

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

Mile Post 408, Highway 264, Jeddito, AZ 86034

Cedar 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)

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

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

School Overview

Principal/Administrator : Ms. Jessica K. Huff
 Schedule : 07:30 AM to 05:00 PM
 Grades : Pre-K-8
 2005 Enrollment : 319
 Web Address : www.cedarusd.org/jeddito
 Phone Number : (928) 738-2334
 Fax Number : (928) 738-5134
 E-mail : jhuff@cusd25.k12.az.us

Mission

Jeddito School will ensure that every student will learn and develop intellectually, physically, and socially. By understanding our heritage, we will prepare our students to accept the challenges that are presented today and in the future.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status (b)

2004-05	SI Year 2
2003-04	Year 1
2002-03	N/A

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

School / Academic Goals

- Ü The staff will fully implement the adopted reading program, Harcourt Trophies, and the supplemental program, Accelerated Reader, as the program indicates. Activities will support the objectives, and evaluation will test the objectives.
- Ü The staff will fully implement the adopted math program, Saxon Math, and the supplemental program, Accelerated Math, as the program indicates. Activities will support the objectives, and evaluation will test the objectives.
- Ü The staff will fully implement the Six Traits Writing Rubric and the Writing Process as the program indicates. Activities will support the objectives, and evaluation will test the objectives.
- Ü All Instructional staff will work together to realign all textbooks, curriculum and District Assessment Program elements to newly revised Arizona Standards in Science by the end of SY 2005 - 2006.

Enrollment

October 1, 2004 School Year Student Enrollment : 317
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 68

Instructional Programs

- ü Harcourt Trophies
- ü Saxon Math
- ü Native Culture
- ü Accelerated Reader and Math
- ü On-site Special Education
- ü Full Day Kindergarten
- ü School Safety/Law-Related Education
- ü After School Tutoring

Calendar Information

Number of Instruction Days :	182
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/1/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The professional staff at Jeddito School is responsible for teaching and testing an aligned curriculum to students. It is their duty to ensure every student can and will learn by providing activities to support student learning. Activities are devised to meet the multiple intelligences, are differentiated to meet the varied needs, and designed to elicit student interest. Should students struggle, the staff will identify the area for growth and seek additional assistance for those students.

Parents

Parents best support student learning by encouraging daily attendance, reading to and with their children, and providing a place for their children to complete their homework. It is the responsibility of the parent to communicate with the student's teacher. Protein, water, and sleep help the brain develop and grow. We ask our parents to provide that as well as adequate clothing. Parents also can support their child's education by reviewing the discipline code with their child.

Transportation Policy

Students are picked up as close as possible to their homes. Distances traveled range up to 65 miles each way over unimproved dirt roads that may become muddy or wash out. All students are expected to maintain appropriate behavior while riding the bus so bus drivers can transport them safely and on time. No student is left at an unattended residence. We provide a second afternoon run at 5:00PM for students who participate in sports, tutoring, and other after school activities.

School Honors

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

Award/Honor	Year
ü North Central Assn. Accreditation Without Warning	2003
ü Jeddito student scored top 10% on state Algebra test	2003
ü North Central Assn. Accreditation Without Warning	2004

