

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Ms. Mary Ann Price
 Schedule : 08:00 AM to 03:30 PM
 Grades : Pre-K-6
 Web Address : mpsaz.org
 Phone Number : (480) 472-4200
 Fax Number : (480) 472-4270
 E-mail : maprice@mpsaz.org

Mission

Roosevelt believes 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)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü Increase number of students who meet or exceed the standards on the AIMS/Terra Nova math, reading and writing test.
- ü Increase the number of students who make one year's gain (or more) on the AIMS/Terra Nova test in math, reading and language in grades 2-6.

Enrollment

October 1, 2005 School Year Student Enrollment : 625
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 87

Instructional Programs

- ü Mesa Early Learning Pre-school Program
- 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
- ü Head Start

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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

Roosevelt parents show that they value their child's education when they send their child to school clean, fed, well-rested and on time; Parents also show responsibility when they support 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 each student's 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
ü Teacher in Who's Who in Teachers in America	2005
ü Teacher recieved MPS Student Services Award	2005
ü Environmental Excellance Award for Protect the Earth	2001

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	5547	80010	100	98	99	418	453	447	26	8	10	31	16	18	34	56	53	9	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2719	38935	100	98	99	414	452	447	24	8	9	38	17	19	32	56	55	5	19	17
Male	43	2828	40974	100	98	98	421	453	448	28	8	11	26	15	18	35	55	52	12	22	19
African American	10	236	4201	100	98	99	NA	437	430	NA	15	17	NA	19	23	NA	56	51	NA	11	9
Hispanic	41	2182	34545	100	98	99	410	434	432	34	12	14	32	23	24	27	56	53	7	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	18	2783	35142	100	98	99	446	469	465	11	4	5	17	9	11	56	55	56	17	31	28
Students with Disabilities	15	645	10161	100	90	93	371	419	419	73	27	28	27	30	28	NA	36	36	NA	7	8
Students without Disabilities	65	4902	69849	100	99	100	429	457	451	15	5	7	32	14	17	42	58	56	11	22	19
Limited English Proficient Students	20	877	14013	100	97	97	398	415	413	50	20	24	35	33	34	5	44	39	10	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	65	3005	39029	100	97	98	412	437	432	28	11	14	35	22	25	32	57	52	5	10	9
Non-Economically Disadvantaged	15	2542	40981	100	99	100	443	472	462	20	4	6	13	9	13	40	54	54	27	33	27

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	5457	79438	100	97	98	422	457	451	24	7	9	26	21	24	46	60	56	4	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2686	38775	100	97	99	425	463	457	19	5	7	24	19	22	54	62	58	3	14	13
Male	43	2770	40560	100	96	97	419	452	446	28	8	12	28	23	25	40	58	54	5	10	9
African American	10	235	4178	100	98	98	NA	445	439	NA	9	13	NA	28	29	NA	55	52	NA	9	6
Hispanic	41	2140	34297	100	96	98	411	437	434	32	11	14	24	31	31	41	54	50	2	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	18	2744	34887	100	97	98	450	475	471	6	3	4	28	13	15	61	65	63	6	19	18
Students with Disabilities	15	557	9588	100	77	88	359	420	416	80	24	30	20	32	32	NA	38	34	NA	5	5
Students without Disabilities	65	4900	69850	100	99	100	436	461	456	11	5	7	28	20	23	57	62	59	5	13	12
Limited English Proficient Students	20	846	13856	100	93	96	391	411	407	45	22	27	30	44	43	20	34	29	5	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	65	2946	38685	100	95	97	416	441	435	28	10	14	25	29	32	45	55	50	3	5	5
Non-Economically Disadvantaged	15	2511	40753	100	98	99	447	477	467	7	3	5	33	12	16	53	65	62	7	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	5524	79971	98	98	99	389	415	423	14	8	8	51	46	41	33	44	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	2715	38974	97	98	99	399	429	437	11	5	5	39	40	33	50	53	57	NA	2	4
Male	42	2808	40895	98	97	98	381	402	410	17	11	10	62	53	47	19	35	41	2	1	2
African American	10	235	4203	100	98	99	NA	408	411	NA	8	11	NA	55	45	NA	34	43	NA	3	2
Hispanic	41	2166	34481	100	97	99	382	399	410	17	12	10	51	53	46	29	35	43	2	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	17	2779	35150	94	98	99	393	429	437	12	5	5	47	41	35	41	52	56	NA	2	5
Students with Disabilities	13	645	10258	87	90	94	318	373	377	38	20	23	62	54	51	NA	24	25	NA	1	1
Students without Disabilities	65	4879	69713	100	99	100	404	420	429	9	6	5	49	45	39	40	46	52	2	2	3
Limited English Proficient Students	20	865	13985	100	95	97	338	371	382	35	22	18	50	56	54	15	22	27	NA	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	63	2986	38994	97	97	98	385	401	409	17	11	10	49	52	47	32	36	41	2	1	1
Non-Economically Disadvantaged	15	2538	40977	100	99	100	408	432	437	NA	4	5	60	40	34	40	53	56	NA	3	5

