

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4615 S. 22nd 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Miss Temako J. Roque  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : Pre-K-3  
 Web Address : www.rsd.k12.az.us  
 Phone Number : (602) 232-4910  
 Fax Number : (602) 243-4910  
 E-mail : roquet@rsd.k12.az.us

### Mission

The mission of M. L. King School is to provide every child with the opportunity to learn and develop his/her individual talents through the use of technology in a culturally rich setting with regards to students, parents, staff and community. The ultimate goal of education at M. L. King School is to foster the supreme worth and dignity of each child and to offer appropriate academic skills and concepts in order that he/she may function in a democratic society.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

### School / Academic Goals

- ü To actively engage students in an integrated curriculum which provides a seamless transition from Head Start to grade three.
- ü Students will show increased achievement on the TerraNova, AIMS, DIBELS and the adopted reading and math series diagnostic assessments.
- ü To increase academic achievement in Mathematics as assessed by AIMS in grade three.
- ü To increase academic achievement in Reading as assessed by AIMS in grade three.

### Enrollment

October 1, 2005 School Year Student Enrollment : 385  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 56

## Instructional Programs

- Ü Full-Day Kindergarten
- Ü Voyager Universal Literacy Program
- Ü Gifted Magnet 2-3
- Ü Intersession Enrichment Program
- Ü After-School Tutoring

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

## Shared Responsibilities

### School

To prepare students academically through technology, communicate activities of the school, provide progress reports and conferences, provide discipline within guidelines, to provide a nurturing environment, to provide textbooks, materials, and supplies.

### Parents

Student attendance. Reporting absences and tardies. Student behavior. Reinforcing homework policy. Change of telephone number/address. Medical record information. Inquire about student progress. Provide parental accountability. Support the school rules of conduct and dress code. Communicating with school. Attend parent conferences. Attend parent involvement activities. Participate in Site council activities and PTSO activities.

## Transportation Policy

Boundaries: North-Salt River; South-Roeser Road; East-28th Street-North of Broadway, West-16th Street. School buses are available for students enrolled in the regular, gifted, and Special Education programs.

## School Honors

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

Award/Honor	Year
Ü Martin Luther King State Recognition Award	2001
Ü Awarded 'Winged Victory' from Educational SuperMart	2002
Ü Waterford Early Reading Program Award of Excellence	2003
Ü Phoenix Education Partnership Honor Roll 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	85	1370	80010	100	100	99	422	421	447	19	20	10	32	28	18	41	47	53	8	5	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	693	38935	100	100	99	426	422	447	12	17	9	27	31	19	55	47	55	6	4	17
Male	52	675	40974	100	100	98	419	420	448	23	23	11	35	26	18	33	47	52	10	5	19
African American	42	211	4201	100	100	99	422	416	430	29	26	17	21	30	23	38	38	51	12	6	9
Hispanic	41	1088	34545	100	100	99	421	421	432	10	19	14	44	29	24	41	48	53	5	4	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	12	3979	NC	92	96	NC	429	424	NC	8	17	NC	33	30	NC	50	47	NC	8	6
White	NC	51	35142	NC	100	99	NC	437	465	NC	12	5	NC	20	11	NC	57	56	NC	12	28
Students with Disabilities	NC	137	10161	NC	100	93	NC	385	419	NC	64	28	NC	19	28	NC	16	36	NC	1	8
Students without Disabilities	77	1233	69849	100	100	100	427	425	451	12	15	7	35	30	17	44	50	56	9	5	19
Limited English Proficient Students	19	435	14013	100	99	97	404	406	413	21	30	24	53	35	34	26	35	39	NA	0	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	78	1150	39029	100	99	98	421	420	432	21	20	14	33	29	25	37	47	52	9	4	9
Non-Economically Disadvantaged	NC	220	40981	NC	100	100	NC	425	462	NC	18	6	NC	27	13	NC	48	54	NC	7	27

