

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3146 East Wier Avenue, 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	Underperforming

(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	Met
2002-03	Not Met

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Ms. Katie Nance- McKenzie
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-8
 2005 Enrollment : 611
 Web Address : www.rsd.k12.az.us/~brooks/
 Phone Number : (602) 232-4200
 Fax Number : (602) 243-2115
 E-mail : mckenziek@rsd.k12.az.us

Mission

Our mission is to promote rigorous and relevant academic instruction and social growth of our students through teamwork with parents, community and staff.

School / Academic Goals

- ü By June 2006 66% of the third grade students, 26% of students in fifth grade, and 47% of students in the eighth grade, will approach, meet or exceed the state standards in reading. All grades will continue implementing strategies from best practices.
- ü By June 2006 51% of the third grade students, 49% of students in fifth grade, and 39% of students in eighth grade, will approach meet or exceed the state standards in math as measured by AIMS. All grades will continue using best practices.
- ü By June 2006 35% of the third grade students, 40% of students in fifth grade, and 30% of students in eighth grade, will approach meet or exceed the state standards in writing as measured by AIMS. All grades will continue using best practices.

Enrollment

October 1, 2004 School Year Student Enrollment : 615
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 15

Instructional Programs

- ü Head Start
- ü Full-Day Kindergarten
- ü Accelerated Reader Program
- ü Accelerated Math Program
- ü Voyager Reading Program for K-3
- ü ESL / Sheltered English Instruction
- ü On-site Special Education
- ü MAC-Ro for third grade classes

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 :	6/3/2006

Shared Responsibilities

School

Keeping parents involved and informed is a priority. Parents are provided with handbooks which outline school/district expectations and contact names for assistance. Five-week progress reports are issued prior to the regular ninth-week report card. Monthly informational meetings are held. All information is distributed in Spanish and English. Parent membership on the Site Council provides input for goal setting, expectations, aligning standards and deciding on safety issues.

Parents

Parents are expected to support the school's code of conduct/uniform policy, review students' homework, be available for conferences and participation in school activities as agreed. They are also expected to sign a compact form as their agreement. Within the compact, parents are expected to ensure student attendance to participate and be involved in school goals and expectations, to communicate with the school and their child regarding student progress.

Transportation Policy

One bus is available for students not living in the attendance area of Brooks Academy but who reside within the Roosevelt School District. Students who live outside the Roosevelt School District must have transportation provided by their parent or guardian. Parents who reside outside of the attendance area are expected to adhere to the open enrollment policy. The open enrollment policy includes good attendance, arriving on time and good behavior.

