



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

828 S Valencia, Mesa, AZ 85202

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ 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. Mary Ann Price
 Schedule : 8:00 AM to 3:30 PM
 Grades : Pre-K-6
 2004 Enrollment : 575
 Web Address :
 Phone Number : (480) 472-4200
 Fax Number : (480) 472-4270
 E-mail : maprice@mpsaz.org

Mission

Roosevelt acknowledges that teachers, administrators and parents working together, can make a positive difference in student achievement. We will provide a learning environment where students will experience success and achieve excellence in learning.

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

- ü Increase number of 3rd and 5th grade students who meet or exceed the standards on the AIMS math, reading and writing test.
- ü Increase the number of students who make one year's gain (or more) on the SAT 9 test in math, reading and language in grades 2-6.

Enrollment

October 1, 2003 School Year Student Enrollment : 654
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 35

Instructional Programs

- ü Special Education Preschool
- ü Self-contained LD/Communication Disorder
- ü Instructional Assistance through Title I
- ü Learning Disabilities Resource
- ü Special Education Emotionally Disabled
- ü Reading First School, Grade K-3

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Staff will communicate with parents about their child's performance. We will explain the curriculum, the assessments used and expectations. Staff members will respond to parents' suggestions and inquiries in a timely manner.

Parents

The Roosevelt parent shows that he/she values his child's education when he sends his child to school clean, fed, well-rested and on time; when he supports the behavior guidelines of the classroom, school and district.

Transportation Policy

Busing is provided for students who live more than one mile from the school or when a major street is a safety factor. Transportation is not provided for open enrollment students. Transportation for special education students is addressed in the IEP.

School Honors

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

Award/Honor	Year
ü Teacher Received the Cesar Chavez Teacher of the Year	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	82	5651	75509	100	98	100	510	532	521	18	9	13	13	19	23	48	33	33	21	39	31
All Students (Prior Year)	94	5599	75372	97	98	100	526	536	523	10	5	9	17	18	25	36	38	36	37	39	30
Female	29	2784	37013	94	98	100	511	534	522	15	9	12	11	19	24	59	34	33	15	39	31
Male	48	2859	38430	96	98	99	509	531	521	20	10	14	14	19	22	40	32	33	26	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	37	1862	30486	97	99	99	500	515	505	15	13	18	27	25	29	50	35	32	8	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	25	3216	35192	89	98	99	523	544	534	14	6	8	5	15	19	55	32	35	27	46	39
Students with Disabilities	12	599	9708	86	100	100	416	484	489	80	35	32	20	28	27	0	21	24	0	15	17
Students without Disabilities	70	5052	65801	100	98	98	517	537	525	13	7	11	13	18	23	52	34	34	23	41	33
Limited English Proficient Students	20	1053	16928	100	100	100	464	506	485	44	17	29	33	27	33	22	33	26	0	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	58	2909	36411				506	514	503	22	14	19	13	24	29	43	34	32	22	27	20
Non-Economically Disadvantaged	24	2742	39040				517	550	534	10	5	8	14	14	19	57	32	34	19	50	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	5641	75492	100	98	100	515	522	519	11	11	12	9	14	16	68	48	47	12	27	24
All Students (Prior Year)	95	5584	75221	98	98	100	521	528	523	13	5	8	10	12	16	54	59	56	24	23	21
Female	30	2785	37014	97	98	100	519	526	523	7	9	10	7	13	15	75	49	48	11	29	27
Male	48	2850	38400	96	98	99	512	518	516	14	13	14	9	16	17	66	48	47	11	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	38	1851	30438	100	98	99	510	509	508	15	17	17	12	20	21	65	49	47	8	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	25	3215	35177	89	98	99	518	530	528	9	7	8	4	11	13	70	48	49	17	34	31
Students with Disabilities	13	589	9707	93	98	100	461	487	495	80	43	33	0	18	21	20	30	33	0	9	13
Students without Disabilities	69	5052	65785	100	98	98	520	525	522	5	7	10	10	14	16	72	50	49	13	28	26
Limited English Proficient Students	22	1047	16905	100	100	100	492	499	489	30	25	34	20	24	28	50	40	32	0	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	62	2904	36302				511	510	507	14	16	18	10	19	21	65	49	46	10	15	14
Non-Economically Disadvantaged	20	2737	39164				527	534	528	0	5	8	6	10	13	76	48	48	18	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	5611	75053	100	98	99	542	578	597	9	10	7	17	14	12	73	68	72	2	7	9
All Students (Prior Year)	93	5503	73654	96	97	99	521	530	530	14	7	9	10	12	13	69	77	70	6	5	7
Female	30	2774	36872	97	98	99	574	604	621	4	6	5	7	11	9	86	73	74	4	10	12
Male	48	2831	38109	96	97	99	517	552	573	14	14	10	23	17	14	63	64	69	0	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	38	1847	30235	100	98	98	538	541	575	8	14	9	23	17	14	65	66	70	4	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	25	3193	35028	89	97	99	541	599	613	13	8	6	13	12	10	74	70	73	0	10	11
Students with Disabilities	13	588	9625	93	98	100	333	489	530	80	33	21	20	23	21	0	42	55	0	2	4
Students without Disabilities	69	5023	65428	100	98	98	560	587	604	3	8	6	16	13	11	79	71	73	2	8	10
Limited English Proficient Students	22	1044	16765	100	100	100	511	524	525	10	16	17	40	20	20	50	63	60	0	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	62	2890	36077				535	542	566	10	14	10	18	17	16	69	65	69	2	3	5
Non-Economically Disadvantaged	20	2721	38950				563	613	618	6	6	5	12	11	9	82	71	73	0	12	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	5809	76019	100	99	100	491	514	499	12	9	14	50	34	39	13	13	14	25	44	33
All Students (Prior Year)	66	5726	76230	99	98	100	500	517	498	7	6	12	46	31	38	13	13	12	34	50	37
Female	40	2821	37207	98	99	100	487	514	499	14	8	12	51	35	41	14	13	14	20	44	33
Male	37	2979	38677	100	99	100	497	515	498	6	11	15	50	32	38	13	13	13	31	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	33	1790	29458	100	99	100	484	490	480	21	15	20	50	48	48	8	11	12	21	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	28	3386	35880	100	98	100	503	529	515	7	5	7	39	26	32	14	14	16	39	55	45
Students with Disabilities	NC	619	9786	NC	100	100	NC	460	457	NC	40	39	NC	39	40	NC	7	7	NC	14	13
Students without Disabilities	74	5190	66233	99	98	99	493	519	503	9	6	11	50	33	39	14	14	14	27	47	35
Limited English Proficient Students	22	972	15206	100	100	100	479	477	459	25	20	31	50	53	53	8	10	7	17	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	55	2753	35714				489	493	480	11	15	20	53	44	47	16	12	12	20	29	20
Non-Economically Disadvantaged	23	3056	40266				494	531	513	13	5	9	43	25	33	9	14	15	35	56	43

