

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5401 S. 7th Ave., Phoenix, AZ 85041

Roosevelt Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mr. Sergio Gutierrez
 Schedule : 07:00 AM to 05:00 PM
 Grades : K-8
 2005 Enrollment : 545
 Web Address : www.rsd.k12.az.us/~sunland
 Phone Number : (602) 232-4960
 Fax Number : (602) 243-2125
 E-mail : sgutierrez@rsd.k12.az.us

Mission

We at Sunland School believe that all students can learn and that they all have individual needs and abilities. It is our mission to provide a pleasant and safe environment.

School / Academic Goals

- ü Improve students' respect for others, pride in school, doing well at school, and feeling safe on campus.
- ü Increase the level of student involvement in using rubrics to evaluate their own work.
- ü Improve student achievement in reading, math and writing as measured by AIMS by 3%.
- ü Improve amount of communication with parents regarding student achievement and/or attendance of their child.

Enrollment

October 1, 2004 School Year Student Enrollment : 598
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 30

Instructional Programs

- ESL/Bilingual
- SP. ED./CLIP-ESL-Tutoring
- Tech. Integration
- Accelerated Learning Strategies
- Reading First School (Voyager Program)

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

We will work to provide a safe and nurturing environment for all of our students. Staff will treat children with respect and dignity and will take necessary steps to ensure that maximum learning takes place.

Parents

We expect parents to meet all physical needs of their child, such as nourishment, clothing and shelter, to assure that children can focus on learning to become successful citizens. We expect parents to support the school in all discipline matters.

Transportation Policy

The Roosevelt School District provides transportation for students in need of service. This represents 30% of our student population. The Sunland attendance area encompasses the area from Central Avenue to 7th Avenue between Broadway and Southern.

