacific Islander	--	NC	1780	--	NC	98	--	NC	549	--	NC	5	--	NC	13	--	NC	33	--	NC	50
American Indian/Alaskan Native	--	12	4075	--	86	100	--	473	486	--	50	28	--	17	34	--	17	26	--	17	12
White	--	51	35192	--	93	99	--	490	534	--	18	8	--	39	19	--	35	35	--	8	39
Students with Disabilities	NC	126	9708	NC	96	100	NC	418	489	NC	81	32	NC	16	27	NC	1	24	NC	1	17
Students without Disabilities	71	1179	65801	100	99	98	484	476	525	21	33	11	33	35	23	46	25	34	0	6	33
Limited English Proficient Students	52	615	16928	100	100	100	NA	451	485	NA	52	29	NA	28	33	NA	20	26	NA	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	59	892	36411				469	469	503	40	39	19	35	35	29	25	21	32	0	5	20
Non-Economically Disadvantaged	21	413	39040				496	470	534	13	39	8	13	29	19	75	24	34	0	7	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	80	1295	75492	99	98	100	497	489	519	25	34	12	32	25	16	36	34	47	7	6	24
All Students (Prior Year)	79	1243	75221	100	100	100	505	502	523	13	19	8	27	24	16	50	53	56	10	5	21
Female	41	664	37014	98	99	100	497	494	523	23	28	10	23	27	15	54	37	48	0	8	27
Male	39	631	38400	100	97	99	497	483	516	27	41	14	40	23	17	20	32	47	13	4	21
African American	NC	186	3665	NC	97	99	NC	482	505	NC	41	20	NC	26	22	NC	32	43	NC	2	14
Hispanic	78	1037	30438	98	98	99	497	489	508	26	33	17	30	25	21	37	34	47	7	7	15
Asian/Pacific Islander	--	NC	1773	--	NC	98	--	NC	534	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	12	4081	--	86	100	--	488	498	--	42	25	--	17	26	--	33	40	--	8	8
White	--	50	35177	--	91	99	--	504	528	--	22	8	--	22	13	--	46	49	--	10	31
Students with Disabilities	NC	117	9707	NC	89	100	NC	454	495	NC	77	33	NC	17	21	NC	5	33	NC	1	13
Students without Disabilities	71	1178	65785	100	98	98	503	493	522	17	29	10	33	26	16	42	38	49	8	7	26
Limited English Proficient Students	52	613	16905	100	100	100	NA	467	489	NA	59	34	NA	24	28	NA	15	32	NA	2	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	59	884	36302				490	487	507	30	35	18	35	27	21	35	31	46	0	6	14
Non-Economically Disadvantaged	21	411	39164				513	492	528	13	33	8	25	21	13	38	40	48	25	6	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	78	1277	75053	96	96	99	557	533	597	11	20	7	14	18	12	68	58	72	7	4	9
All Students (Prior Year)	76	1187	73654	100	96	99	510	506	530	20	21	9	10	21	13	63	56	70	7	2	7
Female	41	656	36872	98	97	99	589	555	621	0	13	5	15	19	9	69	62	74	15	6	12
Male	37	621	38109	95	95	99	530	511	573	20	26	10	13	18	14	67	53	69	0	3	6
African American	NC	188	3636	NC	98	99	NC	515	568	NC	23	12	NC	19	16	NC	55	67	NC	3	6
Hispanic	76	1017	30235	95	96	98	554	534	575	11	19	9	15	19	14	67	57	70	7	5	6
Asian/Pacific Islander	--	NC	1768	--	NC	98	--	NC	651	--	NC	3	--	NC	5	--	NC	72	--	NC	19
American Indian/Alaskan Native	--	11	4044	--	79	99	--	578	550	--	27	13	--	9	17	--	64	66	--	0	4
White	--	51	35028	--	93	99	--	578	613	--	10	6	--	14	10	--	67	73	--	10	11
Students with Disabilities	NC	121	9625	NC	92	100	NC	411	530	NC	60	21	NC	22	21	NC	17	55	NC	1	4
Students without Disabilities	69	1156	65428	97	97	98	567	550	604	13	14	6	8	18	11	71	63	73	8	5	10
Limited English Proficient Students	50	592	16765	100	97	100	NA	482	525	NA	42	17	NA	13	20	NA	42	60	NA	2	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	58	870	36077				549	531	566	0	19	10	20	20	16	75	56	69	5	4	5
Non-Economically Disadvantaged	20	407	38950				577	539	618	38	21	5	0	15	9	50	60	73	13	5	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	73	1296	76019	100	100	100	464	452	499	28	37	14	51	50	39	11	7	14	9	6	33
All Students (Prior Year)	60	1239	76230	97	99	100	465	453	498	19	35	12	58	50	38	16	7	12	6	7	37
Female	36	644	37207	100	100	100	471	454	499	25	33	12	46	55	41	18	6	14	11	6	33