School Honors

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

Award/Honor	Year
ü District Poetry Contest Finalist	2002
ü English Spelling Bee District Regional Finalist	2003
ü Spanish Spelling Bee State Finalist	2003
ü Spanish Spelling Bee State Finalist	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	71	1357	79306	100	98	99	425	410	445	15	25	10	31	29	18	50	43	51	5	3	20
All Students (Prior Year)	76	1305	75509	100	98	100	464	469	521	42	39	13	28	33	23	23	22	33	7	6	31
Female	39	656	38691	100	99	99	430	416	446	12	22	10	21	29	18	61	46	52	6	4	20
Male	32	701	40583	100	97	99	419	404	445	17	28	11	41	29	18	38	41	50	3	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	67	1067	32869	99	99	99	423	413	429	15	23	15	32	30	25	48	44	51	5	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	--	55	36197	--	96	99	--	426	463	--	19	5	--	26	11	--	44	53	--	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	70	1204	69060	99	98	98	425	420	454	15	20	7	30	29	17	51	48	54	5	4	22
Limited English Proficient Students	52	594	15509	100	99	100	418	403	406	16	24	20	34	31	30	46	43	45	4	2	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	64	1052	39415	91	90	96	426	407	431	16	25	15	26	30	25	53	42	50	5	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	70	1363	79395	99	0	99	400	406	446	38	24	9	38	43	25	25	32	55	0	1	11
All Students (Prior Year)	76	1295	75492	100	98	100	479	489	519	42	34	12	30	25	16	26	34	47	2	6	24
Female	39	660	38743	100	0	100	406	418	451	30	18	7	42	42	24	27	39	57	0	1	12
Male	31	703	40618	97	0	99	394	396	440	46	30	11	32	44	27	21	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	66	1072	32915	97	0	99	398	407	426	39	25	15	37	44	35	24	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	--	55	36221	--	0	99	--	429	465	--	21	4	--	28	15	--	44	63	--	7	17
Students with Disabilities	--	156	10331	--	0	100	--	332	388	--	53	25	--	38	37	--	8	34	--	1	4
Students without Disabilities	70	1208	69139	99	0	99	400	416	454	38	20	7	38	44	24	25	35	58	0	1	11
Limited English Proficient Students	52	597	15545	100	0	100	393	394	399	40	28	21	44	46	42	16	26	35	0	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	64	1058	39484	91	0	96	402	402	429	36	25	14	38	44	35	26	30	47	0	0	4
Non-Economically Disadvantaged	NC	306	39986	NC	0	100	NC	425	461	NC	18	4	NC	39	16	NC	39	63	NC	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	70	1350	78869	99	98	99	425	406	442	10	13	6	28	32	21	61	53	63	2	2	10
All Students (Prior Year)	73	1277	75053	97	96	99	524	533	597	29	20	7	15	18	12	46	58	72	10	4	9
Female	39	655	38536	100	99	99	436	427	458	6	7	4	30	29	15	61	61	67	3	3	14
Male	31	695	40302	97	97	99	413	386	428	14	18	8	25	34	26	61	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	66	1063	32606	97	98	98	424	407	426	10	12	8	29	32	27	59	54	60	2	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	--	54	36078	--	95	99	--	422	459	--	12	4	--	33	16	--	45	66	--	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	69	1196	68697	97	97	98	425	422	454	10	8	4	27	31	18	62	58	67	2	2	11
Limited English Proficient Students	51	591	15339	98	99	100	416	392	399	12	14	11	29	36	31	57	48	54	2	1	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	63	1047	39106	90	90	95	430	403	427	9	13	8	26	33	28	63	53	59	2	2	5
Non-Economically Disadvantaged	NC	304	39837	NC	100	100	NC	416	457	NC	12	4	NC	30	14	NC	53	67	NC	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	67	1365	78906	100	98	99	475	463	498	16	27	13	38	30	19	45	38	48	2	4	20
All Students (Prior Year)	73	1296	76019	100	100	100	446	452	499	44	37	14	50	50	39	4	7	14	2	6	33
Female	38	676	38644	100	100	99	478	466	500	6	24	12	39	34	19	55	39	49	0	3	19
Male	29	690	40236	100	97	99	472	459	497	28	31	15	36	27	19	32	38	46	4	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	58	1045	31938	100	98	99	475	465	481	16	27	19	40	30	25	42	39	46	2	4	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	14	4593	NC	100	100	NC	469	467	NC	20	26	NC	50	29	NC	30	39	NC	0	6