School Honors

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

Award/Honor	Year
• Mayor's Education Partnership Award	2003
• Have Made Adequate Yearly Progress Since	2000
• Student received Essay Award (Fulton Homes)	2004
• Performing Label from state	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	66	1357	79306	97	98	99	426	410	445	18	25	10	33	29	18	38	43	51	10	3	20
All Students (Prior Year)	65	1305	75509	100	98	100	472	469	521	30	39	13	49	33	23	19	22	33	3	6	31
Female	36	656	38691	100	99	99	430	416	446	19	22	10	28	29	18	41	46	52	13	4	20
Male	30	701	40583	94	97	99	421	404	445	18	28	11	39	29	18	36	41	50	7	3	21
African American	NC	223	4041	NC	96	99	NC	393	426	NC	32	17	NC	24	23	NC	40	50	NC	4	10
Hispanic	62	1067	32869	97	99	99	425	413	429	19	23	15	33	30	25	37	44	51	11	3	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	NC	55	36197	NC	96	99	NC	426	463	NC	19	5	NC	26	11	NC	44	53	NC	12	31
Students with Disabilities	NC	154	10321	NC	100	100	NC	331	389	NC	62	30	NC	26	27	NC	11	34	NC	2	9
Students without Disabilities	57	1204	69060	97	98	98	433	420	454	13	20	7	31	29	17	44	48	54	12	4	22
Limited English Proficient Students	29	594	15509	85	99	100	424	403	406	21	24	20	38	31	30	29	43	45	12	2	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	49	1052	39415	82	90	96	432	407	431	16	25	15	32	30	25	39	42	50	14	3	10
Non-Economically Disadvantaged	17	306	39966	100	100	100	408	422	459	25	22	6	38	24	12	38	48	52	0	7	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	66	1363	79395	97	0	99	419	406	446	15	24	9	48	43	25	37	32	55	0	1	11
All Students (Prior Year)	65	1295	75492	100	98	100	494	489	519	22	34	12	27	25	16	51	34	47	0	6	24
Female	36	660	38743	100	0	100	424	418	451	16	18	7	41	42	24	44	39	57	0	1	12
Male	30	703	40618	94	0	99	413	396	440	14	30	11	57	44	27	29	25	53	0	1	9
African American	NC	224	4052	NC	0	100	NC	401	434	NC	19	11	NC	41	29	NC	38	54	NC	2	6
Hispanic	62	1072	32915	97	0	99	419	407	426	16	25	15	49	44	35	35	30	47	0	1	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	NC	55	36221	NC	0	99	NC	429	465	NC	21	4	NC	28	15	NC	44	63	NC	7	17
Students with Disabilities	NC	156	10331	NC	0	100	NC	332	388	NC	53	25	NC	38	37	NC	8	34	NC	1	4
Students without Disabilities	57	1208	69139	97	0	99	422	416	454	15	20	7	42	44	24	42	35	58	0	1	11
Limited English Proficient Students	29	597	15545	85	0	100	411	394	399	18	28	21	56	46	42	26	26	35	0	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	49	1058	39484	82	0	96	422	402	429	16	25	14	45	44	35	39	30	47	0	0	4
Non-Economically Disadvantaged	17	306	39986	100	0	100	411	425	461	13	18	4	56	39	16	31	39	63	0	5	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	67	1350	78869	99	98	99	411	406	442	11	13	6	34	32	21	54	53	63	0	2	10
All Students (Prior Year)	59	1277	75053	92	96	99	554	533	597	6	20	7	22	18	12	72	58	72	0	4	9
Female	37	655	38536	100	99	99	423	427	458	9	7	4	30	29	15	61	61	67	0	3	14
Male	30	695	40302	94	97	99	398	386	428	14	18	8	39	34	26	46	46	60	0	1	7
African American	NC	221	4015	NC	95	99	NC	395	430	NC	14	8	NC	30	24	NC	52	61	NC	4	7
Hispanic	63	1063	32606	98	98	98	409	407	426	12	12	8	34	32	27	53	54	60	0	1	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	NC	54	36078	NC	95	99	NC	422	459	NC	12	4	NC	33	16	NC	45	66	NC	10	14
Students with Disabilities	NC	155	10246	NC	100	100	NC	287	367	NC	44	18	NC	38	39	NC	19	40	NC	0	4
Students without Disabilities	58	1196	68697	98	97	98	427	422	454	6	8	4	32	31	18	62	58	67	0	2	11
Limited English Proficient Students	29	591	15339	85	99	100	399	392	399	15	14	11	41	36	31	44	48	54	0	1	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	50	1047	39106	83	90	95	417	403	427	7	13	8	38	33	28	56	53	59	0	2	5
Non-Economically Disadvantaged	17	304	39837	100	100	100	396	416	457	25	12	4	25	30	14	50	53	67	0	4	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	71	1365	78906	97	98	99	472	463	498	27	27	13	32	30	19	35	38	48	7	4	20
All Students (Prior Year)	62	1296	76019	100	100	100	449	452	499	28	37	14	67	50	39	0	7	14	5	6	33
Female	41	676	38644	98	100	99	466	466	500	29	24	12	34	34	19	34	39	49	3	3	19
Male	30	690	40236	97	97	99	481	459	497	24	31	15	28	27	19	36	38	46	12	5	20
African American	NC	247	4087	NC	98	99	NC	448	481	NC	32	20	NC	33	24	NC	33	45	NC	2	11
Hispanic	64	1045	31938	97	98	99	470	465	481	28	27	19	33	30	25	32	39	46	7	4	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	14	4593	--	100	100	--	469	467	--	20	26	--	50	29	--	30	39	--	0	6
