

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6401 S 16th St, Phoenix, AZ 85040

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	Underperforming
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mrs. Jeanne N. Koba
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-8
 2005 Enrollment : 550
 Web Address : www.rsd.k12.us/~sierra/
 Phone Number : (602) 232-4970
 Fax Number : (602) 232-4979
 E-mail : jeanne.koba@rsd.k12.az.us

Mission

Our mission is to create an educational community where everyone: strives to reach his/her academic potential; is empowered to develop his/her talents; demonstrates pride, respect and responsibility; values the bond between school and community.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	Warning Year
2003-04	Out of Improvement
2002-03	Year 1

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

School / Academic Goals

- ü Improve student achievement in Reading through engaged student learning and high quality work measured by the increase in students achieving 50% or better on the SAT9 and the increase in students meeting/exceeding standards on the AIMS.
- ü Improve student achievement in Math through engaged student learning and high quality work measured by the increase in students achieving 50% or better on the SAT9 and the increase in students meeting/exceeding standards on the AIMS.
- ü Build and sustain caring relationships for successful student learning by creating an atmosphere in which respect is demonstrated by and toward staff, students and parents.

Enrollment

October 1, 2004 School Year Student Enrollment : 588
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 25

Instructional Programs

- Ü Head Start & Full-day Kindergarten
- Ü K- 3 Voyager Universal Literacy System
- Ü ESL Instruction
- Ü Targeted Tutoring & Intersession

Calendar Information

Number of Instruction Days :	180
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

Sierra Vista School is responsible for creating a safe environment that fosters open and effective communication between staff and parents with the goal of increasing parental support and involvement.

Parents

Parents are responsible for sending their children to school on time and prepared to learn, actively participating in the education of their children by expecting academic excellence and compliance with school rules from their children.

Transportation Policy

The school's attendance boundaries are 20th Street-east; 16th Street-west; Vineyard-south; Chambers-north. 99% of the students attending Sierra Vista walk to school. The district provides transportation for special needs children based on individual needs.