White	--	56	36483	--	92	99	--	484	517	--	15	7	--	26	13	--	53	51	--	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	62	1184	68310	100	98	98	478	475	509	12	20	9	38	32	18	48	43	51	2	5	22
Limited English Proficient Students	37	547	12573	97	100	100	466	450	454	22	32	27	41	29	30	38	36	38	0	2	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	57	1062	38679	97	93	96	476	460	483	16	28	20	37	30	25	45	38	45	2	4	10
Non-Economically Disadvantaged	10	306	40295	100	100	100	474	472	513	14	25	7	43	30	13	43	40	50	0	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	67	1375	78908	100	0	99	449	447	484	25	29	10	41	34	23	34	36	58	0	1	9
All Students (Prior Year)	73	1297	76020	100	100	100	480	486	503	58	52	25	25	25	23	17	21	40	0	3	12
Female	38	680	38648	100	0	99	445	453	489	29	26	8	39	32	22	32	40	61	0	2	10
Male	29	696	40233	100	0	99	454	441	479	20	31	12	44	35	25	36	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	58	1050	31940	100	0	99	448	447	465	28	30	16	40	34	32	32	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	NC	14	4569	NC	0	100	NC	454	457	NC	10	18	NC	50	39	NC	40	41	NC	0	2
White	--	56	36502	--	0	99	--	474	502	--	18	4	--	21	14	--	59	67	--	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	62	1192	68312	100	0	98	451	459	493	23	23	7	40	36	21	37	40	62	0	2	10
Limited English Proficient Students	37	548	12556	97	0	100	438	430	436	38	37	24	43	35	40	19	27	35	0	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	57	1070	38662	97	0	96	450	443	468	24	30	16	41	34	32	35	35	49	0	1	3
Non-Economically Disadvantaged	10	308	40315	100	0	100	446	462	498	29	22	5	43	33	15	29	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	65	1367	78750	98	98	99	489	459	500	4	14	6	41	41	29	55	45	63	0	0	2
All Students (Prior Year)	73	1287	75673	100	99	100	515	481	530	25	27	12	17	30	25	54	42	58	4	2	4
Female	37	678	38586	100	100	99	500	476	515	3	11	4	32	34	22	65	55	71	0	0	3
Male	28	690	40135	97	97	99	476	442	486	4	17	8	52	48	35	44	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	56	1043	31841	97	98	99	489	459	483	4	14	8	40	42	36	56	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	NC	14	4586	NC	100	100	NC	488	481	NC	10	8	NC	40	37	NC	50	54	NC	0	1
White	--	56	36440	--	92	99	--	487	516	--	6	3	--	32	22	--	62	71	--	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	60	1186	68196	97	98	98	492	476	513	2	9	3	40	41	25	58	50	69	0	0	3
Limited English Proficient Students	37	548	12504	97	100	100	489	438	451	3	17	12	43	48	44	54	35	43	0	1	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	55	1064	38558	93	93	96	487	455	485	4	14	8	45	42	37	51	43	54	0	1	1
Non-Economically Disadvantaged	10	306	40260	100	100	100	509	474	514	0	11	3	14	39	21	86	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	54	1244	78250	100	97	99	507	512	548	39	44	21	43	24	18	18	29	48	0	3	13
All Students (Prior Year)	48	1289	75001	100	98	99	433	429	468	64	68	37	31	28	36	6	3	16	0	1	10
Female	32	616	38071	100	98	99	503	515	549	31	40	20	59	27	19	10	30	49	0	2	12
Male	22	627	40126	100	96	99	513	509	547	50	48	23	20	21	17	30	28	46	0	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	48	925	29129	100	97	99	509	511	527	39	45	32	41	24	23	20	28	40	0	3	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	--	24	4996	--	100	100	--	515	518	--	45	36	--	27	25	--	23	36	--	5	4
White	--	47	38320	--	98	99	--	540	568	--	30	12	--	18	14	--	45	55	--	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	49	1059	68996	96	97	99	513	523	561	33	37	16	47	27	18	20	33	52	0	3	14
Limited English Proficient Students	30	384	10133	100	99	100	507	495	488	42	53	45	42	24	25	15	22	28	0	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	44	944	33388	85	92	94	509	512	530	36	43	32	41	25	22	23	30	40	0	3	5
Non-Economically Disadvantaged	10	300	44937	100	100	100	499	513	561	50	47	13	50	23	15	0	27	54	0	3	18