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	26	30	79306	93	100	99	368	371	445	60	58	10	30	33	18	10	8	51	0	0	20
All Students (Prior Year)	33	39	75509	100	100	100	465	459	521	43	44	13	39	41	23	18	15	33	0	0	31
Female	12	13	38691	86	93	99	383	386	446	67	60	10	22	30	18	11	10	52	0	0	20
Male	14	17	40583	100	100	99	355	360	445	55	57	11	36	36	18	9	7	50	0	0	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	--	--	32869	--	--	99	--	--	429	--	--	15	--	--	25	--	--	51	--	--	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	26	30	4264	93	100	100	368	371	419	60	58	19	30	33	30	10	8	45	0	0	6
White	--	--	36197	--	--	99	--	--	463	--	--	5	--	--	11	--	--	53	--	--	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	22	27	69060	92	100	98	385	385	454	59	59	7	29	32	17	12	9	54	0	0	22
Limited English Proficient Students	14	14	15509	100	100	100	352	352	406	79	79	20	21	21	30	0	0	45	0	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	23	26	39415	82	87	96	384	384	431	61	62	15	33	33	25	6	5	50	0	0	10
Non-Economically Disadvantaged	NC	NC	39966	NC	NC	100	NC	NC	459	NC	NC	6	NC	NC	12	NC	NC	52	NC	NC	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	26	30	79395	93	0	99	376	375	446	25	33	9	65	58	25	10	8	55	0	0	11
All Students (Prior Year)	33	39	75492	100	100	100	491	489	519	32	32	12	32	32	16	36	32	47	0	3	24
Female	12	13	38743	86	0	100	402	401	451	11	10	7	67	70	24	22	20	57	0	0	12
Male	14	17	40618	100	0	99	355	356	440	36	50	11	64	50	27	0	0	53	0	0	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	--	--	32915	--	--	99	--	--	426	--	--	15	--	--	35	--	--	47	--	--	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	26	30	4271	93	0	100	376	375	420	25	33	15	65	58	42	10	8	41	0	0	2
White	--	--	36221	--	--	99	--	--	465	--	--	4	--	--	15	--	--	63	--	--	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	22	27	69139	92	0	99	396	392	454	24	32	7	65	59	24	12	9	58	0	0	11
Limited English Proficient Students	14	14	15545	100	0	100	359	359	399	29	29	21	71	71	42	0	0	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	23	26	39484	82	0	96	393	388	429	22	33	14	72	62	35	6	5	47	0	0	4
Non-Economically Disadvantaged	NC	NC	39986	NC	NC	100	NC	NC	461	NC	NC	4	NC	NC	16	NC	NC	63	NC	NC	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	26	30	78869	93	100	99	392	378	442	20	25	6	20	21	21	60	54	63	0	0	10
All Students (Prior Year)	33	39	75053	100	100	99	514	521	597	18	21	7	18	15	12	64	65	72	0	0	9
Female	12	13	38536	86	93	99	417	421	458	11	10	4	33	30	15	56	60	67	0	0	14
Male	14	17	40302	100	100	99	372	348	428	27	36	8	9	14	26	64	50	60	0	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	--	--	32606	--	--	98	--	--	426	--	--	8	--	--	27	--	--	60	--	--	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	26	30	4245	93	100	100	392	378	423	20	25	9	20	21	26	60	54	61	0	0	4
White	--	--	36078	--	--	99	--	--	459	--	--	4	--	--	16	--	--	66	--	--	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	22	27	68697	92	100	98	410	394	454	18	23	4	24	23	18	59	55	67	0	0	11
Limited English Proficient Students	14	14	15339	100	100	100	391	391	399	14	14	11	29	29	31	57	57	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	23	26	39106	82	87	95	407	386	427	17	24	8	22	24	28	61	52	59	0	0	5