School Honors

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

Award/Honor	Year
Ü Educational Leadership Award	2002
Ü 2nd Place Math Challenge Award	2003
Ü Girls Softball Champions	2003
Ü 3rd Place Math Challenge Award	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	65	1357	79306	98	98	99	395	410	445	45	25	10	32	29	18	21	43	51	2	3	20
All Students (Prior Year)	57	1305	75509	95	98	100	472	469	521	32	39	13	41	33	23	18	22	33	9	6	31
Female	38	656	38691	100	99	99	396	416	446	42	22	10	35	29	18	23	46	52	0	4	20
Male	27	701	40583	96	97	99	392	404	445	50	28	11	27	29	18	18	41	50	5	3	21
African American	18	223	4041	95	96	99	391	393	426	44	32	17	38	24	23	19	40	50	0	4	10
Hispanic	44	1067	32869	98	99	99	394	413	429	47	23	15	29	30	25	21	44	51	3	3	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	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	59	1204	69060	98	98	98	400	420	454	38	20	7	36	29	17	23	48	54	2	4	22
Limited English Proficient Students	18	594	15509	100	99	100	395	403	406	44	24	20	31	31	30	19	43	45	6	2	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	56	1052	39415	97	90	96	395	407	431	45	25	15	32	30	25	23	42	50	0	3	10
Non-Economically Disadvantaged	NC	306	39966	NC	100	100	NC	422	459	NC	22	6	NC	24	12	NC	48	52	NC	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	100	0	99	400	406	446	38	24	9	43	43	25	19	32	55	0	1	11
All Students (Prior Year)	52	1295	75492	87	98	100	500	489	519	16	34	12	29	25	16	45	34	47	10	6	24
Female	38	660	38743	100	0	100	405	418	451	29	18	7	52	42	24	19	39	57	0	1	12
Male	28	703	40618	100	0	99	393	396	440	50	30	11	32	44	27	18	25	53	0	1	9
African American	19	224	4052	100	0	100	402	401	434	38	19	11	44	41	29	19	38	54	0	2	6
Hispanic	44	1072	32915	98	0	99	397	407	426	41	25	15	41	44	35	18	30	47	0	1	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	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	59	1208	69139	98	0	99	406	416	454	30	20	7	49	44	24	21	35	58	0	1	11
Limited English Proficient Students	18	597	15545	100	0	100	390	394	399	50	28	21	38	46	42	13	26	35	0	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	56	1058	39484	97	0	96	403	402	429	34	25	14	47	44	35	19	30	47	0	0	4
Non-Economically Disadvantaged	10	306	39986	100	0	100	379	425	461	67	18	4	17	39	16	17	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	66	1350	78869	100	98	99	399	406	442	13	13	6	38	32	21	49	53	63	0	2	10
All Students (Prior Year)	53	1277	75053	88	96	99	417	533	597	47	20	7	13	18	12	41	58	72	0	4	9
Female	38	655	38536	100	99	99	413	427	458	10	7	4	29	29	15	61	61	67	0	3	14
Male	28	695	40302	100	97	99	379	386	428	18	18	8	50	34	26	32	46	60	0	1	7
African American	19	221	4015	100	95	99	388	395	430	19	14	8	31	30	24	50	52	61	0	4	7
Hispanic	44	1063	32606	98	98	98	401	407	426	12	12	8	41	32	27	47	54	60	0	1	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	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	59	1196	68697	98	97	98	412	422	454	6	8	4	38	31	18	55	58	67	0	2	11
Limited English Proficient Students	18	591	15339	100	99	100	383	392	399	13	14	11	50	36	31	38	48	54	0	1	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	56	1047	39106	97	90	95	404	403	427	13	13	8	34	33	28	53	53	59	0	2	5
Non-Economically Disadvantaged	10	304	39837	100	100	100	357	416	457	17	12	4	67	30	14	17	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	61	1365	78906	100	98	99	455	463	498	38	27	13	34	30	19	26	38	48	2	4	20
All Students (Prior Year)	63	1296	76019	100	100	100	453	452	499	30	37	14	60	50	39	4	7	14	6	6	33
Female	33	676	38644	100	100	99	457	466	500	35	24	12	39	34	19	26	39	49	0	3	19
Male	28	690	40236	100	97	99	454	459	497	42	31	15	29	27	19	25	38	46	4	5	20
African American	17	247	4087	94	98	99	453	448	481	36	32	20	45	33	24	18	33	45	0	2	11
Hispanic	42	1045	31938	100	98	99	454	465	481	40	27	19	31	30	25	26	39	46	3	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	52	1184	68310	100	98	98	463	475	509	30	20	9	38	32	18	30	43	51	3	5	22
Limited English Proficient Students	21	547	12573	100	100	100	456	450	454	39	32	27	28	29	30	28	36	38	6	2	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	52	1062	38679	98	93	96	459	460	483	33	28	20	36	30	25	29	38	45	2	4	10
Non-Economically Disadvantaged	NC	306	40295	NC	100	100	NC	472	513	NC	25	7	NC	30	13	NC	40	50	NC	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	61	1375	78908	100	0	99	443	447	484	30	29	10	49	34	23	21	36	58	0	1	9
All Students (Prior Year)	63	1297	76020	100	100	100	489	486	503	51	52	25	30	25	23	17	21	40	2	3	12
Female	33	680	38648	100	0	99	447	453	489	22	26	8	57	32	22	22	40	61	0	2	10
Male	28	696	40233	100	0	99	439	441	479	38	31	12	42	35	25	21	33	55	0	1	8
African American	17	252	4092	94	0	99	437	443	473	27	27	12	64	36	28	9	36	54	0	1	5
Hispanic	42	1050	31940	100	0	99	443	447	465	31	30	16	46	34	32	23	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	52	1192	68312	100	0	98	449	459	493	20	23	7	55	36	21	25	40	62	0	2	10
Limited English Proficient Students	21	548	12556	100	0	100	442	430	436	33	37	24	44	35	40	22	27	35	0	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	52	1070	38662	98	0	96	445	443	468	26	30	16	50	34	32	24	35	49	0	1	3
Non-Economically Disadvantaged	NC	308	40315	NC	0	100	NC	462	498	NC	22	5	NC	33	15	NC	43	66	NC	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	61	1367	78750	100	98	99	445	459	500	21	14	6	36	41	29	43	45	63	0	0	2
All Students (Prior Year)	63	1287	75673	100	99	100	464	481	530	25	27	12	36	30	25	40	42	58	0	2	4
Female	33	678	38586	100	100	99	467	476	515	13	11	4	30	34	22	57	55	71	0	0	3
Male	28	690	40135	100	97	99	425	442	486	29	17	8	42	48	35	29	34	56	0	1	1
African American	17	251	4081	94	100	99	475	453	488	9	14	8	45	38	32	45	46	59	0	1	2
Hispanic	42	1043	31841	100	98	99	436	459	483	26	14	8	31	42	36	43	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	52	1186	68196	100	98	98	462	476	513	13	9	3	40	41	25	48	50	69	0	0	3
Limited English Proficient Students	21	548	12504	100	100	100	415	438	451	33	17	12	44	48	44	22	35	43	0	1	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	52	1064	38558	98	93	96	444	455	485	24	14	8	33	42	37	43	43	54	0	1	1
Non-Economically Disadvantaged	NC	306	40260	NC	100	100	NC	474	514	NC	11	3	NC	39	21	NC	51	72	NC	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	56	1244	78250	98	97	99	513	512	548	48	44	21	20	24	18	28	29	48	4	3	13
All Students (Prior Year)	71	1289	75001	100	98	99	434	429	468	58	68	37	38	28	36	4	3	16	0	1	10
Female	21	616	38071	100	98	99	514	515	549	44	40	20	28	27	19	22	30	49	6	2	12
Male	35	627	40126	97	96	99	512	509	547	50	48	23	16	21	17	31	28	46	3	3	14
African American	20	245	4058	83	96	99	504	510	523	69	43	32	13	26	22	19	30	41	0	1	5
Hispanic	34	925	29129	100	97	99	517	511	527	41	45	32	19	24	23	34	28	40	6	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	98	97	99	520	523	561	40	37	16	23	27	18	33	33	52	5	3	14
Limited English Proficient Students	15	384	10133	100	99	100	490	495	488	57	53	45	29	24	25	14	22	28	0	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	43	944	33388	100	92	94	513	512	530	45	43	32	24	25	22	26	30	40	5	3	5
Non-Economically Disadvantaged	13	300	44937	93	100	100	513	513	561	58	47	13	8	23	15	33	27	54	0	3	18