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

4th 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	85	5739	80147	100	98	99	494	498	482	6	6	11	15	13	17	48	48	49	31	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2849	39281	100	99	99	506	498	483	5	5	9	7	13	17	51	49	50	37	33	24
Male	42	2889	40780	100	98	98	482	497	482	7	7	12	24	12	17	45	48	48	24	32	24
African American	11	252	4249	100	98	99	503	478	464	9	11	17	18	19	22	18	51	48	55	19	13
Hispanic	43	2106	33494	100	98	99	490	479	466	9	9	15	16	18	23	47	55	49	28	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	21	2998	36122	100	98	99	504	514	501	NA	4	5	5	8	10	71	44	50	24	44	35
Students with Disabilities	14	657	10295	100	90	92	465	451	443	14	25	33	21	27	26	50	38	33	14	10	8
Students without Disabilities	71	5082	69852	100	99	100	500	503	488	4	4	7	14	11	16	48	50	51	34	35	26
Limited English Proficient Students	14	640	12722	100	96	97	452	449	441	21	19	27	29	31	33	36	45	37	14	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	64	2944	38371	100	97	97	489	480	465	6	9	15	20	18	23	44	52	49	30	20	13
Non-Economically Disadvantaged	21	2795	41776	100	99	100	511	516	498	5	3	6	NA	7	11	62	45	49	33	45	33

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	84	5655	79686	99	97	98	467	478	470	13	7	11	18	21	24	63	61	57	6	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2823	39163	100	98	99	478	482	475	9	6	9	12	19	22	72	63	60	7	12	10
Male	41	2831	40438	98	96	97	455	474	465	17	9	13	24	22	25	54	60	54	5	10	7
African American	10	248	4228	91	96	98	NA	465	458	NA	11	15	NA	23	28	NA	61	53	NA	4	4
Hispanic	43	2071	33299	100	96	98	459	458	452	16	12	17	23	30	32	56	54	47	5	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	21	2959	35914	100	97	98	478	495	489	10	3	5	NA	13	15	86	67	67	5	17	14
Students with Disabilities	13	571	9808	93	78	87	431	440	432	38	25	35	31	35	32	23	35	30	8	5	3
Students without Disabilities	71	5084	69878	100	99	100	473	482	475	8	5	8	15	19	23	70	64	61	6	12	9
Limited English Proficient Students	14	617	12594	100	93	96	416	425	422	43	31	34	36	46	45	21	23	21	NA	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	63	2879	38095	98	95	97	458	462	452	16	11	17	24	29	32	57	55	48	3	5	3
Non-Economically Disadvantaged	21	2776	41591	100	98	99	492	495	486	5	3	6	NA	13	16	81	67	65	14	17	13