Male	37	651	38677	100	100	100	456	448	498	32	41	15	56	46	38	4	7	13	8	6	34
African American	NC	214	3817	NC	98	100	NC	442	475	NC	47	23	NC	45	47	NC	5	11	NC	3	18
Hispanic	68	1006	29458	100	99	100	464	454	480	27	34	20	52	52	48	10	7	12	10	6	20
Asian/Pacific Islander	--	NC	1673	--	NC	99	--	NC	531	--	NC	4	--	NC	29	--	NC	14	--	NC	53
American Indian/Alaskan Native	--	16	4735	--	94	100	--	449	466	--	33	28	--	60	49	--	0	10	--	7	13
White	NC	43	35880	NC	100	100	NC	462	515	NC	29	7	NC	54	32	NC	7	16	NC	10	45
Students with Disabilities	13	171	9786	100	100	100	407	407	457	90	84	39	10	16	40	0	0	7	0	0	13
Students without Disabilities	60	1125	66233	100	100	99	477	458	503	14	30	11	60	56	39	14	8	14	12	7	35
Limited English Proficient Students	25	494	15206	96	96	100	408	432	459	80	55	31	20	43	53	0	0	7	0	2	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	53	787	35714				466	453	480	29	36	20	44	51	47	15	6	12	12	7	20
Non-Economically Disadvantaged	20	509	40266				457	450	513	25	37	9	75	49	33	0	8	15	0	5	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	73	1297	76020	100	100	100	490	486	503	43	52	25	23	25	23	30	21	40	4	3	12
All Students (Prior Year)	63	1247	76202	100	100	100	487	489	505	47	42	19	31	29	24	22	26	46	0	2	11
Female	36	645	37213	100	100	100	494	489	504	39	45	22	14	29	23	39	23	42	7	3	13
Male	37	651	38666	100	100	100	485	483	501	48	58	29	32	20	22	20	20	38	0	2	12
African American	NC	214	3819	NC	98	100	NC	483	494	NC	60	37	NC	20	26	NC	18	31	NC	2	6
Hispanic	68	1006	29442	100	99	99	490	486	494	42	50	37	25	25	26	29	21	31	4	3	6
Asian/Pacific Islander	--	NC	1672	--	NC	99	--	NC	513	--	NC	12	--	NC	19	--	NC	49	--	NC	20
American Indian/Alaskan Native	--	16	4735	--	94	100	--	487	489	--	40	48	--	40	25	--	20	24	--	0	3
White	NC	44	35890	NC	100	100	NC	490	511	NC	43	15	NC	24	20	NC	31	48	NC	2	18
Students with Disabilities	13	171	9784	100	100	100	465	467	485	100	91	58	0	4	19	0	5	19	0	0	4
Students without Disabilities	60	1126	66236	100	100	99	496	489	504	30	46	23	28	28	23	37	23	42	5	3	13
Limited English Proficient Students	25	494	15198	96	96	100	470	476	483	80	78	59	20	16	25	0	5	14	0	2	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	52	788	35703				490	486	494	43	52	37	23	24	26	33	20	31	3	3	6
Non-Economically Disadvantaged	21	509	40274				490	486	509	46	51	17	23	25	20	23	22	47	8	3	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	73	1287	75673	100	99	100	492	481	530	25	27	12	13	30	25	60	42	58	2	2	4
All Students (Prior Year)	61	1197	74692	98	96	99	464	464	502	33	41	18	47	34	27	20	24	47	0	1	8
Female	36	643	37099	100	100	100	544	501	548	11	18	8	11	30	22	79	50	64	0	2	6
Male	37	643	38441	100	98	99	433	460	513	40	35	16	16	31	29	40	33	52	4	1	3
African American	NC	213	3791	NC	98	99	NC	467	506	NC	35	18	NC	30	29	NC	34	50	NC	1	3
Hispanic	68	997	29305	100	98	99	499	486	507	23	24	16	10	31	31	65	44	51	2	2	2
Asian/Pacific Islander	--	NC	1665	--	NC	99	--	NC	573	--	NC	6	--	NC	16	--	NC	67	--	NC	10
American Indian/Alaskan Native	--	16	4707	--	94	100	--	489	492	--	13	19	--	47	33	--	40	46	--	0	1
White	NC	44	35760	NC	100	99	NC	484	550	NC	31	9	NC	21	21	NC	48	64	NC	0	6
Students with Disabilities	13	169	9706	100	99	100	354	395	462	80	70	36	10	23	32	10	6	31	0	1	1
Students without Disabilities	60	1118	65967	100	99	99	524	494	536	12	20	10	14	31	25	72	47	60	2	2	5
Limited English Proficient Students	25	488	15115	96	95	100	300	443	471	80	39	26	0	34	38	20	25	35	0	2	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	52	782	35541				490	484	504	23	27	17	10	29	31	68	43	50	0	2	2
Non-Economically Disadvantaged	21	505	40091				497	477	550	31	27	9	23	32	21	38	40	64	8	1	6

