

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7139 S 10th St, 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	N/A
2003-04	Performing
2002-03	Small School

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	N/A
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
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 : Mrs. Gloria M. Henderson
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-8
 2005 Enrollment : 177
 Web Address : www.rsd.k12.az.us
 Phone Number : (602) 232-4230
 Fax Number : (602) 243-4957
 E-mail : gloria.henderson@rsd.K12.az.us

Mission

Amy L. Houston Academy is to provide all children with the opportunity to develop their fullest potential in a safe and multicultural environment by actively involving students, staff, parents, and community in the teaching and learning process.

School / Academic Goals

- ü Improvement of student achievement so that all children can achieve at their greatest potential.
Increase student achievement in the area of Reading and Math on AIMS and AIMS-A
- ü Assist students to realize their academic potential while learning to control behavior and to become responsible students through curriculum, information acquisition and positive interaction with the teaching/learning process.
- ü Focus on principles of social theory and applied behavior analysis.

Enrollment

October 1, 2004 School Year Student Enrollment : 112
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Special Needs Services
- Special Needs Preschool
- Head Start
- Intersession Enrichment Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Communicates with parents through progress reports, reports cards, newsletters, parent conferences and IEPs as indicated. Delivers an educational program that complies with district and state standards. Provide a safe and clean learning environment.

Parents

The parents are responsible for attendance, reporting absences, tardies, and returning homework. Provide medical information. Support the dress code. Attend conferences and communicate with teacher(s). Support the school discipline policy.

Transportation Policy

Transportation is provided for students who have been deemed disabled as indicated in their respective Individual Education Programs. Efforts are made to eliminate any particular hazards that might adversely affect the safety of any student.

School Honors

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

Award/Honor	Year
• Title I Block Party Participation Award	2005
• District Spelling Bee	2005
• RSD Science Fair Awards	2005