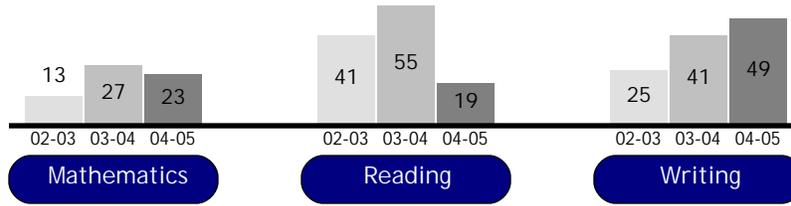
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	1248	78302	100	0	99	477	475	512	30	27	11	44	42	25	24	31	57	2	0	7
All Students (Prior Year)	71	1284	74918	100	98	99	478	465	497	48	57	32	17	21	19	31	19	35	4	2	15
Female	22	618	38082	100	0	99	479	481	518	17	23	8	56	42	24	28	35	61	0	0	7
Male	35	629	40166	97	0	99	475	470	507	38	30	14	38	42	26	22	27	54	3	1	6
African American	21	247	4064	88	0	100	479	483	498	25	22	14	56	36	29	19	41	54	0	1	3
Hispanic	34	927	29152	100	0	99	475	472	492	34	28	17	38	43	34	25	28	46	3	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	49	1063	69024	100	0	99	482	485	524	21	19	7	49	45	23	28	35	62	2	1	7
Limited English Proficient Students	15	385	10140	100	0	100	459	454	451	36	37	28	57	46	43	7	17	29	0	0	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	43	946	33398	100	0	94	474	473	495	32	27	18	42	43	35	24	30	46	3	1	2
Non-Economically Disadvantaged	14	302	44979	100	0	100	484	483	525	25	26	6	50	39	18	25	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	100	98	99	482	506	545	16	9	3	36	34	18	48	57	77	0	0	2
All Students (Prior Year)	71	1278	74503	100	97	99	440	442	491	21	18	9	40	45	32	38	35	51	0	2	8
Female	22	621	38025	100	99	99	496	517	558	11	7	2	33	30	13	56	63	82	0	0	2
Male	35	626	40013	97	96	99	474	494	534	19	10	5	38	38	23	44	52	71	0	0	1
African American	21	246	4037	88	97	99	473	508	532	25	9	4	25	29	22	50	61	73	0	1	1
Hispanic	34	928	29068	100	97	99	484	503	523	13	9	5	41	35	27	47	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	49	1062	68892	100	97	98	489	519	559	16	6	2	28	29	14	56	64	82	0	0	2
Limited English Proficient Students	15	387	10084	100	100	100	472	474	474	14	15	10	50	44	39	36	41	50	0	0	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	43	947	33296	100	93	94	476	501	527	18	9	5	34	36	27	47	54	67	0	0	0
Non-Economically Disadvantaged	14	301	44871	100	100	100	499	521	559	8	6	2	42	26	12	50	67	84	0	0	3