White	NC	56	36483	NC	92	99	NC	484	517	NC	15	7	NC	26	13	NC	53	51	NC	6	30
Students with Disabilities	NC	184	10664	NC	98	100	NC	383	430	NC	73	42	NC	18	27	NC	9	26	NC	0	5
Students without Disabilities	65	1184	68310	98	98	98	476	475	509	22	20	9	33	32	18	37	43	51	7	5	22
Limited English Proficient Students	27	547	12573	96	100	100	458	450	454	37	32	27	37	29	30	19	36	38	7	2	5
Migrant Students	NC	NC	125	NC	NC	NA	NC	NC	476	NC	NC	18	NC	NC	35	NC	NC	42	NC	NC	5
Economically Disadvantaged	55	1062	38679	82	93	96	476	460	483	21	28	20	35	30	25	38	38	45	6	4	10
Non-Economically Disadvantaged	16	306	40295	100	100	100	457	472	513	50	25	7	17	30	13	25	40	50	8	5	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	71	1375	78908	97	0	99	453	447	484	35	29	10	25	34	23	40	36	58	0	1	9
All Students (Prior Year)	62	1297	76020	100	100	100	482	486	503	53	52	25	26	25	23	21	21	40	0	3	12
Female	41	680	38648	98	0	99	453	453	489	37	26	8	23	32	22	40	40	61	0	2	10
Male	30	696	40233	97	0	99	453	441	479	32	31	12	28	35	25	40	33	55	0	1	8
African American	NC	252	4092	NC	0	99	NC	443	473	NC	27	12	NC	36	28	NC	36	54	NC	1	5
Hispanic	64	1050	31940	97	0	99	450	447	465	37	30	16	25	34	32	39	35	49	0	1	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	14	4569	--	0	100	--	454	457	--	10	18	--	50	39	--	40	41	--	0	2
White	NC	56	36502	NC	0	99	NC	474	502	NC	18	4	NC	21	14	NC	59	67	NC	3	15
Students with Disabilities	NC	186	10665	NC	0	100	NC	374	423	NC	69	30	NC	21	36	NC	10	31	NC	0	2
Students without Disabilities	65	1192	68312	98	0	98	455	459	493	30	23	7	28	36	21	43	40	62	0	2	10
Limited English Proficient Students	27	548	12556	96	0	100	429	430	436	56	37	24	22	35	40	22	27	35	0	1	1
Migrant Students	NC	NC	125	NC	NC	NA	NC	NC	457	NC	NC	22	NC	NC	40	NC	NC	38	NC	NC	0
Economically Disadvantaged	55	1070	38662	82	0	96	455	443	468	33	30	16	25	34	32	42	35	49	0	1	3
Non-Economically Disadvantaged	16	308	40315	100	0	100	444	462	498	42	22	5	25	33	15	33	43	66	0	2	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	71	1367	78750	97	98	99	468	459	500	10	14	6	52	41	29	38	45	63	0	0	2
All Students (Prior Year)	60	1287	75673	98	99	100	482	481	530	22	27	12	40	30	25	36	42	58	2	2	4
Female	41	678	38586	98	100	99	478	476	515	9	11	4	46	34	22	46	55	71	0	0	3
Male	30	690	40135	97	97	99	454	442	486	12	17	8	60	48	35	28	34	56	0	1	1
African American	NC	251	4081	NC	100	99	NC	453	488	NC	14	8	NC	38	32	NC	46	59	NC	1	2
Hispanic	64	1043	31841	97	98	99	465	459	483	11	14	8	54	42	36	35	44	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	14	4586	--	100	100	--	488	481	--	10	8	--	40	37	--	50	54	--	0	1
White	NC	56	36440	NC	92	99	NC	487	516	NC	6	3	NC	32	22	NC	62	71	NC	0	4
Students with Disabilities	NC	184	10622	NC	98	100	NC	349	415	NC	43	21	NC	45	50	NC	11	28	NC	1	1
Students without Disabilities	65	1186	68196	98	98	98	468	476	513	9	9	3	52	41	25	39	50	69	0	0	3
Limited English Proficient Students	27	548	12504	96	100	100	430	438	451	19	17	12	67	48	44	15	35	43	0	1	1
Migrant Students	NC	NC	126	NC	NC	NA	NC	NC	464	NC	NC	14	NC	NC	44	NC	NC	41	NC	NC	0
Economically Disadvantaged	55	1064	38558	82	93	96	469	455	485	10	14	8	48	42	37	42	43	54	0	1	1
Non-Economically Disadvantaged	16	306	40260	100	100	100	465	474	514	8	11	3	67	39	21	25	51	72	0	0	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	57	1244	78250	97	97	99	527	512	548	37	44	21	21	24	18	37	29	48	6	3	13
All Students (Prior Year)	58	1289	75001	100	98	99	421	429	468	76	68	37	20	28	36	2	3	16	2	1	10
Female	34	616	38071	100	98	99	525	515	549	35	40	20	23	27	19	39	30	49	3	2	12
Male	23	627	40126	92	96	99	531	509	547	38	48	23	19	21	17	33	28	46	10	3	14
African American	NC	245	4058	NC	96	99	NC	510	523	NC	43	32	NC	26	22	NC	30	41	NC	1	5
Hispanic	49	925	29129	94	97	99	526	511	527	38	45	32	24	24	23	31	28	40	7	3	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	NC	24	4996	NC	100	100	NC	515	518	NC	45	36	NC	27	25	NC	23	36	NC	5	4
White	NC	47	38320	NC	98	99	NC	540	568	NC	30	12	NC	18	14	NC	45	55	NC	6	19
Students with Disabilities	NC	185	9329	NC	100	100	NC	451	454	NC	86	64	NC	10	18	NC	4	16	NC	0	2
Students without Disabilities	48	1059	68996	96	97	99	542	523	561	23	37	16	26	27	18	44	33	52	7	3	14
Limited English Proficient Students	13	384	10133	93	99	100	504	495	488	50	53	45	25	24	25	25	22	28	0	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	46	944	33388	84	92	94	530	512	530	33	43	32	24	25	22	40	30	40	2	3	5
Non-Economically Disadvantaged	11	300	44937	100	100	100	517	513	561	50	47	13	10	23	15	20	27	54	20	3	18