Non-Economically Disadvantaged	NC	NC	39837	NC	NC	100	NC	NC	457	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	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	34	34	78906	94	100	99	460	460	498	22	22	13	26	26	19	48	48	48	4	4	20
All Students (Prior Year)	41	41	76019	100	100	100	438	438	499	52	52	14	45	45	39	0	0	14	3	3	33
Female	21	21	38644	100	100	99	484	484	500	17	17	12	22	22	19	56	56	49	6	6	19
Male	13	13	40236	87	100	99	413	413	497	33	33	15	33	33	19	33	33	46	0	0	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	--	--	31938	--	--	99	--	--	481	--	--	19	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	34	34	4593	94	100	100	460	460	467	22	22	26	26	26	29	48	48	39	4	4	6
White	--	--	36483	--	--	99	--	--	517	--	--	7	--	--	13	--	--	51	--	--	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	27	27	68310	93	100	98	488	488	509	9	9	9	27	27	18	59	59	51	5	5	22
Limited English Proficient Students	17	17	12573	100	100	100	442	442	454	33	33	27	20	20	30	40	40	38	7	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	32	32	38679	89	94	96	479	479	483	24	24	20	20	20	25	52	52	45	4	4	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	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	34	34	78908	94	0	99	441	441	484	11	11	10	41	41	23	48	48	58	0	0	9
All Students (Prior Year)	40	40	76020	100	100	100	480	480	503	75	75	25	14	14	23	11	11	40	0	0	12
Female	21	21	38648	100	0	99	464	464	489	6	6	8	33	33	22	61	61	61	0	0	10
Male	13	13	40233	87	0	99	394	394	479	22	22	12	56	56	25	22	22	55	0	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	--	--	31940	--	--	99	--	--	465	--	--	16	--	--	32	--	--	49	--	--	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	34	34	4569	94	0	100	441	441	457	11	11	18	41	41	39	48	48	41	0	0	2
White	--	--	36502	--	--	99	--	--	502	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	27	27	68312	93	0	98	466	466	493	0	0	7	41	41	21	59	59	62	0	0	10
Limited English Proficient Students	17	17	12556	100	0	100	419	419	436	20	20	24	47	47	40	33	33	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	32	32	38662	89	0	96	458	458	468	12	12	16	36	36	32	52	52	49	0	0	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	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	34	34	78750	94	100	99	478	478	500	4	4	6	33	33	29	63	63	63	0	0	2
All Students (Prior Year)	41	41	75673	100	100	100	407	407	530	38	38	12	48	48	25	14	14	58	0	0	4
Female	21	21	38586	100	100	99	513	513	515	6	6	4	17	17	22	78	78	71	0	0	3
Male	13	13	40135	87	100	99	408	408	486	0	0	8	67	67	35	33	33	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	--	--	31841	--	--	99	--	--	483	--	--	8	--	--	36	--	--	55	--	--	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	34	34	4586	94	100	100	478	478	481	4	4	8	33	33	37	63	63	54	0	0	1
White	--	--	36440	--	--	99	--	--	516	--	--	3	--	--	22	--	--	71	--	--	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	27	27	68196	93	100	98	511	511	513	0	0	3	27	27	25	73	73	69	0	0	3
Limited English Proficient Students	17	17	12504	100	100	100	451	451	451	7	7	12	40	40	44	53	53	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	32	32	38558	89	94	96	496	496	485	4	4	8	36	36	37	60	60	54	0	0	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	4