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	85	5728	80372	100	98	99	459	476	475	6	3	4	45	31	30	49	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2841	39452	100	99	99	474	487	488	2	2	3	28	22	22	70	73	72	NA	3	3
Male	42	2887	40836	100	98	98	444	464	464	10	4	6	62	39	37	29	56	56	NA	1	1
African American	11	249	4264	100	97	99	460	470	465	9	4	5	36	38	35	55	57	59	NA	2	1
Hispanic	43	2102	33608	100	98	99	455	460	462	9	6	6	44	38	36	47	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	21	2995	36213	100	98	99	469	487	489	NA	2	2	43	24	22	57	72	72	NA	3	3
Students with Disabilities	14	651	10526	100	89	94	430	428	427	14	13	15	57	53	53	29	32	31	NA	2	1
Students without Disabilities	71	5077	69846	100	99	100	465	481	482	4	2	3	42	28	26	54	68	69	NA	2	2
Limited English Proficient Students	14	637	12747	100	96	97	418	421	432	21	16	12	57	52	52	21	32	36	NA	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	64	2941	38521	100	97	98	454	462	461	6	5	6	45	38	38	48	56	55	NA	1	1
Non-Economically Disadvantaged	21	2787	41851	100	99	100	474	491	489	5	1	3	43	23	22	52	73	72	NA	3	4

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	83	5603	79306	99	98	99	499	518	504	14	9	13	13	15	20	57	50	49	16	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2724	38845	100	98	99	497	518	505	11	8	11	14	16	20	65	51	50	11	26	18
Male	46	2879	40383	98	97	98	501	517	504	17	10	14	13	14	19	50	50	47	20	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	44	2000	32673	100	98	99	489	496	487	25	14	18	16	22	25	41	52	46	18	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	24	2974	36234	96	98	99	516	535	523	NA	4	6	8	9	13	75	49	52	17	37	28
Students with Disabilities	12	622	10286	92	87	91	460	469	462	50	32	41	8	27	27	42	34	27	NA	7	5
Students without Disabilities	71	4981	69020	100	99	100	506	523	510	8	6	9	14	14	18	59	52	52	18	28	21
Limited English Proficient Students	18	601	10291	100	95	96	456	462	458	44	34	38	17	33	34	39	31	26	NA	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	62	2874	37437	100	97	97	496	499	486	16	13	19	15	21	26	55	51	46	15	14	9
Non-Economically Disadvantaged	21	2729	41869	95	98	100	509	538	521	10	4	7	10	9	14	62	49	51	19	39	27

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	83	5547	79000	99	97	98	482	496	489	13	7	10	18	20	24	66	62	58	2	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2710	38774	100	98	99	487	501	494	8	5	7	14	19	22	78	63	61	NA	12	10
Male	46	2837	40150	98	96	98	478	492	485	17	9	12	22	21	25	57	61	55	4	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	44	1963	32508	100	96	98	470	476	472	23	12	15	25	31	33	50	53	49	2	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	24	2962	36135	96	97	98	503	513	508	NA	3	4	8	12	14	88	69	67	4	16	15
Students with Disabilities	12	569	9991	92	79	88	446	456	449	42	22	33	25	36	36	33	39	29	NA	3	2
Students without Disabilities	71	4978	69009	100	99	100	488	500	495	8	5	6	17	19	22	72	65	62	3	12	10
Limited English Proficient Students	18	573	10199	100	91	95	446	441	439	39	33	35	39	46	47	22	20	18	NA	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	62	2829	37234	100	96	97	476	478	472	16	11	15	19	29	33	65	55	50	NA	4	3
Non-Economically Disadvantaged	21	2718	41766	95	98	99	501	515	505	5	2	5	14	11	16	71	69	65	10	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	5609	79611	100	98	99	455	490	496	17	7	7	57	43	37	26	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2732	39016	100	98	99	478	505	511	8	4	4	54	34	29	38	61	66	NA	1	1
Male	47	2877	40519	100	97	98	438	476	482	23	9	10	60	51	44	17	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	44	2001	32855	100	98	99	434	470	481	23	11	10	64	51	43	14	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	25	2984	36380	100	98	99	479	504	511	12	4	4	48	36	30	40	59	65	NA	1	1
Students with Disabilities	13	639	10664	100	89	94	400	437	440	38	21	23	62	56	54	NA	20	22	NA	4	1
Students without Disabilities	71	4970	68947	100	99	100	466	496	504	13	5	4	56	41	34	31	54	61	NA	0	1
Limited English Proficient Students	18	599	10362	100	95	97	386	415	438	44	30	22	50	56	57	6	14	21	NA	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	62	2874	37626	100	97	98	449	472	479	18	10	10	58	51	45	24	38	45	NA	1	0
Non-Economically Disadvantaged	22	2735	41985	100	99	100	472	508	511	14	3	4	55	34	30	32	63	65	NA	1	1