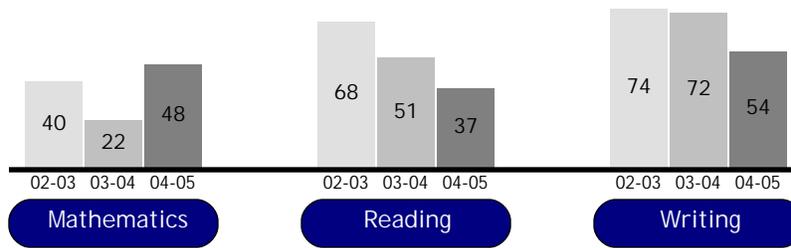
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	1248	78302	95	0	99	481	475	512	22	27	11	47	42	25	31	31	57	0	0	7
All Students (Prior Year)	58	1284	74918	100	98	99	459	465	497	67	57	32	13	21	19	20	19	35	0	2	15
Female	33	618	38082	97	0	99	485	481	518	27	23	8	37	42	24	37	35	61	0	0	7
Male	23	629	40166	92	0	99	476	470	507	14	30	14	62	42	26	24	27	54	0	1	6
African American	NC	247	4064	NC	0	100	NC	483	498	NC	22	14	NC	36	29	NC	41	54	NC	1	3
Hispanic	48	927	29152	92	0	99	481	472	492	23	28	17	48	43	34	30	28	46	0	0	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	24	4993	NC	0	100	NC	479	484	NC	32	19	NC	41	38	NC	23	42	NC	5	1
White	NC	47	38347	NC	0	99	NC	509	531	NC	6	5	NC	42	17	NC	48	68	NC	3	10
Students with Disabilities	NC	185	9353	NC	0	100	NC	423	429	NC	69	40	NC	25	38	NC	6	22	NC	0	1
Students without Disabilities	48	1063	69024	96	0	99	489	485	524	12	19	7	51	45	23	37	35	62	0	1	7
Limited English Proficient Students	13	385	10140	93	0	100	460	454	451	33	37	28	53	46	43	13	17	29	0	0	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	46	946	33398	84	0	94	484	473	495	19	27	18	45	43	35	36	30	46	0	1	2
Non-Economically Disadvantaged	10	302	44979	100	0	100	471	483	525	33	26	6	56	39	18	11	35	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	57	1248	78094	97	98	99	530	506	545	2	9	3	23	34	18	75	57	77	0	0	2
All Students (Prior Year)	56	1278	74503	97	97	99	435	442	491	11	18	9	56	45	32	33	35	51	0	2	8
Female	34	621	38025	100	99	99	539	517	558	3	7	2	16	30	13	81	63	82	0	0	2
Male	23	626	40013	92	96	99	517	494	534	0	10	5	33	38	23	67	52	71	0	0	1
African American	NC	246	4037	NC	97	99	NC	508	532	NC	9	4	NC	29	22	NC	61	73	NC	1	1
Hispanic	49	928	29068	94	97	99	530	503	523	2	9	5	24	35	27	73	56	67	0	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	NC	24	4981	NC	100	100	NC	516	526	NC	0	4	NC	55	25	NC	45	70	NC	0	0
White	NC	47	38265	NC	98	99	NC	546	564	NC	0	2	NC	21	11	NC	79	84	NC	0	3
Students with Disabilities	NC	186	9275	NC	100	100	NC	431	444	NC	22	14	NC	58	46	NC	20	39	NC	0	1
Students without Disabilities	48	1062	68892	96	97	98	540	519	559	2	6	2	14	29	14	84	64	82	0	0	2
Limited English Proficient Students	13	387	10084	93	100	100	490	474	474	6	15	10	44	44	39	50	41	50	0	0	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	46	947	33296	84	93	94	528	501	527	2	9	5	21	36	27	76	54	67	0	0	0
Non-Economically Disadvantaged	11	301	44871	100	100	100	542	521	559	0	6	2	30	26	12	70	67	84	0	0	3

