

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

909 W Vineyard, Phoenix, AZ 85041

Roosevelt Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mr. Hamed El-Afandi
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-8
 2005 Enrollment : 624
 Web Address :
 Phone Number : (602) 232-4210
 Fax Number : (602) 232-4291
 E-mail : hamed.el-afandi@rsd.k12.az.us

Mission

We are a community of learners working together to facilitate learning by exposing students to the world around them and by opening their minds to knowledge to make a positive difference in their lives and in the community of which we are a part.

School / Academic Goals

- ü To meet or exceed state standards in all subject areas.
- ü To set a positive educational environment which meets the needs of our clients (students) and our community.
- ü To provide a safe learning environment.

Enrollment

October 1, 2004 School Year Student Enrollment : 578
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 9

Instructional Programs

- Immersion English
- ELL
- On-site Special Education
- Title I
- Full Day Kindergarten
- After School Tutoring
- Technology based suppl. instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

We seek to facilitate positive parent involvement through programs sponsored by our parent center, staff, and teachers.

Parents

We believe that parents are active participants in their children's education. Parents are encouraged to build a partnership with the teacher and the school, review homework that is assigned, and send each child to school ready to learn new ideas, concepts, and knowledge.

Transportation Policy

We are a walk-in school due to the close proximity of the school to the community. Bus service is for Special Needs students. Buses are utilized for school field trips.

School Honors

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

Award/Honor	Year
• District Girls Softball Champions	2004
• District Girls Basketball Champions	2004
• District Girls Volleyball Champions	2003
• District Boys Volleyball Champions	2003