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

6th 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	74	5505	79327	100	98	98	528	531	518	14	12	19	18	16	20	47	50	46	22	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	2626	38961	100	98	98	532	532	520	19	11	16	13	17	20	44	51	48	25	21	16
Male	42	2875	40295	100	98	97	525	531	516	10	13	21	21	16	19	50	48	44	19	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	32	1926	32327	100	98	98	513	510	499	16	18	27	25	23	25	47	49	41	13	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	27	2984	36373	100	99	98	548	549	538	7	7	10	15	11	14	44	51	52	33	31	25
Students with Disabilities	10	587	9321	100	89	87	NA	473	467	NA	44	54	NA	23	22	NA	27	21	NA	5	3
Students without Disabilities	64	4918	70006	100	99	100	538	537	524	8	8	14	17	15	19	50	53	49	25	24	18
Limited English Proficient Students	10	525	9431	100	95	95	NA	475	466	NA	40	53	NA	30	27	NA	29	18	NA	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	53	2687	37097	100	97	97	514	511	498	19	18	27	19	21	25	47	49	41	15	11	7
Non-Economically Disadvantaged	21	2818	42230	100	99	99	565	550	535	NA	6	11	14	11	15	48	50	50	38	32	24

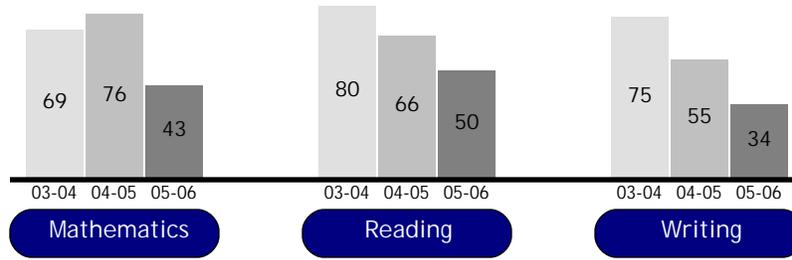
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	5447	79501	100	97	98	491	506	497	9	6	10	26	20	25	64	68	60	1	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	2606	39062	100	98	99	494	510	502	9	5	8	25	19	23	63	70	64	3	6	5
Male	42	2837	40368	100	97	98	489	503	491	10	8	13	26	22	27	64	66	57	NA	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	32	1887	32389	100	96	98	483	488	478	13	10	16	31	31	34	56	58	48	NA	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	27	2973	36446	100	98	99	506	521	516	4	4	4	15	12	15	78	76	73	4	8	7
Students with Disabilities	10	532	9411	100	80	88	NA	461	453	NA	28	36	NA	34	36	NA	34	26	NA	4	1
Students without Disabilities	64	4915	70090	100	99	100	494	510	502	6	4	7	27	19	24	66	72	65	2	6	5
Limited English Proficient Students	10	496	9401	100	90	94	NA	450	443	NA	28	40	NA	51	46	NA	20	14	NA	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	53	2646	37183	100	96	97	482	489	479	13	10	16	32	29	34	55	59	49	NA	2	1
Non-Economically Disadvantaged	21	2801	42318	100	98	99	516	522	513	NA	3	5	10	12	17	86	76	70	5	9	7