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

8th 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	66	1289	75001	97	98	99	423	429	468	78	68	37	20	28	36	2	3	16	0	1	10
All Students (Prior Year)	65	1091	71167	87	100	99	444	430	463	50	69	38	41	27	41	9	3	14	0	1	7
Female	34	626	36846	97	98	99	425	429	468	72	67	36	24	29	38	3	3	16	0	1	10
Male	32	661	37974	97	97	99	421	428	467	84	69	39	16	27	34	0	4	16	0	1	11
African American	NC	237	3720	NC	97	98	NC	425	446	NC	68	53	NC	28	33	NC	3	9	NC	1	4
Hispanic	63	975	26675	97	98	98	423	430	448	78	68	52	20	27	34	2	4	10	0	1	4
Asian/Pacific Islander	--	NC	1575	--	NC	99	--	NC	504	--	NC	18	--	NC	33	--	NC	20	--	NC	29
American Indian/Alaskan Native	--	16	4731	--	100	98	--	420	438	--	64	61	--	36	30	--	0	7	--	0	2
White	--	54	37785	--	90	99	--	426	482	--	67	25	--	31	39	--	2	21	--	0	15
Students with Disabilities	10	202	8802	100	100	100	395	390	418	100	99	79	0	1	16	0	0	3	0	0	1
Students without Disabilities	56	1087	66199	97	98	99	428	436	472	74	62	34	24	33	38	2	4	17	0	1	11
Limited English Proficient Students	12	338	11710	50	95	100	NA	408	429	NA	85	70	NA	15	25	NA	0	4	NA	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	46	766	29814				424	428	448	80	68	53	18	27	33	3	4	10	0	1	4
Non-Economically Disadvantaged	20	523	45170				420	429	479	71	66	28	29	29	38	0	3	20	0	2	14