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	68	1357	79306	97	98	99	419	410	445	21	25	10	21	29	18	56	43	51	2	3	20
All Students (Prior Year)	60	1305	75509	98	98	100	476	469	521	27	39	13	39	33	23	33	22	33	0	6	31
Female	32	656	38691	97	99	99	428	416	446	14	22	10	21	29	18	64	46	52	0	4	20
Male	36	701	40583	97	97	99	412	404	445	27	28	11	21	29	18	48	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	60	1067	32869	98	99	99	417	413	429	21	23	15	23	30	25	54	44	51	2	3	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	NC	55	36197	NC	96	99	NC	426	463	NC	19	5	NC	26	11	NC	44	53	NC	12	31
Students with Disabilities	10	154	10321	100	100	100	385	331	389	50	62	30	30	26	27	20	11	34	0	2	9
Students without Disabilities	58	1204	69060	97	98	98	425	420	454	16	20	7	20	29	17	63	48	54	2	4	22
Limited English Proficient Students	34	594	15509	97	99	100	422	403	406	18	24	20	21	31	30	59	43	45	3	2	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	56	1052	39415	98	90	96	423	407	431	17	25	15	21	30	25	60	42	50	2	3	10
Non-Economically Disadvantaged	12	306	39966	92	100	100	396	422	459	44	22	6	22	24	12	33	48	52	0	7	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	1363	79395	99	0	99	412	406	446	26	24	9	34	43	25	39	32	55	2	1	11
All Students (Prior Year)	60	1295	75492	98	98	100	492	489	519	27	34	12	24	25	16	48	34	47	0	6	24
Female	32	660	38743	97	0	100	434	418	451	11	18	7	32	42	24	54	39	57	4	1	12
Male	37	703	40618	100	0	99	393	396	440	38	30	11	35	44	27	26	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	61	1072	32915	100	0	99	410	407	426	28	25	15	33	44	35	37	30	47	2	1	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	NC	55	36221	NC	0	99	NC	429	465	NC	21	4	NC	28	15	NC	44	63	NC	7	17
Students with Disabilities	10	156	10331	100	0	100	380	332	388	50	53	25	40	38	37	10	8	34	0	1	4
Students without Disabilities	59	1208	69139	98	0	99	418	416	454	21	20	7	33	44	24	44	35	58	2	1	11
Limited English Proficient Students	35	597	15545	100	0	100	405	394	399	31	28	21	34	46	42	34	26	35	0	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	57	1058	39484	100	0	96	413	402	429	25	25	14	34	44	35	40	30	47	2	0	4
Non-Economically Disadvantaged	12	306	39986	92	0	100	403	425	461	33	18	4	33	39	16	33	39	63	0	5	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	1350	78869	96	98	99	421	406	442	12	13	6	23	32	21	65	53	63	0	2	10
All Students (Prior Year)	59	1277	75053	97	96	99	547	533	597	16	20	7	22	18	12	63	58	72	0	4	9
Female	32	655	38536	97	99	99	451	427	458	4	7	4	11	29	15	86	61	67	0	3	14
Male	35	695	40302	95	97	99	396	386	428	19	18	8	34	34	26	47	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	60	1063	32606	98	98	98	420	407	426	13	12	8	21	32	27	66	54	60	0	1	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	NC	54	36078	NC	95	99	NC	422	459	NC	12	4	NC	33	16	NC	45	66	NC	10	14
Students with Disabilities	NC	155	10246	NC	100	100	NC	287	367	NC	44	18	NC	38	39	NC	19	40	NC	0	4
Students without Disabilities	58	1196	68697	97	97	98	434	422	454	8	8	4	24	31	18	69	58	67	0	2	11
Limited English Proficient Students	34	591	15339	97	99	100	424	392	399	6	14	11	35	36	31	59	48	54	0	1	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	55	1047	39106	96	90	95	425	403	427	10	13	8	24	33	28	67	53	59	0	2	5
Non-Economically Disadvantaged	12	304	39837	92	100	100	400	416	457	22	12	4	22	30	14	56	53	67	0	4	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	1365	78906	94	98	99	465	463	498	18	27	13	48	30	19	34	38	48	0	4	20
All Students (Prior Year)	61	1296	76019	100	100	100	476	452	499	23	37	14	41	50	39	18	7	14	18	6	33
Female	34	676	38644	97	100	99	472	466	500	11	24	12	46	34	19	43	39	49	0	3	19
Male	29	690	40236	91	97	99	458	459	497	25	31	15	50	27	19	25	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	58	1045	31938	94	98	99	466	465	481	19	27	19	45	30	25	36	39	46	0	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	59	1184	68310	95	98	98	468	475	509	15	20	9	48	32	18	37	43	51	0	5	22
Limited English Proficient Students	28	547	12573	100	100	100	460	450	454	29	32	27	36	29	30	36	36	38	0	2	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	54	1062	38679	93	93	96	466	460	483	20	28	20	46	30	25	34	38	45	0	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	64	1375	78908	96	0	99	450	447	484	30	29	10	33	34	23	37	36	58	0	1	9
All Students (Prior Year)	61	1297	76020	100	100	100	496	486	503	38	52	25	18	25	23	33	21	40	10	3	12
Female	34	680	38648	97	0	99	466	453	489	11	26	8	32	32	22	57	40	61	0	2	10
Male	30	696	40233	94	0	99	434	441	479	48	31	12	34	35	25	17	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	59	1050	31940	95	0	99	450	447	465	30	30	16	31	34	32	39	35	49	0	1	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	14	4569	--	0	100	--	454	457	--	10	18	--	50	39	--	40	41	--	0	2
White	NC	56	36502	NC	0	99	NC	474	502	NC	18	4	NC	21	14	NC	59	67	NC	3	15
Students with Disabilities	NC	186	10665	NC	0	100	NC	374	423	NC	69	30	NC	21	36	NC	10	31	NC	0	2
Students without Disabilities	60	1192	68312	97	0	98	453	459	493	25	23	7	36	36	21	40	40	62	0	2	10
Limited English Proficient Students	28	548	12556	100	0	100	437	430	436	43	37	24	39	35	40	18	27	35	0	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	55	1070	38662	95	0	96	449	443	468	31	30	16	35	34	32	33	35	49	0	1	3
Non-Economically Disadvantaged	NC	308	40315	NC	0	100	NC	462	498	NC	22	5	NC	33	15	NC	43	66	NC	2	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	1367	78750	97	98	99	482	459	500	11	14	6	28	41	29	61	45	63	0	0	2
All Students (Prior Year)	61	1287	75673	100	99	100	531	481	530	10	27	12	26	30	25	62	42	58	3	2	4
Female	35	678	38586	100	100	99	502	476	515	7	11	4	7	34	22	86	55	71	0	0	3
Male	30	690	40135	94	97	99	463	442	486	14	17	8	48	48	35	38	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	60	1043	31841	97	98	99	481	459	483	11	14	8	28	42	36	61	44	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	14	4586	--	100	100	--	488	481	--	10	8	--	40	37	--	50	54	--	0	1
White	NC	56	36440	NC	92	99	NC	487	516	NC	6	3	NC	32	22	NC	62	71	NC	0	4
Students with Disabilities	NC	184	10622	NC	98	100	NC	349	415	NC	43	21	NC	45	50	NC	11	28	NC	1	1
Students without Disabilities	61	1186	68196	98	98	98	485	476	513	11	9	3	23	41	25	66	50	69	0	0	3
Limited English Proficient Students	28	548	12504	100	100	100	461	438	451	18	17	12	32	48	44	50	35	43	0	1	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	56	1064	38558	97	93	96	486	455	485	8	14	8	27	42	37	65	43	54	0	1	1
Non-Economically Disadvantaged	NC	306	40260	NC	100	100	NC	474	514	NC	11	3	NC	39	21	NC	51	72	NC	0	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	1244	78250	98	97	99	520	512	548	43	44	21	24	24	18	31	29	48	2	3	13
All Students (Prior Year)	64	1289	75001	100	98	99	422	429	468	73	68	37	27	28	36	0	3	16	0	1	10
Female	28	616	38071	97	98	99	520	515	549	37	40	20	26	27	19	37	30	49	0	2	12
Male	27	627	40126	100	96	99	520	509	547	50	48	23	23	21	17	23	28	46	5	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	50	925	29129	98	97	99	515	511	527	45	45	32	25	24	23	30	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	NC	47	38320	NC	98	99	NC	540	568	NC	30	12	NC	18	14	NC	45	55	NC	6	19
Students with Disabilities	NC	185	9329	NC	100	100	NC	451	454	NC	86	64	NC	10	18	NC	4	16	NC	0	2
Students without Disabilities	48	1059	68996	96	97	99	524	523	561	42	37	16	23	27	18	33	33	52	2	3	14
Limited English Proficient Students	22	384	10133	100	99	100	498	495	488	64	53	45	23	24	25	14	22	28	0	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	47	944	33388	92	92	94	518	512	530	47	43	32	23	25	22	28	30	40	2	3	5
Non-Economically Disadvantaged	NC	300	44937	NC	100	100	NC	513	561	NC	47	13	NC	23	15	NC	27	54	NC	3	18