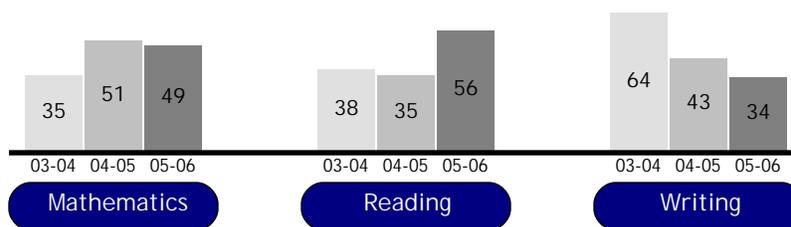
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	1370	79438	100	100	98	434	427	451	12	15	9	32	37	24	54	45	56	2	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	693	38775	100	100	99	445	432	457	9	11	7	27	37	22	58	48	58	6	3	13
Male	52	675	40560	100	100	97	426	422	446	13	19	12	35	37	25	52	41	54	NA	3	9
African American	42	210	4178	100	100	98	432	429	439	14	15	13	26	36	29	55	44	52	5	5	6
Hispanic	41	1089	34297	100	100	99	435	426	434	10	15	14	37	37	31	54	45	50	NA	2	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	12	3940	NC	92	95	NC	425	429	NC	17	14	NC	33	36	NC	50	47	NC	NA	3
White	NC	51	34887	NC	100	98	NC	445	471	NC	14	4	NC	25	15	NC	51	63	NC	10	18
Students with Disabilities	NC	138	9588	NC	100	88	NC	381	416	NC	56	30	NC	32	32	NC	12	34	NC	1	5
Students without Disabilities	77	1232	69850	100	100	100	441	432	456	4	11	7	35	37	23	58	49	59	3	3	12
Limited English Proficient Students	19	435	13856	100	99	96	418	405	407	16	26	27	47	47	43	37	26	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	78	1150	38685	100	99	97	433	426	435	13	15	14	32	37	32	53	45	50	3	3	5
Non-Economically Disadvantaged	NC	220	40753	NC	100	99	NC	434	467	NC	15	5	NC	34	16	NC	45	62	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	85	1360	79971	100	100	99	401	397	423	7	13	8	59	52	41	34	35	49	NA	0	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	689	38974	100	100	99	417	412	437	NA	7	5	58	49	33	42	44	57	NA	0	4
Male	52	669	40895	100	99	98	390	382	410	12	19	10	60	56	47	29	26	41	NA	0	2
African American	42	209	4203	100	100	99	396	390	411	7	16	11	62	49	45	31	34	43	NA	NA	2
Hispanic	41	1079	34481	100	99	99	404	398	410	7	12	10	56	53	46	37	34	43	NA	0	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	12	3995	NC	92	96	NC	407	409	NC	17	10	NC	42	47	NC	42	42	NC	NA	1
White	NC	52	35150	NC	100	99	NC	412	437	NC	6	5	NC	50	35	NC	44	56	NC	NA	5
Students with Disabilities	NC	138	10258	NC	100	94	NC	322	377	NC	46	23	NC	43	51	NC	10	25	NC	NA	1
Students without Disabilities	77	1222	69713	100	100	100	408	405	429	5	9	5	58	53	39	36	38	52	NA	0	3
Limited English Proficient Students	19	431	13985	100	98	97	378	374	382	16	20	18	68	59	54	16	21	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	78	1141	38994	100	98	98	401	397	409	8	12	10	58	54	47	35	34	41	NA	0	1
Non-Economically Disadvantaged	NC	219	40977	NC	100	100	NC	400	437	NC	14	5	NC	46	34	NC	40	56	NC	NA	5

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



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 2005-06

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

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	88	36	NA	58	94	33	31	47	99	22	27	46
	Language	96	26	22	50	94	29	32	47	99	22	30	48
	Mathematics	98	30	34	64	94	27	33	50	99	22	28	52
3	Reading	100	36	NA	55	99	24	24	44	100	27	27	46
	Language	100	43	38	61	99	29	28	44	100	37	30	46
	Mathematics	100	40	33	61	99	33	33	51	100	34	32	52

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/](http://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."

# Martin Luther King Jr Elementary School

## School Site Council

### Council Composition

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

### Council Duties

- Ü Software and Instructional Materials
- Ü School Policies and Procedures
- Ü School Improvement
- Ü Student Council
- Ü Plans Staff Development Activities
- Ü Parent Involvement Activities

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	24.00
Other Professional Staff	3.00	Teacher Aide	7.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	1	3	0	0
10 or more years	3	13	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	37
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Waterford Reading Lab
- Ü Large Multipurpose Room
- Ü Library

### Extracurricular Activities

- Ü Parks and Recreation Program
- Ü Character Education
- Ü Student Council
- Ü Superintendent's Reading Club
- Ü Peer Leadership Group

### Social Services

- Ü District Immunization Clinic
- Ü Prevention Specialist
- Ü After School Recreational Program
- Ü Breath Mobile
- Ü School-based Health Clinic
- Ü Parent Facilitator
- Ü Dental Screening

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Third graders showed significant gains in Math on the AIMS test with 49% at meet or exceeds.
  
- ü Third graders showed significant gains in Writing on the AIMS test with 50% at meet or exceeds.
  
- ü We successfully participated in Character Education through Character Counts! which reduced the number of disciplinary referrals.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	90	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

According to ARS 13-2911 'All visitors must sign in at the office and obtain a visitor's pass before proceeding to any part of campus. Any unauthorized person will be considered to be illegally on school campus.' This procedure is used to protect the safety of our children and employees. Students are adequately supervised during the school day. King School has a licensed and registered nurse who renders first aid, dispenses medications and serves as a contact regarding health issues.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

8

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	Temako J. Roque	(602) 232-4910
Transportation Policy	Manuel Quihuis	(602) 243-4852
Community Resources	T.J. Roque/D. McClelland	(602) 232-4910
School Nutrition Programs	Phyllis Jefferies	(602) 243-4830
Parent Organization	PTSO	(602) 232-4910
Student Health/Nurse	Annetta Heasman	(602) 232-4913

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](http://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](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 399 Copies = \$116.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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