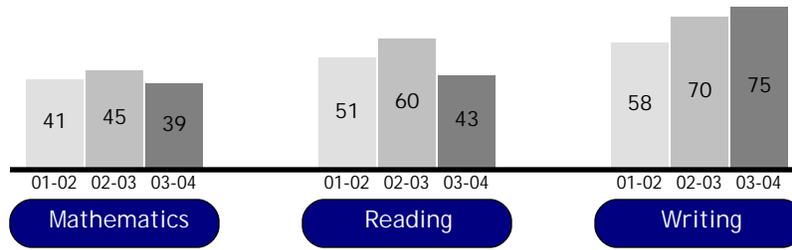
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	1284	74918	96	98	99	467	465	497	53	57	32	26	21	19	21	19	35	0	2	15
All Students (Prior Year)	73	1099	71100	97	100	99	494	482	502	16	40	25	47	26	21	31	30	40	6	4	15
Female	34	626	36805	97	98	99	468	469	501	55	53	28	21	23	19	24	22	37	0	2	16
Male	31	656	37936	94	96	99	466	462	493	50	61	35	33	20	18	17	16	33	0	3	14
African American	NC	237	3719	NC	97	98	NC	462	481	NC	59	43	NC	19	21	NC	19	29	NC	3	7
Hispanic	62	970	26645	95	97	98	469	466	478	50	57	46	28	22	20	22	19	27	0	2	6
Asian/Pacific Islander	--	NC	1571	--	NC	99	--	NC	521	--	NC	18	--	NC	15	--	NC	38	--	NC	30
American Indian/Alaskan Native	--	16	4729	--	100	98	--	463	468	--	50	57	--	29	19	--	21	19	--	0	4
White	--	54	37773	--	90	99	--	470	511	--	52	20	--	20	18	--	24	41	--	4	21
Students with Disabilities	10	201	8801	100	99	100	408	419	448	100	95	75	0	4	13	0	1	10	0	0	2
Students without Disabilities	55	1083	66117	95	97	99	478	474	501	44	50	28	31	25	19	24	23	37	0	3	16
Limited English Proficient Students	12	334	11706	50	94	100	NA	435	454	NA	89	71	NA	9	16	NA	2	12	NA	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	46	765	29785				466	465	477	58	57	47	20	22	20	23	19	26	0	1	6
Non-Economically Disadvantaged	19	519	45115				471	466	508	38	56	23	46	21	18	15	20	39	0	4	20

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	65	1278	74503	96	97	99	460	442	491	11	18	9	43	45	32	42	35	51	4	2	8
All Students (Prior Year)	72	1053	69001	96	98	96	489	471	490	3	31	17	50	45	37	47	24	45	0	1	1
Female	34	623	36686	97	98	99	469	454	506	10	14	5	41	44	29	45	41	57	3	2	9
Male	31	653	37644	94	96	98	450	431	476	13	23	13	46	46	36	38	30	45	4	1	6
African American	NC	234	3677	NC	96	97	NC	434	475	NC	22	12	NC	47	36	NC	28	46	NC	3	5
Hispanic	62	967	26500	95	97	97	466	446	467	10	17	13	44	44	39	42	38	44	4	1	4
Asian/Pacific Islander	--	NC	1566	--	NC	99	--	NC	537	--	NC	5	--	NC	23	--	NC	55	--	NC	18
American Indian/Alaskan Native	--	16	4695	--	100	97	--	434	464	--	21	14	--	43	39	--	36	44	--	0	3
White	--	54	37606	--	90	99	--	433	508	--	19	6	--	48	28	--	31	56	--	2	10
Students with Disabilities	10	199	8662	100	98	100	356	371	409	63	59	37	25	30	42	13	9	20	0	1	1
Students without Disabilities	55	1079	65841	95	97	98	479	455	499	2	11	7	47	47	32	47	40	53	4	2	8
Limited English Proficient Students	12	334	11608	50	94	100	NA	397	430	NA	44	23	NA	37	47	NA	19	28	NA	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	46	761	29587				453	444	465	10	17	14	53	45	40	33	36	43	5	2	4
Non-Economically Disadvantaged	19	517	44898				483	441	507	15	19	7	15	45	28	69	34	55	0	2	10

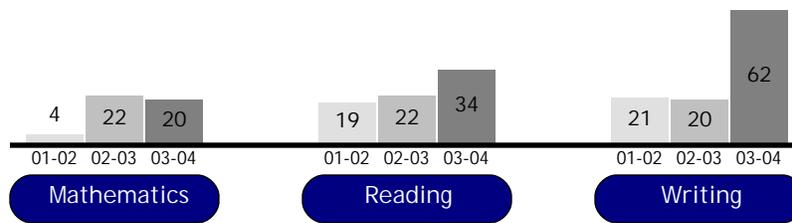
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

