

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2041 East Vineyard, Phoenix, AZ 85042

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 Small School

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

School Overview

Principal/Administrator : Mr. Walsdorf H. Jenneford Jr.
Schedule : 07:30 AM to 04:00 PM
Grades : Pre-K-8
2005 Enrollment : 475
Web Address : www.rsd.k12.a.us/~barr/index.html
Phone Number : (602) 232-4900
Fax Number : (602) 243-2116
E-mail : jennefordw@rsd.k12.az.us

Mission

Provide a safe environment for students, establish positive relationships, appreciate a variety of cultures and help students to develop a love of learning in a technologically rich environment, thereby nurturing, challenging, and guiding all students toward their maximum potential-academically, aesthetically, physically, socially, and emotionally. The students, parents, teachers, staff and administrators, working in partnership will promote communication and pursue growth to maximize learning.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
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 By June 2005, 90% of the students will approach, meet or exceed the Arizona Standards in reading and writing as measured by AIMS DPA and TERRANOVA results will reflect that the percentile averages will range from 28%-48% of students in all grades.
- ü By June 2005, 85% of the students will approach, meet or exceed the Arizona Standards in Mathematics as measured by AIMS DPA and TERRANOVA results will reflect that 60% of the students are at or above the 50th percentile.

Enrollment

October 1, 2004 School Year Student Enrollment : 539
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 50

Instructional Programs

- ü Computer-Assisted Instruction
- ü Bilingual Instruction
- ü On-site Special Education/AUTISTIC PROG
- ü ESL/ELL
- ü Voyager Reading K-3/Wilson 4-8 Reading
- ü Drop Everything and Write K-8
- ü Buddy Reading Program
- ü Parks and Rec. After school Homework

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Our responsibilities: assuring parents that their children will receive quality instruction in a safe learning environment, instruction will be goal-oriented and teachers will communicate to parents regularly on the progress of their children. Provide instruction and activities alligned to the Arizona State Standards and District Curriculum. Communicate school rules of Conduct to parents, be respectful of adults in language and attitudes in support of a strong, collaborative relationship.

Parents

Ensure that their child is punctual and attends school regularly. Build the childs self-esteem with positive comments. Request to review homework regularly. Provide a Library card for their child. Encourage my child to read and read with my child daily. Volunteer for and utilize the Parent Center. Comply with the school in its efforts to maintain proper discipline. Show respect to myself and others. Ensure that my child gets enough rest and comes to school physicaly prepared to do his/her best.

Transportation Policy

Transportation of students is a privilege extended to students in the district, and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in their respective Individual Education Programs; or part of T.G. Barr's computer magnet program where children live a distance that requiers bus transportation; and in support of getting children to school that live at a distance that requires bus transportation per district policy.