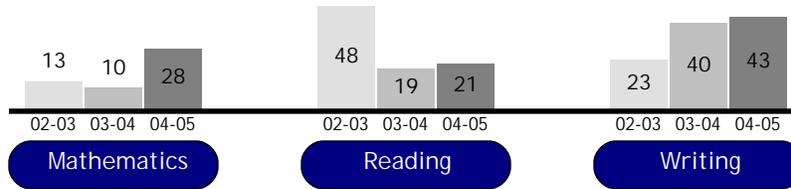
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

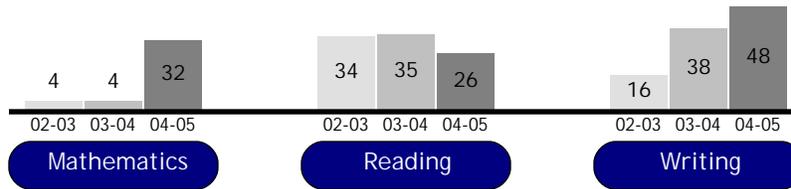
3rd Grade Proficiency



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.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	82	34	25	50	89	45	NA	58	100	33	31	47
	Language	91	23	17	43	98	32	22	50	100	34	32	47
	Mathematics	95	40	32	57	100	44	34	64	100	35	33	50
3	Reading	98	18	23	47	83	34	NA	55	100	20	24	44
	Language	100	28	34	54	97	35	38	61	100	23	28	44
	Mathematics	100	16	29	54	98	30	33	61	98	24	33	51
4	Reading	93	37	26	52	84	37	NA	56	100	28	29	48
	Language	98	36	28	48	96	33	35	52	100	28	29	49
	Mathematics	100	43	30	57	96	45	38	61	100	28	33	53
5	Reading	96	30	22	50	100	33	NA	55	100	26	30	50
	Language	98	30	24	46	100	25	32	49	100	28	31	50
	Mathematics	100	32	28	57	100	43	38	63	100	25	30	49
6	Reading	96	32	27	53	94	40	NA	56	97	32	33	51
	Language	98	22	21	45	100	36	29	48	97	28	30	47
	Mathematics	100	32	34	62	100	44	40	66	100	28	33	52
7	Reading	100	32	26	51	98	28	NA	54	100	33	30	50
	Language	98	40	29	54	98	39	35	58	100	34	34	52
	Mathematics	98	33	29	58	98	28	32	62	100	34	31	50
8	Reading	98	40	31	53	100	36	NA	55	100	32	33	51
	Language	100	34	27	49	100	31	31	52	100	30	35	50
	Mathematics	100	32	33	58	100	36	37	61	98	32	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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Recommend Programatic Changes
- Ü Review/Monitor Improvement Process
- Ü Review & Monitor Curriculum Focus
- Ü Increase Parental Involvement
- Ü Work with School Improvement Team
- Ü Support Staff Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	35.00
Other Professional Staff	8.00	Teacher Aide	6.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	1	1	0	0
7 to 9 years	1	2	0	0
10 or more years	5	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certificaton.	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 PC Compatible Computer Lab
- Ü Library and Media Center

Extracurricular Activities

- Ü After School Targeted Tutoring
- Ü Student Council
- Ü Multicultural Club
- Ü After School Chorus
- Ü Student Leadership Club
- Ü After School Sports Program

Social Services

- Ü Free Breakfast & Lunch Programs
- Ü Foster Grandparents Program
- Ü Drug/Alcohol Prevention
- Ü Parenting Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The decrease in the number of Out-of-School Suspensions and Discipline Referrals created a more safe and conducive learning environment as a result of effectively implementing the school-wide Character Counts Program.
- ü Our students successfully competed in the districts AZ Challenge and Math Challenge
- ü Our boys baseball team on the Roosevelt School District Championship.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	39	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	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

Sierra Vista School is in the process of implementing a new bully prevention program. The Character Counts Program will continue to be in order to encourage respect and good citizenship. We will be having guest speakers from Los Abegados coming to speak to our children about law related issues including bullying, AZ and US constitution.

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	Jeanne Koba	(602) 232-4970
Transportation Policy	Manuel Quihuis	(602) 243-4852
Community Resources	Katelina Dietrich	(602) 232-4974
School Nutrition Programs	Debbie Case	(602) 232-4974
Parent Organization	Mark Ramirez	(602) 232-4970
Student Health/Nurse	Margret Smith	(602) 232-4973

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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** Due to booklet size printing, print copies are produced in multiples of 4.