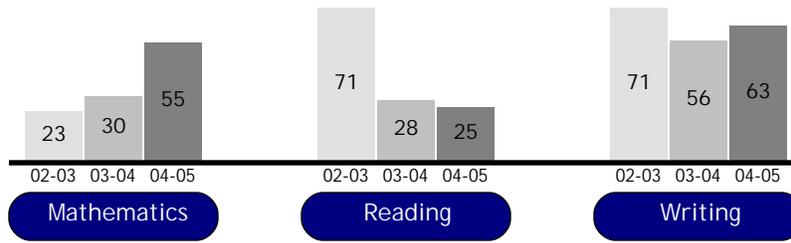
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	1248	78302	100	0	99	476	475	512	14	27	11	57	42	25	29	31	57	0	0	7
All Students (Prior Year)	48	1284	74918	100	98	99	465	465	497	58	57	32	22	21	19	19	19	35	0	2	15
Female	32	618	38082	100	0	99	475	481	518	14	23	8	59	42	24	28	35	61	0	0	7
Male	22	629	40166	100	0	99	477	470	507	15	30	14	55	42	26	30	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	100	0	99	477	472	492	14	28	17	59	43	34	27	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	--	24	4993	--	0	100	--	479	484	--	32	19	--	41	38	--	23	42	--	5	1
White	--	47	38347	--	0	99	--	509	531	--	6	5	--	42	17	--	48	68	--	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	96	0	99	481	485	524	9	19	7	60	45	23	31	35	62	0	1	7
Limited English Proficient Students	30	385	10140	100	0	100	474	454	451	15	37	28	61	46	43	24	17	29	0	0	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	44	946	33398	85	0	94	473	473	495	18	27	18	51	43	35	31	30	46	0	1	2
Non-Economically Disadvantaged	10	302	44979	100	0	100	485	483	525	0	26	6	80	39	18	20	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	54	1248	78094	100	98	99	488	506	545	18	9	3	37	34	18	45	57	77	0	0	2
All Students (Prior Year)	48	1278	74503	100	97	99	436	442	491	28	18	9	31	45	32	42	35	51	0	2	8
Female	32	621	38025	100	99	99	497	517	558	17	7	2	34	30	13	48	63	82	0	0	2
Male	22	626	40013	100	96	99	475	494	534	20	10	5	40	38	23	40	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	48	928	29068	100	97	99	488	503	523	18	9	5	36	35	27	45	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	--	24	4981	--	100	100	--	516	526	--	0	4	--	55	25	--	45	70	--	0	0
White	--	47	38265	--	98	99	--	546	564	--	0	2	--	21	11	--	79	84	--	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	96	97	98	496	519	559	13	6	2	38	29	14	49	64	82	0	0	2
Limited English Proficient Students	30	387	10084	100	100	100	480	474	474	21	15	10	33	44	39	45	41	50	0	0	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	44	947	33296	85	93	94	482	501	527	21	9	5	36	36	27	44	54	67	0	0	0
Non-Economically Disadvantaged	10	301	44871	100	100	100	509	521	559	10	6	2	40	26	12	50	67	84	0	0	3