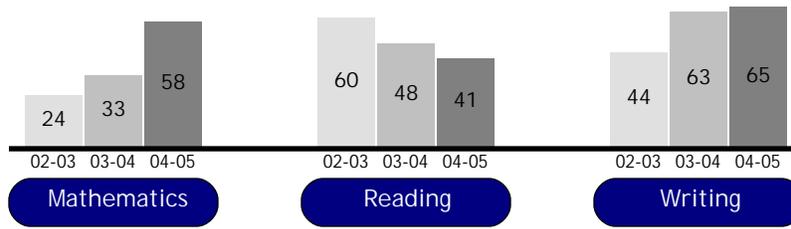
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	1248	78302	98	0	99	476	475	512	27	27	11	47	42	25	24	31	57	2	0	7
All Students (Prior Year)	63	1284	74918	100	98	99	465	465	497	55	57	32	27	21	19	18	19	35	0	2	15
Female	28	618	38082	97	0	99	479	481	518	19	23	8	48	42	24	33	35	61	0	0	7
Male	27	629	40166	100	0	99	471	470	507	36	30	14	45	42	26	14	27	54	5	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	50	927	29152	98	0	99	470	472	492	30	28	17	48	43	34	23	28	46	0	0	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	24	4993	NC	0	100	NC	479	484	NC	32	19	NC	41	38	NC	23	42	NC	5	1
White	NC	47	38347	NC	0	99	NC	509	531	NC	6	5	NC	42	17	NC	48	68	NC	3	10
Students with Disabilities	NC	185	9353	NC	0	100	NC	423	429	NC	69	40	NC	25	38	NC	6	22	NC	0	1
Students without Disabilities	48	1063	69024	96	0	99	478	485	524	26	19	7	44	45	23	28	35	62	2	1	7
Limited English Proficient Students	22	385	10140	100	0	100	453	454	451	50	37	28	41	46	43	9	17	29	0	0	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	47	946	33398	92	0	94	474	473	495	28	27	18	49	43	35	21	30	46	2	1	2
Non-Economically Disadvantaged	NC	302	44979	NC	0	100	NC	483	525	NC	26	6	NC	39	18	NC	35	66	NC	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	55	1248	78094	98	98	99	500	506	545	8	9	3	43	34	18	49	57	77	0	0	2
All Students (Prior Year)	63	1278	74503	100	97	99	444	442	491	14	18	9	55	45	32	31	35	51	0	2	8
Female	28	621	38025	97	99	99	504	517	558	4	7	2	44	30	13	52	63	82	0	0	2
Male	27	626	40013	100	96	99	494	494	534	14	10	5	41	38	23	45	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	50	928	29068	98	97	99	496	503	523	9	9	5	43	35	27	48	56	67	0	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	NC	24	4981	NC	100	100	NC	516	526	NC	0	4	NC	55	25	NC	45	70	NC	0	0
White	NC	47	38265	NC	98	99	NC	546	564	NC	0	2	NC	21	11	NC	79	84	NC	0	3
Students with Disabilities	NC	186	9275	NC	100	100	NC	431	444	NC	22	14	NC	58	46	NC	20	39	NC	0	1
Students without Disabilities	48	1062	68892	96	97	98	500	519	559	9	6	2	40	29	14	51	64	82	0	0	2
Limited English Proficient Students	22	387	10084	100	100	100	458	474	474	18	15	10	59	44	39	23	41	50	0	0	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	47	947	33296	92	93	94	494	501	527	9	9	5	47	36	27	44	54	67	0	0	0
Non-Economically Disadvantaged	NC	301	44871	NC	100	100	NC	521	559	NC	6	2	NC	26	12	NC	67	84	NC	0	3