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	5492	80000	99	98	99	554	565	564	1	3	3	14	10	11	82	77	75	3	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	2626	39288	100	98	99	561	580	579	3	2	2	13	5	6	78	78	77	6	15	16
Male	41	2862	40644	98	97	98	549	552	549	NA	4	4	15	14	15	85	76	74	NA	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	32	1917	32672	100	97	99	554	548	548	3	4	4	3	13	14	91	77	76	3	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	26	2977	36602	96	98	99	559	578	579	NA	2	2	27	8	7	69	77	75	4	14	16
Students with Disabilities	NC	585	9919	NC	88	93	NC	497	505	NC	11	9	NC	34	35	NC	51	54	NC	5	2
Students without Disabilities	64	4907	70081	100	99	100	558	572	571	2	2	2	11	7	7	84	80	79	3	11	12
Limited English Proficient Students	10	517	9571	100	93	96	NA	490	502	NA	14	10	NA	29	29	NA	56	60	NA	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	52	2675	37534	98	97	98	548	547	547	2	4	4	13	14	15	83	77	76	2	5	5
Non-Economically Disadvantaged	21	2817	42466	100	99	100	570	582	578	NA	1	2	14	7	7	81	77	75	5	15	16

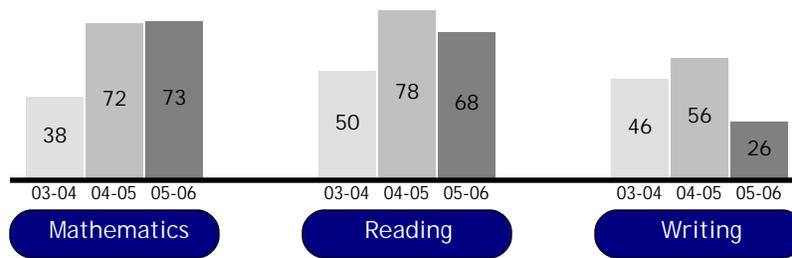
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	87	53	NA	58	99	42	50	47	99	43	50	46
	Language	90	34	53	50	99	45	49	47	99	44	50	48
	Mathematics	92	44	71	64	98	45	54	50	99	35	56	52
3	Reading	88	55	NA	55	98	42	50	44	100	30	52	46
	Language	91	52	63	61	98	42	49	44	100	32	48	46
	Mathematics	91	53	66	61	99	45	55	51	100	30	56	52
4	Reading	90	59	NA	56	97	47	52	48	99	50	58	52
	Language	100	47	55	52	97	46	52	49	100	46	58	52
	Mathematics	100	60	68	61	97	54	59	53	100	61	67	58
5	Reading	97	52	NA	55	98	56	55	50	100	48	61	56
	Language	100	43	55	49	98	51	55	50	100	48	59	54
	Mathematics	100	53	71	63	98	51	54	49	100	46	59	52
6	Reading	97	56	NA	56	100	50	58	51	100	56	63	56
	Language	99	47	55	48	100	42	54	47	100	46	58	50
	Mathematics	99	74	76	66	99	52	62	52	100	61	68	58

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

- 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 Parent Involvement
- Ü Student Dress Code
- Ü School Safety Issues
- Ü Establishing a Learning Atmosphere
- Ü Schoolwide Reading Emphasis

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	2.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	3	2	0	0
7 to 9 years	2	2	0	0
10 or more years	1	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	41
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 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
- Ü After-school sports through Mesa Parks

Social Services

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

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

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

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	86	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

Proactive programs include 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 for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

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

Contacts

	Name	Phone Number
School Site Council	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.

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 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.

6 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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** 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.