School Honors

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

Award/Honor	Year
ü South Moutain Community College 'Rockets'	2004
ü District Level Poetry Honors/CPLC Teacher of the Year	2004
ü Regional Poetry/Spelling Bee/Science/Sports Awards	2004
ü Superintendent's Reading Club Winners/Voyager K-3	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	62	1357	79306	98	98	99	391	410	445	29	25	10	31	29	18	40	43	51	0	3	20
All Students (Prior Year)	49	1305	75509	98	98	100	452	469	521	64	39	13	20	33	23	16	22	33	0	6	31
Female	33	656	38691	100	99	99	409	416	446	23	22	10	38	29	18	38	46	52	0	4	20
Male	29	701	40583	97	97	99	369	404	445	36	28	11	23	29	18	41	41	50	0	3	21
African American	13	223	4041	81	96	99	387	393	426	23	32	17	23	24	23	54	40	50	0	4	10
Hispanic	47	1067	32869	100	99	99	392	413	429	31	23	15	34	30	25	34	44	51	0	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	57	1204	69060	97	98	98	407	420	454	30	20	7	30	29	17	40	48	54	0	4	22
Limited English Proficient Students	32	594	15509	100	99	100	372	403	406	33	24	20	37	31	30	30	43	45	0	2	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	55	1052	39415	95	90	96	389	407	431	30	25	15	34	30	25	36	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	61	1363	79395	97	0	99	386	406	446	36	24	9	36	43	25	26	32	55	2	1	11
All Students (Prior Year)	49	1295	75492	98	98	100	474	489	519	52	34	12	20	25	16	24	34	47	4	6	24
Female	33	660	38743	100	0	100	407	418	451	31	18	7	35	42	24	35	39	57	0	1	12
Male	28	703	40618	93	0	99	360	396	440	43	30	11	38	44	27	14	25	53	5	1	9
African American	13	224	4052	81	0	100	380	401	434	31	19	11	23	41	29	46	38	54	0	2	6
Hispanic	46	1072	32915	98	0	99	389	407	426	38	25	15	41	44	35	18	30	47	3	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	NC	156	10331	NC	0	100	NC	332	388	NC	53	25	NC	38	37	NC	8	34	NC	1	4
Students without Disabilities	56	1208	69139	95	0	99	404	416	454	38	20	7	33	44	24	26	35	58	2	1	11
Limited English Proficient Students	31	597	15545	100	0	100	367	394	399	42	28	21	35	46	42	19	26	35	4	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	54	1058	39484	93	0	96	383	402	429	37	25	14	35	44	35	26	30	47	2	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	61	1350	78869	97	98	99	407	406	442	8	13	6	40	32	21	44	53	63	8	2	10
All Students (Prior Year)	49	1277	75053	98	96	99	542	533	597	12	20	7	28	18	12	60	58	72	0	4	9
Female	33	655	38536	100	99	99	430	427	458	4	7	4	50	29	15	35	61	67	12	3	14
Male	28	695	40302	93	97	99	380	386	428	14	18	8	27	34	26	55	46	60	5	1	7
African American	13	221	4015	81	95	99	425	395	430	0	14	8	31	30	24	54	52	61	15	4	7
Hispanic	46	1063	32606	98	98	98	400	407	426	11	12	8	43	32	27	40	54	60	6	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	56	1196	68697	95	97	98	423	422	454	7	8	4	42	31	18	42	58	67	9	2	11
Limited English Proficient Students	31	591	15339	100	99	100	374	392	399	15	14	11	41	36	31	37	48	54	7	1	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	54	1047	39106	93	90	95	403	403	427	9	13	8	41	33	28	41	53	59	9	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	46	1365	78906	98	98	99	446	463	498	40	27	13	19	30	19	38	38	48	2	4	20
All Students (Prior Year)	48	1296	76019	100	100	100	434	452	499	49	37	14	51	50	39	0	7	14	0	6	33
Female	20	676	38644	95	100	99	475	466	500	22	24	12	22	34	19	50	39	49	6	3	19
Male	26	690	40236	100	97	99	424	459	497	54	31	15	17	27	19	29	38	46	0	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	36	1045	31938	100	98	99	447	465	481	38	27	19	18	30	25	41	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	41	1184	68310	98	98	98	462	475	509	35	20	9	22	32	18	41	43	51	3	5	22
Limited English Proficient Students	24	547	12573	100	100	100	435	450	454	42	32	27	17	29	30	42	36	38	0	2	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	40	1062	38679	100	93	96	444	460	483	41	28	20	19	30	25	38	38	45	3	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	47	1375	78908	100	0	99	427	447	484	44	29	10	28	34	23	26	36	58	2	1	9
All Students (Prior Year)	48	1297	76020	100	100	100	476	486	503	76	52	25	11	25	23	14	21	40	0	3	12
Female	21	680	38648	100	0	99	452	453	489	37	26	8	16	32	22	42	40	61	5	2	10
Male	26	696	40233	100	0	99	407	441	479	50	31	12	38	35	25	13	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	36	1050	31940	100	0	99	425	447	465	47	30	16	24	34	32	26	35	49	3	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	42	1192	68312	100	0	98	442	459	493	42	23	7	29	36	21	26	40	62	3	2	10