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	38	38	78250	100	100	99	490	490	548	24	24	21	18	18	18	52	52	48	6	6	13
All Students (Prior Year)	47	47	75001	100	100	99	438	438	468	68	68	37	26	26	36	5	5	16	0	0	10
Female	23	23	38071	100	100	99	492	492	549	20	20	20	15	15	19	55	55	49	10	10	12
Male	15	15	40126	100	100	99	486	486	547	31	31	23	23	23	17	46	46	46	0	0	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	--	--	29129	--	--	99	--	--	527	--	--	32	--	--	23	--	--	40	--	--	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	36	36	4996	95	97	100	488	488	518	25	25	36	19	19	25	50	50	36	6	6	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	31	31	68996	100	100	99	545	545	561	23	23	16	12	12	18	58	58	52	8	8	14
Limited English Proficient Students	14	14	10133	100	100	100	418	418	488	21	21	45	36	36	25	36	36	28	7	7	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	28	28	33388	74	76	94	535	535	530	25	25	32	13	13	22	58	58	40	4	4	5
Non-Economically Disadvantaged	10	10	44937	0	0	100	368	368	561	22	22	13	33	33	15	33	33	54	11	11	18

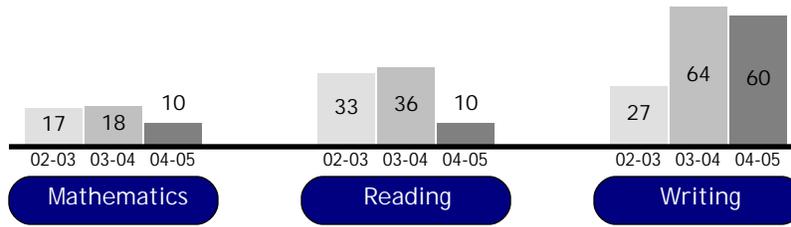
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	78302	100	0	99	447	447	512	15	15	11	42	42	25	42	42	57	0	0	7
All Students (Prior Year)	47	47	74918	100	100	99	457	457	497	74	74	32	11	11	19	13	13	35	3	3	15
Female	23	23	38082	100	0	99	445	445	518	15	15	8	35	35	24	50	50	61	0	0	7
Male	15	15	40166	100	0	99	450	450	507	15	15	14	54	54	26	31	31	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	--	--	29152	--	--	99	--	--	492	--	--	17	--	--	34	--	--	46	--	--	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	36	36	4993	95	0	100	445	445	484	16	16	19	41	41	38	44	44	42	0	0	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	31	31	69024	100	0	99	497	497	524	12	12	7	42	42	23	46	46	62	0	0	7
Limited English Proficient Students	14	14	10140	100	0	100	385	385	451	7	7	28	50	50	43	43	43	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	28	28	33398	74	0	94	486	486	495	21	21	18	42	42	35	38	38	46	0	0	2
Non-Economically Disadvantaged	10	10	44979	0	0	100	341	341	525	0	0	6	44	44	18	56	56	66	0	0	10

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	38	38	78094	100	100	99	487	487	545	3	3	3	12	12	18	85	85	77	0	0	2
All Students (Prior Year)	47	47	74503	100	100	99	412	412	491	37	37	9	34	34	32	29	29	51	0	0	8
Female	23	23	38025	100	100	99	504	504	558	0	0	2	5	5	13	95	95	82	0	0	2
Male	15	15	40013	100	100	99	461	461	534	8	8	5	23	23	23	69	69	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	--	--	29068	--	--	99	--	--	523	--	--	5	--	--	27	--	--	67	--	--	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	36	36	4981	95	97	100	485	485	526	3	3	4	13	13	25	84	84	70	0	0	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	31	31	68892	100	100	98	549	549	559	0	0	2	12	12	14	88	88	82	0	0	2
Limited English Proficient Students	14	14	10084	100	100	100	414	414	474	7	7	10	7	7	39	86	86	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	28	28	33296	74	76	94	536	536	527	4	4	5	13	13	27	83	83	67	0	0	0
Non-Economically Disadvantaged	10	10	44871	0	0	100	357	357	559	0	0	2	11	11	12	89	89	84	0	0	3

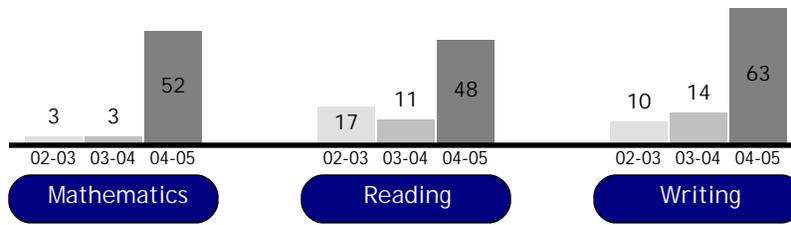
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