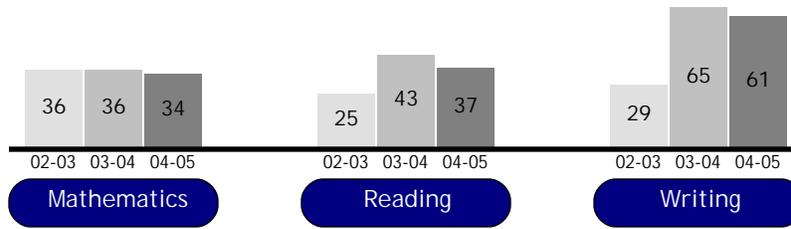
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

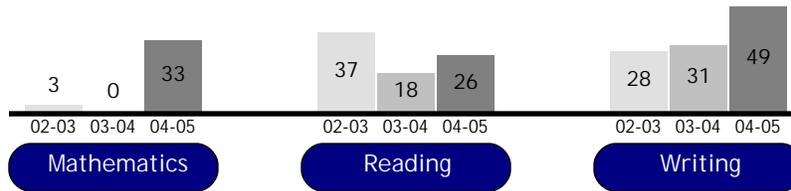
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	21	25	50	93	33	NA	58	97	25	31	47
	Language	96	14	17	43	95	20	22	50	97	25	32	47
	Mathematics	96	25	32	57	97	37	34	64	97	32	33	50
3	Reading	100	22	23	47	98	25	NA	55	99	25	24	44
	Language	98	34	34	54	98	28	38	61	99	27	28	44
	Mathematics	98	35	29	54	98	26	33	61	97	36	33	51
4	Reading	74	34	26	52	96	31	NA	56	100	26	29	48
	Language	100	27	28	48	97	33	35	52	100	25	29	49
	Mathematics	96	32	30	57	97	31	38	61	100	31	33	53
5	Reading	98	22	22	50	97	41	NA	55	96	31	30	50
	Language	98	32	24	46	98	39	32	49	96	28	31	50
	Mathematics	100	34	28	57	98	46	38	63	94	29	30	49
6	Reading	100	28	27	53	98	32	NA	56	100	39	33	51
	Language	100	17	21	45	100	26	29	48	100	37	30	47
	Mathematics	100	41	34	62	100	40	40	66	100	50	33	52
7	Reading	93	32	26	51	96	22	NA	54	91	25	30	50
	Language	100	33	29	54	98	26	35	58	91	33	34	52
	Mathematics	100	30	29	58	98	32	32	62	91	31	31	50
8	Reading	100	31	31	53	98	35	NA	55	98	28	33	51
	Language	100	31	27	49	98	29	31	52	98	35	35	50
	Mathematics	100	33	33	58	98	34	37	61	98	36	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

- 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 Parent/Educator Involvement
- Ü Team Building
- Ü Academic Achievement
- Ü Vision/Focus on the Future
- Ü Student Behavioral Success
- Ü Schoolwide Accountability

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	34.50
Other Professional Staff	1.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	0	3	1	0
7 to 9 years	1	3	0	0
10 or more years	13	6	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	117
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Computer Area
- Ü Entrepreneur Program
- Ü Library

Extracurricular Activities

- Ü Student Newspaper
- Ü Leadership Club
- Ü Student Council
- Ü Intramural Sports and Recreation
- Ü Pom and Cheer Line

Social Services

- Ü Wellness/Health Services
- Ü After School Programs
- Ü Southwest Behavioral Counselor
- Ü Parent Center

School Achievements/Accomplishments 2004-05

- ü On-going teacher preparation in refining and improving individual academic achievement.

- ü Positive Choices/Positive Reflections, Academic Incentive Programs.

- ü Grade level performance of sixth grade math students meeting the national average on standardized test.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	35	28	28	37
Stability Rate ⁷	90	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

Students wear school uniforms. We have GREAT program here at the school. We also have a School Resource Officer who teaches Law Related Education. Teachers will receive staff development on school safety procedures.

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) :

19

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	Hamed El-Afandi	(602) 232-4210
Transportation Policy	Manual Quihuis	(602) 243-4852
Community Resources	Perry Baker	(602) 243-4816
School Nutrition Programs	Phyllis Jefferies	(602) 243-4830
Parent Organization	Parent Center	(602) 232-4210
Student Health/Nurse	Mary Chick	(602) 232-4213

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.