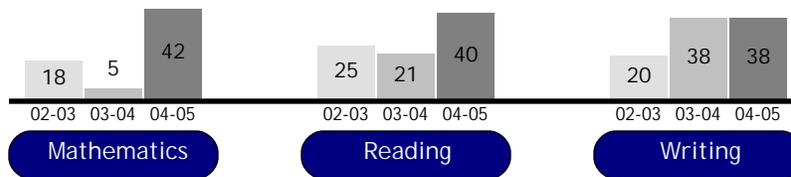
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

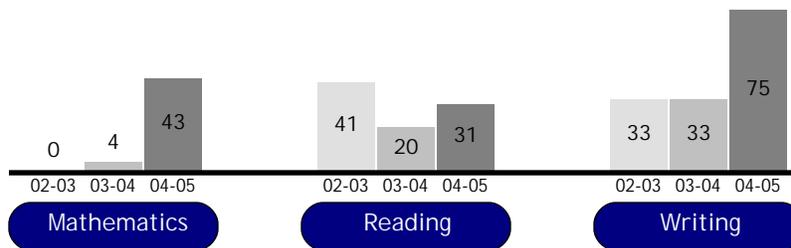
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	26	25	50	97	32	NA	58	99	28	31	47
	Language	95	22	17	43	100	19	22	50	99	32	32	47
	Mathematics	100	54	32	57	100	30	34	64	99	33	33	50
3	Reading	100	23	23	47	100	22	NA	55	97	25	24	44
	Language	100	36	34	54	100	35	38	61	97	31	28	44
	Mathematics	100	30	29	54	100	30	33	61	97	36	33	51
4	Reading	95	30	26	52	100	42	NA	56	100	27	29	48
	Language	95	33	28	48	100	41	35	52	100	27	29	49
	Mathematics	100	40	30	57	100	53	38	61	100	34	33	53
5	Reading	98	24	22	50	97	26	NA	55	97	32	30	50
	Language	96	28	24	46	95	29	32	49	97	35	31	50
	Mathematics	96	31	28	57	97	35	38	63	97	34	30	49
6	Reading	100	28	27	53	100	28	NA	56	100	39	33	51
	Language	100	23	21	45	100	33	29	48	100	33	30	47
	Mathematics	100	32	34	62	100	36	40	66	100	47	33	52
7	Reading	98	23	26	51	97	32	NA	54	100	33	30	50
	Language	100	26	29	54	100	39	35	58	100	37	34	52
	Mathematics	98	27	29	58	100	36	32	62	98	39	31	50
8	Reading	95	31	31	53	100	28	NA	55	95	38	33	51
	Language	100	28	27	49	100	22	31	52	95	36	35	50
	Mathematics	96	28	33	58	100	26	37	61	97	39	34	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

- 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 Parent/Educator Relations
- Ü Budget
- Ü School Safety Issues
- Ü Curriculum Development
- Ü Instructional Strategies
- Ü School Faculty

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	34.50
Other Professional Staff	2.50	Teacher Aide	5.70

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	2	3	0	0
7 to 9 years	1	3	0	0
10 or more years	5	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
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	0%

Resources Available at School Site

Special Facilities

- Ü Networked Comp. Lab w/Internet Access
- Ü Activity Center/Multipurpose Building
- Ü Library
- Ü Mobile Computer Lab with wireless intern

Extracurricular Activities

- Ü ASU Tutoring (6th Grade science)
- Ü ASU Garden Club
- Ü Remedial Tutorial Classes (All Grades)
- Ü ESL Classes/Clubs
- Ü Cheerleading
- Ü All Sport

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Prevention Specialist-Services
- Ü Clothing/Food Banks

ü Reading First Grant School

ü ASU-Geology program for 6th Graders

ü ASU-Garden Club (afterschool) for 4th - 8th Graders

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	20	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	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

Direct supervision continues throughout the day until students are safely on their way home or aboard buses. Emergency drills, safety practices and staff training are provided monthly.

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) :

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.

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

Contacts

	Name	Phone Number
School Site Council	Sergio Gutierrez	(602) 232-4960
Transportation Policy	Mr. Quiwis	(602) 243-4852
Community Resources	Julia Martinez	(602) 232-4960
School Nutrition Programs	Phyllis Davis-Jefferies	(602) 243-4830
Parent Organization	Lerma/Gestson/Ivery	(602) 232-4960
Student Health/Nurse	Mrs. M. Tanner	(602) 232-4463

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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