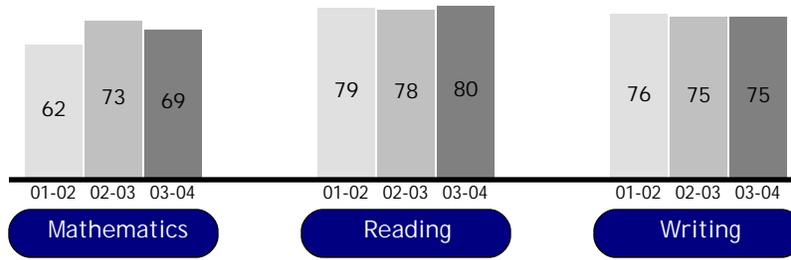
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	5803	76020	100	99	100	500	507	503	22	20	25	28	22	23	37	43	40	13	16	12
All Students (Prior Year)	67	5721	76202	100	98	100	505	510	505	10	11	19	26	21	24	59	53	46	5	14	11
Female	40	2820	37213	98	99	100	500	508	504	20	17	22	26	21	23	46	46	42	9	16	13
Male	37	2973	38666	100	99	100	501	505	501	22	22	29	31	22	22	28	41	38	19	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	33	1784	29442	100	99	99	495	496	494	33	33	37	25	26	26	29	34	31	13	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	28	3386	35890	100	98	100	505	513	511	14	12	15	25	19	20	43	48	48	18	21	18
Students with Disabilities	NC	617	9784	NC	100	100	NC	487	485	NC	57	58	NC	18	19	NC	19	19	NC	6	4
Students without Disabilities	74	5186	66236	99	98	99	501	509	504	22	16	23	25	22	23	39	45	42	14	17	13
Limited English Proficient Students	22	967	15198	100	100	100	492	490	483	42	43	59	17	28	25	33	25	14	8	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	55	2745	35703				497	497	494	22	31	37	36	26	26	33	36	31	9	8	6
Non-Economically Disadvantaged	23	3058	40274				505	514	509	22	11	17	13	18	20	43	49	47	22	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	5771	75673	99	98	100	506	530	530	19	15	12	34	25	25	40	56	58	6	5	4
All Students (Prior Year)	64	5622	74692	96	96	99	503	510	502	22	12	18	15	26	27	57	53	47	6	9	8
Female	40	2805	37099	98	98	100	526	549	548	20	10	8	26	22	22	46	62	64	9	6	6
Male	36	2956	38441	97	98	99	493	511	513	16	19	16	45	27	29	35	50	52	3	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	33	1776	29305	100	99	99	449	495	507	29	21	16	42	33	31	29	44	51	0	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	27	3366	35760	96	98	99	567	549	550	11	11	9	26	20	21	52	62	64	11	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	73	5166	65967	97	98	99	513	537	536	16	12	10	37	25	25	41	59	60	6	5	5
Limited English Proficient Students	22	961	15115	100	100	100	483	475	471	25	28	26	33	38	38	42	34	35	0	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	54	2731	35541				489	500	504	20	20	17	34	31	31	41	47	50	5	2	2
Non-Economically Disadvantaged	23	3040	40091				538	553	550	17	10	9	35	19	21	39	63	64	9	7	6