Limited English Proficient Students	24	548	12556	100	0	100	411	430	436	50	37	24	29	35	40	21	27	35	0	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	41	1070	38662	100	0	96	424	443	468	47	30	16	26	34	32	24	35	49	3	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	47	1367	78750	100	98	99	444	459	500	14	14	6	42	41	29	42	45	63	2	0	2
All Students (Prior Year)	46	1287	75673	100	99	100	447	481	530	51	27	12	23	30	25	26	42	58	0	2	4
Female	21	678	38586	100	100	99	473	476	515	11	11	4	32	34	22	58	55	71	0	0	3
Male	26	690	40135	100	97	99	420	442	486	17	17	8	50	48	35	29	34	56	4	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	36	1043	31841	100	98	99	435	459	483	18	14	8	41	42	36	38	44	55	3	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	42	1186	68196	100	98	98	461	476	513	11	9	3	42	41	25	47	50	69	0	0	3
Limited English Proficient Students	24	548	12504	100	100	100	422	438	451	21	17	12	42	48	44	33	35	43	4	1	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	41	1064	38558	100	93	96	435	455	485	16	14	8	47	42	37	34	43	54	3	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	46	1244	78250	100	97	99	490	512	548	47	44	21	26	24	18	26	29	48	0	3	13
All Students (Prior Year)	42	1289	75001	100	98	99	442	429	468	50	68	37	38	28	36	4	3	16	8	1	10
Female	18	616	38071	100	98	99	488	515	549	50	40	20	33	27	19	17	30	49	0	2	12
Male	28	627	40126	100	96	99	492	509	547	46	48	23	23	21	17	31	28	46	0	3	14
African American	14	245	4058	100	96	99	485	510	523	64	43	32	27	26	22	9	30	41	0	1	5
Hispanic	31	925	29129	97	97	99	492	511	527	42	45	32	23	24	23	35	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	NC	24	4996	NC	100	100	NC	515	518	NC	45	36	NC	27	25	NC	23	36	NC	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	41	1059	68996	98	97	99	510	523	561	42	37	16	30	27	18	27	33	52	0	3	14
Limited English Proficient Students	18	384	10133	100	99	100	485	495	488	35	53	45	29	24	25	35	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	100	92	94	490	512	530	47	43	32	26	25	22	26	30	40	0	3	5
Non-Economically Disadvantaged	--	300	44937	--	100	100	--	513	561	--	47	13	--	23	15	--	27	54	--	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	45	1248	78302	98	0	99	442	475	512	46	27	11	35	42	25	19	31	57	0	0	7
All Students (Prior Year)	41	1284	74918	98	98	99	489	465	497	33	57	32	29	21	19	29	19	35	8	2	15
Female	18	618	38082	100	0	99	444	481	518	58	23	8	33	42	24	8	35	61	0	0	7
Male	27	629	40166	96	0	99	441	470	507	40	30	14	36	42	26	24	27	54	0	1	6
African American	14	247	4064	100	0	100	456	483	498	45	22	14	45	36	29	9	41	54	0	1	3
Hispanic	30	927	29152	94	0	99	432	472	492	48	28	17	32	43	34	20	28	46	0	0	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	24	4993	NC	0	100	NC	479	484	NC	32	19	NC	41	38	NC	23	42	NC	5	1
White	--	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	40	1063	69024	95	0	99	455	485	524	44	19	7	38	45	23	19	35	62	0	1	7
Limited English Proficient Students	18	385	10140	100	0	100	422	454	451	47	37	28	35	46	43	18	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	442	473	495	46	27	18	35	43	35	19	30	46	0	1	2
Non-Economically Disadvantaged	--	302	44979	--	0	100	--	483	525	--	26	6	--	39	18	--	35	66	--	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	45	1248	78094	98	98	99	461	506	545	11	9	3	59	34	18	30	57	77	0	0	2
All Students (Prior Year)	42	1278	74503	100	97	99	425	442	491	21	18	9	54	45	32	25	35	51	0	2	8
Female	18	621	38025	100	99	99	444	517	558	33	7	2	67	30	13	0	63	82	0	0	2
Male	27	626	40013	96	96	99	470	494	534	0	10	5	56	38	23	44	52	71	0	0	1
African American	14	246	4037	100	97	99	492	508	532	9	9	4	45	29	22	45	61	73	0	1	1
Hispanic	30	928	29068	94	97	99	446	503	523	12	9	5	68	35	27	20	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	--	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	40	1062	68892	95	97	98	477	519	559	9	6	2	63	29	14	28	64	82	0	0	2
Limited English Proficient Students	18	387	10084	100	100	100	438	474	474	12	15	10	59	44	39	29	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	461	501	527	11	9	5	59	36	27	30	54	67	0	0	0
Non-Economically Disadvantaged	--	301	44871	--	100	100	--	521	559	--	6	2	--	26	12	--	67	84	--	0	3