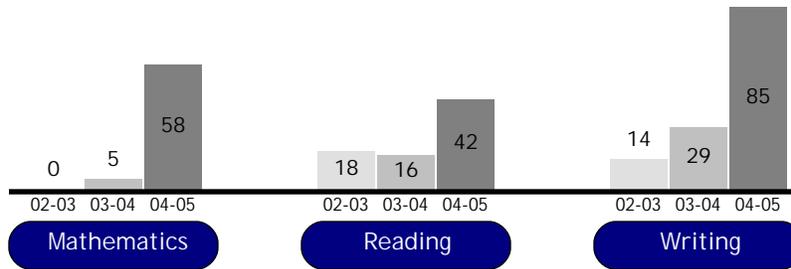
3rd Grade Proficiency



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.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	37	37	50	46	18	NA	58	100	26	23	47
	Language	98	21	21	43	100	10	9	50	100	27	25	47
	Mathematics	98	34	34	57	100	24	23	64	100	28	24	50
3	Reading	100	20	20	47	100	26	NA	55	89	22	21	44
	Language	100	35	35	54	100	38	35	61	89	22	21	44
	Mathematics	100	24	24	54	100	29	25	61	89	28	25	51
4	Reading	98	16	16	52	100	17	NA	56	97	33	33	48
	Language	100	24	24	48	100	26	26	52	97	32	32	49
	Mathematics	100	20	20	57	100	26	26	61	97	40	40	53
5	Reading	96	17	17	50	100	15	NA	55	92	36	36	50
	Language	96	19	19	46	100	18	18	49	92	34	34	50
	Mathematics	96	28	28	57	100	19	19	63	92	34	34	49
6	Reading	100	24	24	53	100	23	NA	56	100	24	24	51
	Language	100	22	22	45	100	19	19	48	100	26	26	47
	Mathematics	96	46	46	62	100	30	30	66	100	29	29	52
7	Reading	90	20	20	51	98	26	NA	54	98	33	33	50
	Language	94	27	27	54	98	35	35	58	98	36	36	52
	Mathematics	100	37	37	58	100	51	51	62	98	36	36	50
8	Reading	98	25	25	53	100	29	NA	55	92	43	43	51
	Language	98	24	24	49	100	22	22	52	92	41	41	50
	Mathematics	100	37	37	58	100	46	46	61	92	54	54	53

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Attendance
- Ü Curriculum Review
- Ü School Improvement Plan/Grant
- Ü Textbook Adoption
- Ü Enrollment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	4.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	5	1	0	0
7 to 9 years	2	0	0	0
10 or more years	11	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	16%

Resources Available at School Site

Special Facilities

- Ü Library with Internet Access
- Ü State-of-the-Art Science Lab
- Ü 3 Computer Labs + 3 Computers per Class
- Ü Leap Frog and Light Span for Check Out

Extracurricular Activities

- Ü Student Council (Grades 6-8)
- Ü Indian Club
- Ü Year-round Sports Program (Grades 4-8)
- Ü 21st CLCC Activities
- Ü Girl Scout Program
- Ü Yearbook Club
- Ü Educational Field Trips

Social Services

- Ü On-site Dental Services
- Ü Adult Computer Nights
- Ü Home/School Liaison
- Ü Navajo Nation School Clothing Program
- Ü Navajo Nation Head Start Program
- Ü Parenting Classes
- Ü Hopi Nation Head Start Program
- Ü Family Education Nights

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Fifth and eighth grade met their School Report Card goals by achieving higher scores on the AIMS comprehension strategies in reading from 2004 to 2005.

ü In 2005, 63.64% of Jeddito students made One Year's Growth.

ü Jeddito students surpassed state required testing attendance limits and over all attendance percentage limits.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Transfers Out Rates ⁵	20	12	12	17
Transfers In Rate ⁶	66	28	28	37
Stability Rate ⁷	80	87	87	82
Promotion Rate ⁸	76	96	95	81
Retention Rate ⁹	6	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	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

We are reviewing our discipline matrix for parent and student user friendliness. We have one full-time security officer on the premises and one School Resource Officer. We are using the Reality Therapy techniques to help students become responsible for managing their own behavior. Every incident is communicated to the parents through the parent liaison or by mail. Staff members have received training on Positive Discipline Practices. We are stressing respect and dignity.

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) :

4

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	Jessica Huff, Principal	(928) 738-2334
Transportation Policy	Norman Begay, Transportation Director	(928) 738-2334
Community Resources	Susie Hevel, Home Liaison	(928) 738-2334
School Nutrition Programs	Linda Romish, Summit Food	(928) 738-2334
Parent Organization	Cathy Whitehorn, Parent Involvement Coord.	(928) 738-2334
Student Health/Nurse	Angie Avayo, Health Aide	(928) 738-2334

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

5 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.

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