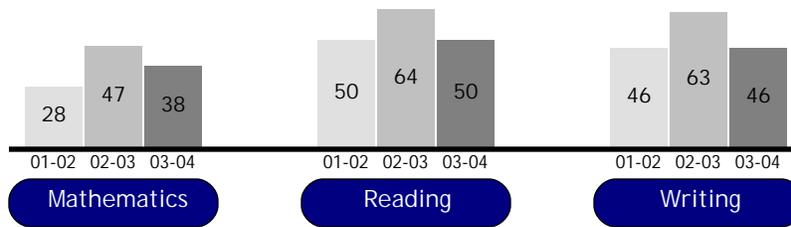
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns 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	96	47	51	44	95	47	61	50	87	53	NA	58
	Language	99	42	42	39	96	26	49	43	90	34	53	50
	Mathematics	100	46	57	52	96	45	67	57	92	44	71	64
3	Reading	100	37	50	43	98	54	57	47	88	55	NA	55
	Language	97	46	53	50	98	61	61	54	91	52	63	61
	Mathematics	99	47	55	50	100	62	64	54	91	53	66	61
4	Reading	100	49	51	47	96	49	62	52	90	59	NA	56
	Language	100	46	47	45	97	43	54	48	100	47	55	52
	Mathematics	100	57	59	52	99	60	68	57	100	60	68	61
5	Reading	100	38	51	46	94	57	59	50	97	52	NA	55
	Language	100	33	45	43	97	54	53	46	100	43	55	49
	Mathematics	100	45	63	54	97	59	68	57	100	53	71	63
6	Reading	100	51	56	49	95	53	62	53	97	56	NA	56
	Language	100	47	47	42	95	49	53	45	99	47	55	48
	Mathematics	100	75	71	58	98	71	75	62	99	74	76	66

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

School Site Council

Council Composition

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

Council Duties

- Ü ECA Expenditures
- Ü Absence and Tardy Policies
- Ü Student Dress Code
- Ü School Safety Issues
- Ü Establishing a Learning Atmosphere
- Ü Schoolwide Reading Emphasis

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	4.60	Teacher Aide	18.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	3	2	0	0
7 to 9 years	0	2	0	0
10 or more years	4	21	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	13
Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Media Center /Library
- Ü Multipurpose Room
- Ü Computer Lab
- Ü Music and Orchestra Room

Extracurricular Activities

- Ü Student Council
- Ü Rough Rider Tutors
- Ü Band
- Ü Orchestra

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Continued implementation of schoolwide citizenship program, Make Your Day.

- ü Roosevelt is the recipient of a grant called Reading First. We will focus on reading instruction, intervention and assessment in primary grades.

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	0	21	20	24
Transfers In ⁶ (Within District)	4	2	2	2
Transfers In ⁷ (Out of District)	5	10	9	9
Promotion Rate ⁸	96	98	98	94
Retention Rate ⁹	3	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	71	74
Grades 3-4	76	68
Grades 4-5	71	63
Grades 5-6	76	92

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

Proactive programs including our citizenship program, Make Your Day. Our counselor provides small group and individual counseling. We work diligently to provide a positive environment for children. Emergency plan is reviewed yearly. SIAC has worked to publish helpful brochures for parents.

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) :

2

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	Mary Ann Price	(480) 472-4200
Transportation Policy	Community Relations	(480) 472-0000
Community Resources	School Counselor	(480) 472-4200
School Nutrition Programs	Cafeteria Manager	(480) 472-4200
Parent Organization	Office	(480) 472-4200
Student Health/Nurse	School Nurse	(480) 472-4200

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.