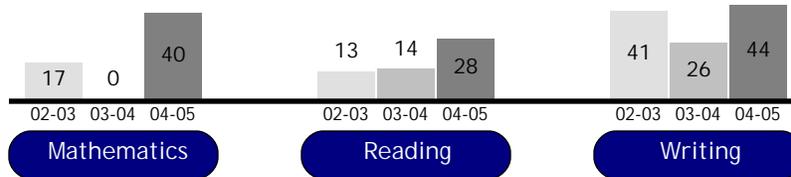
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

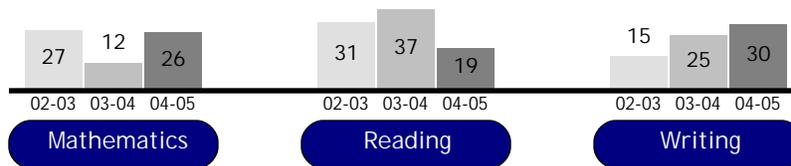
3rd Grade Proficiency



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	95	20	25	50	90	31	NA	58	94	32	31	47
	Language	95	14	17	43	90	24	22	50	94	39	32	47
	Mathematics	98	34	32	57	90	37	34	64	96	34	33	50
3	Reading	89	16	23	47	88	20	NA	55	94	21	24	44
	Language	100	27	34	54	98	25	38	61	94	23	28	44
	Mathematics	100	20	29	54	98	21	33	61	95	30	33	51
4	Reading	91	27	26	52	95	37	NA	56	94	27	29	48
	Language	97	24	28	48	100	35	35	52	94	26	29	49
	Mathematics	100	29	30	57	100	49	38	61	96	26	33	53
5	Reading	100	19	22	50	100	18	NA	55	98	23	30	50
	Language	100	20	24	46	100	19	32	49	98	26	31	50
	Mathematics	100	29	28	57	100	22	38	63	96	25	30	49
6	Reading	97	22	27	53	100	21	NA	56	100	26	33	51
	Language	100	13	21	45	100	16	29	48	100	23	30	47
	Mathematics	97	36	34	62	100	31	40	66	100	23	33	52
7	Reading	100	35	26	51	100	23	NA	54	98	29	30	50
	Language	100	29	29	54	100	22	35	58	98	31	34	52
	Mathematics	100	32	29	58	100	26	32	62	98	29	31	50
8	Reading	100	26	31	53	100	44	NA	55	96	28	33	51
	Language	100	22	27	49	100	35	31	52	96	27	35	50
	Mathematics	100	42	33	58	100	50	37	61	98	30	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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Prioritizing the Budget/SIP Plan
- Ü Staff Selection/Interview/Selection
- Ü Program Selections/Interventions
- Ü Ongoing Staff Development/AYP Goals
- Ü Improving Community Relations/Services
- Ü Monitor Test Data/Improving Test Scores

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	31.00
Other Professional Staff	6.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	17	0	0
4 to 6 years	4	5	0	0
7 to 9 years	3	4	0	0
10 or more years	20	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
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	24%

Resources Available at School Site

Special Facilities

- Ü Computer Applications Lab
- Ü Computer Curriculum Center
- Ü Library Media Center
- Ü Parent Center

Extracurricular Activities

- Ü Student Council
- Ü Assisted Learning - Tutoring/ESL/ELL/GED
- Ü Performing Arts--Drama--Piano Lessons
- Ü After School Parks and Recreation
- Ü After School Boys/Girls Sports programs
- Ü ELL Tutoring/ English Emmersion
- Ü HeadStart /Extended Day Program
- Ü Math Club/Golf Club/

Social Services

- Ü Parenting Assistance
- Ü Health Awareness Services
- Ü Counseling Services
- Ü Parent Information Center/Facilitator
- Ü Social Worker/Truama Task Team
- Ü Counselor [Prevention Specialist]
- Ü Speech Therapist/SAT Team
- Ü School Resource Officer/Information

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Develop strategies to integrate classroom instruction in all subject areas, utilizing computers and technology labs. Use ongoing goals and objectives as scripted on our School Improvement Plan; empowered and collaborated with our school community.
- ü Organized after school tutorial program emphasizing the teaching and learning of essential areas. Our Staff Development Team will develop a calendar and oversee all Staff Development training, workshops and inservices in support of children's needs.
- ü Develop a strong Parental component utilizing the Arizona Community Foundation Grant; in surrounding our school with Parental Involvement, Focus groups, and facilitate a Parental Newsletter that generates educational goals with high expectations.
- ü Continue 'DEW' Drop Everything and Write program.
Writing Prompts will be school wide K-8: students write for 15 minutes daily, share writings with each other, use the AIMS Writing Rubrics, Teachers will model the process to ensure 100% fidelity.

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	15	12	12	17
Transfers In Rate ⁶	51	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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

Safety programs provide: General safety awareness to students and staff; Safe working environment for all; Monthly Safety Committee meetings; Monthly Fire Drills; Semi-annual bus evacuation drills; Safety Inservices; Accident Reports; Safety evaluations; Air Quality Alerts, Health Safari; Dental screening; Gleaning Project; Foster Grandparent Program; Leadership training for students and staff; Mentoring for students and staff, Zero Tolerance for:Drugs, Tabacco, Violence, Bullying and Weapons.

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) :

39

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	Walsdorf H. Jenneford Jr./Gayla Patton/Mary Carpio	(888) 232-4900
Transportation Policy	Manny Quihuis/Donna Davis	(602) 243-4852
Community Resources	L. Saucedo/Rose Rodriguez/Victor Caballero	(602) 232-4900
School Nutrition Programs	Teresa Xochihua	(602) 232-4900
Parent Organization	Faye Grey/Tom Edwards/R. Rodriguez	(602) 232-4900
Student Health/Nurse	Lois Mammitt/Nelida Avila	(602) 232-4900

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.