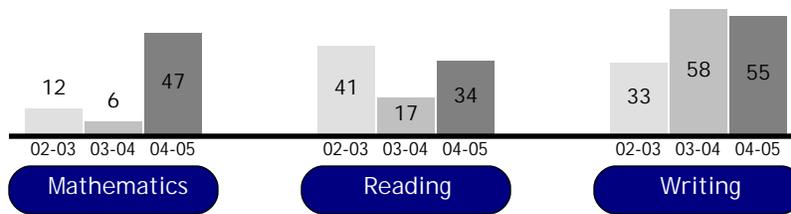
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

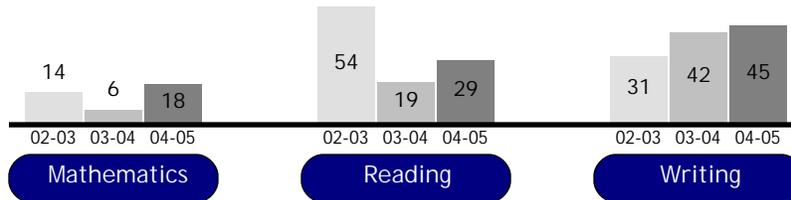
3rd Grade Proficiency



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?	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	86	16	25	50	93	31	NA	58	100	30	31	47
	Language	98	12	17	43	98	32	22	50	100	32	32	47
	Mathematics	100	20	32	57	98	62	34	64	100	40	33	50
3	Reading	100	14	23	47	100	38	NA	55	99	18	24	44
	Language	100	22	34	54	100	45	38	61	99	21	28	44
	Mathematics	100	23	29	54	100	48	33	61	100	33	33	51
4	Reading	99	21	26	52	97	28	NA	56	99	23	29	48
	Language	100	26	28	48	97	30	35	52	99	21	29	49
	Mathematics	100	23	30	57	98	33	38	61	99	25	33	53
5	Reading	96	20	22	50	96	30	NA	55	100	26	30	50
	Language	98	20	24	46	97	38	32	49	100	31	31	50
	Mathematics	96	26	28	57	97	28	38	63	100	31	30	49
6	Reading	100	20	27	53	96	37	NA	56	100	33	33	51
	Language	100	15	21	45	96	37	29	48	100	27	30	47
	Mathematics	100	26	34	62	96	54	40	66	100	27	33	52
7	Reading	98	16	26	51	100	31	NA	54	100	32	30	50
	Language	100	21	29	54	100	30	35	58	100	33	34	52
	Mathematics	100	23	29	58	100	39	32	62	100	30	31	50
8	Reading	100	29	31	53	92	34	NA	55	100	31	33	51
	Language	100	25	27	49	98	32	31	52	100	38	35	50
	Mathematics	100	40	33	58	98	41	37	61	100	34	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."

G. Benjamin Brooks Academy

School Site Council

Council Composition

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

Council Duties

- Ü Safety Issues
- Ü Student Discipline
- Ü Instructional Strategies/Curriculum Dev.
- Ü Personnel Decisions
- Ü Uniform Policy
- Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	32.00
Other Professional Staff	2.50	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	4	3	0	0
7 to 9 years	0	0	0	0
10 or more years	7	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	8
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 Parent Center
- Ü Computer Lab
- Ü Computer Writing Lab Within Library

Extracurricular Activities

- Ü Student Council
- Ü Afterschool Drama Classes
- Ü Afterschool Sports Programs
- Ü Afterschool Art Classes
- Ü The Young Writers' Fair
- Ü Afterschool Dance Classes

Social Services

- Ü Adult ESL classes
- Ü Adult ESL Classes
- Ü Southwest Behavioral Health Services
- Ü Back to School Uniform Drive
- Ü Free Immunizations

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We were pleased to be selected as one of the host schools for the People to People Organization. In October our guests were educators from Russia who visited classrooms and engaged in conversations with our students and teachers.

- ü Our schoolwide implementation of the 'Accelerated Reader' program has contributed to a significant increase in reading. Our school was recognized as one of the leading schools in clock hours recorded for the Superintendent's Reading Club.

- ü This is our seventh year on a modified calendar for year-round school. We follow a 45/10 schedule and continue to implement strategies for student achievement with the implementation of three intersessions; October, December and March.

- ü In March we held a community celebration with Arizona State University students for Cesar Chavez's birthday. Students and community friends marched through the neighborhood. Day long events were held on campus on a Saturday.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	33	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	3	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

The school resource officer addresses classes about safety issues at school, home and in the community. The FirePal Officer also hosts scheduled classes every January-May. Our students have been empowered as hall and cafeteria monitors. Parents have become more involved by agreeing to monitor specific areas of the campus. Students have been speaking out more about incidents that occur on the way home from the school. Gates surrounding the campus are now locked during school hours.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

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

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

Contacts

Name	Phone Number
School Site Council	(602) 232-4200
Transportation Policy	(602) 243-4800
Community Resources	(602) 232-4200
School Nutrition Programs	(602) 232-4200
Parent Organization	(602) 232-4200
Student Health/Nurse	(602) 232-4200

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 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.