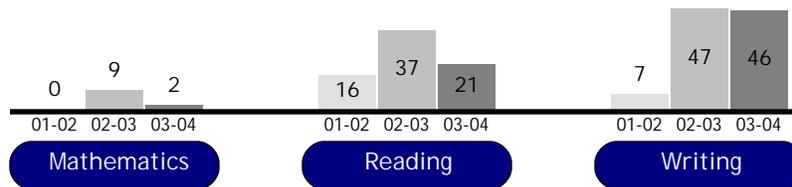
3rd Grade Proficiency



5th Grade Proficiency



8th 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?	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 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	89	17	22	44	94	21	25	50	98	41	NA	58
	Language	89	12	16	39	100	13	17	43	99	22	22	50
	Mathematics	89	26	25	52	100	21	32	57	99	35	34	64
3	Reading	100	22	21	43	99	16	23	47	95	33	NA	55
	Language	100	37	31	50	100	28	34	54	95	42	38	61
	Mathematics	100	38	25	50	100	25	29	54	95	30	33	61
4	Reading	100	18	22	47	97	26	26	52	99	34	NA	56
	Language	100	25	26	45	100	34	28	48	99	39	35	52
	Mathematics	100	33	28	52	100	46	30	57	99	44	38	61
5	Reading	100	18	19	46	100	16	22	50	100	34	NA	55
	Language	100	22	20	43	98	21	24	46	100	40	32	49
	Mathematics	100	26	24	54	100	33	28	57	100	48	38	63
6	Reading	99	25	25	49	95	28	27	53	100	32	NA	56
	Language	99	19	20	42	95	27	21	45	100	32	29	48
	Mathematics	99	36	31	58	98	42	34	62	100	47	40	66
7	Reading	100	21	24	48	95	27	26	51	93	19	NA	54
	Language	100	30	28	51	97	34	29	54	93	23	35	58
	Mathematics	99	30	31	54	100	25	29	58	93	22	32	62
8	Reading	97	18	27	49	95	31	31	53	100	36	NA	55
	Language	97	18	26	46	95	34	27	49	100	30	31	52
	Mathematics	97	25	30	54	100	37	33	58	100	31	37	61

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

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

Council Duties

- ü School Improvement
- ü Curriculum Development
- ü School Safety Issues/Facilities
- ü School/Community Relations
- ü Instructional Programs/Strategies
- ü Discipline

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	37.50
Other Professional Staff	3.00	Teacher Aide	6.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	4	0	0	0
7 to 9 years	2	0	0	0
10 or more years	4	14	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	29
Core academic classes taught by Highly Qualified (NCLB) teachers.	75
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü At Risk Pre-school Classroom
- ü Library/Media Center/Closed circuit TV
- ü Computer Lab for 4th-8th Grade students
- ü Computer Lab for K-3rd Grade students

Extracurricular Activities

- ü Student Council
- ü After School Sports & Fine Arts Clubs
- ü Principal's Safety Club
- ü Math Baseball Club
- ü District and Site Spelling Bees
- ü Peer Mediation
- ü 6th Grade Math Challenge
- ü 4th Grade Arizona Challenge

Social Services

- ü On Site Nurse
- ü Social Worker/Speech Therapist/Psychol.
- ü Counseling-Southwest Behavioral
- ü Intervention Specialist-SW Behavioral
- ü Crisis Intervention Team
- ü Phx. Parks & Rec. After School Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The research based K-3 reading program, frequent progress monitoring and intensive daily interventions have shown to be successful in helping our students with early literacy development, as measured by DIBELS.
- ü Jorgensen students received awards of merit in the District English Spelling Bee, Spanish Spelling Bee, Math Challenge, and Science Fair.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	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	57	54
Grades 3-4	72	83
Grades 4-5	59	56
Grades 5-6	83	84
Grades 6-7	40	25
Grades 7-8	79	67

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

Jorgensen believes that safety is paramount to a safe and healthy learning environment. Classrooms maintain a calm demeanor, and students walk as they transition from place to place. Fire, evacuation & lock-down drills are regularly practiced; Staff visibility is crucial and consistent; visitors must sign-in/wear ID badges; safety is stressed on daily TV announcements; and the site Emergency Plan/Team is strong. Security cameras & monitors were installed.

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	Patricia Welcher	(602) 232-4990
Transportation Policy	Manuel Quihuis	(602) 243-4852
Community Resources	Debra McLain	(602) 232-4990
School Nutrition Programs	Molly Davila	(602) 232-4994
Parent Organization	Andrew Sandoval	(602) 232-4990
Student Health/Nurse	Mary Haywood	(602) 232-4990

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.