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	NC	1357	79306	NC	98	99	NC	410	445	NC	25	10	NC	29	18	NC	43	51	NC	3	20
All Students (Prior Year)	NC	1305	75509	NC	98	100	NC	469	521	NC	39	13	NC	33	23	NC	22	33	NC	6	31
Female	NC	656	38691	NC	99	99	NC	416	446	NC	22	10	NC	29	18	NC	46	52	NC	4	20
Male	NC	701	40583	NC	97	99	NC	404	445	NC	28	11	NC	29	18	NC	41	50	NC	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	NC	1067	32869	NC	99	99	NC	413	429	NC	23	15	NC	30	25	NC	44	51	NC	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	--	1204	69060	--	98	98	--	420	454	--	20	7	--	29	17	--	48	54	--	4	22
Limited English Proficient Students	NC	594	15509	NC	99	100	NC	403	406	NC	24	20	NC	31	30	NC	43	45	NC	2	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	NC	1052	39415	NC	90	96	NC	407	431	NC	25	15	NC	30	25	NC	42	50	NC	3	10
Non-Economically Disadvantaged	--	306	39966	--	100	100	--	422	459	--	22	6	--	24	12	--	48	52	--	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	NC	1363	79395	NC	0	99	NC	406	446	NC	24	9	NC	43	25	NC	32	55	NC	1	11
All Students (Prior Year)	NC	1295	75492	NC	98	100	NC	489	519	NC	34	12	NC	25	16	NC	34	47	NC	6	24
Female	NC	660	38743	NC	0	100	NC	418	451	NC	18	7	NC	42	24	NC	39	57	NC	1	12
Male	NC	703	40618	NC	0	99	NC	396	440	NC	30	11	NC	44	27	NC	25	53	NC	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	NC	1072	32915	NC	0	99	NC	407	426	NC	25	15	NC	44	35	NC	30	47	NC	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	--	1208	69139	--	0	99	--	416	454	--	20	7	--	44	24	--	35	58	--	1	11
Limited English Proficient Students	NC	597	15545	NC	0	100	NC	394	399	NC	28	21	NC	46	42	NC	26	35	NC	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	NC	1058	39484	NC	0	96	NC	402	429	NC	25	14	NC	44	35	NC	30	47	NC	0	4
Non-Economically Disadvantaged	--	306	39986	--	0	100	--	425	461	--	18	4	--	39	16	--	39	63	--	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	NC	1350	78869	NC	98	99	NC	406	442	NC	13	6	NC	32	21	NC	53	63	NC	2	10
All Students (Prior Year)	NC	1277	75053	NC	96	99	NC	533	597	NC	20	7	NC	18	12	NC	58	72	NC	4	9
Female	NC	655	38536	NC	99	99	NC	427	458	NC	7	4	NC	29	15	NC	61	67	NC	3	14
Male	NC	695	40302	NC	97	99	NC	386	428	NC	18	8	NC	34	26	NC	46	60	NC	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	NC	1063	32606	NC	98	98	NC	407	426	NC	12	8	NC	32	27	NC	54	60	NC	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	--	1196	68697	--	97	98	--	422	454	--	8	4	--	31	18	--	58	67	--	2	11
Limited English Proficient Students	NC	591	15339	NC	99	100	NC	392	399	NC	14	11	NC	36	31	NC	48	54	NC	1	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	NC	1047	39106	NC	90	95	NC	403	427	NC	13	8	NC	33	28	NC	53	59	NC	2	5
Non-Economically Disadvantaged	--	304	39837	--	100	100	--	416	457	--	12	4	--	30	14	--	53	67	--	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	NC	1365	78906	NC	98	99	NC	463	498	NC	27	13	NC	30	19	NC	38	48	NC	4	20
All Students (Prior Year)	NC	1296	76019	NC	100	100	NC	452	499	NC	37	14	NC	50	39	NC	7	14	NC	6	33
Female	NC	676	38644	NC	100	99	NC	466	500	NC	24	12	NC	34	19	NC	39	49	NC	3	19
Male	NC	690	40236	NC	97	99	NC	459	497	NC	31	15	NC	27	19	NC	38	46	NC	5	20
African American	--	247	4087	--	98	99	--	448	481	--	32	20	--	33	24	--	33	45	--	2	11
Hispanic	NC	1045	31938	NC	98	99	NC	465	481	NC	27	19	NC	30	25	NC	39	46	NC	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	--	56	36483	--	92	99	--	484	517	--	15	7	--	26	13	--	53	51	--	6	30
Students with Disabilities	NC	184	10664	NC	98	100	NC	383	430	NC	73	42	NC	18	27	NC	9	26	NC	0	5
Students without Disabilities	--	1184	68310	--	98	98	--	475	509	--	20	9	--	32	18	--	43	51	--	5	22
Limited English Proficient Students	NC	547	12573	NC	100	100	NC	450	454	NC	32	27	NC	29	30	NC	36	38	NC	2	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	NC	1062	38679	NC	93	96	NC	460	483	NC	28	20	NC	30	25	NC	38	45	NC	4	10
Non-Economically Disadvantaged	--	306	40295	--	100	100	--	472	513	--	25	7	--	30	13	--	40	50	--	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	NC	1375	78908	NC	0	99	NC	447	484	NC	29	10	NC	34	23	NC	36	58	NC	1	9
All Students (Prior Year)	NC	1297	76020	NC	100	100	NC	486	503	NC	52	25	NC	25	23	NC	21	40	NC	3	12
Female	NC	680	38648	NC	0	99	NC	453	489	NC	26	8	NC	32	22	NC	40	61	NC	2	10
Male	NC	696	40233	NC	0	99	NC	441	479	NC	31	12	NC	35	25	NC	33	55	NC	1	8
African American	--	252	4092	--	0	99	--	443	473	--	27	12	--	36	28	--	36	54	--	1	5
Hispanic	NC	1050	31940	NC	0	99	NC	447	465	NC	30	16	NC	34	32	NC	35	49	NC	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	--	56	36502	--	0	99	--	474	502	--	18	4	--	21	14	--	59	67	--	3	15
Students with Disabilities	NC	186	10665	NC	0	100	NC	374	423	NC	69	30	NC	21	36	NC	10	31	NC	0	2
Students without Disabilities	--	1192	68312	--	0	98	--	459	493	--	23	7	--	36	21	--	40	62	--	2	10
Limited English Proficient Students	NC	548	12556	NC	0	100	NC	430	436	NC	37	24	NC	35	40	NC	27	35	NC	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	NC	1070	38662	NC	0	96	NC	443	468	NC	30	16	NC	34	32	NC	35	49	NC	1	3
Non-Economically Disadvantaged	--	308	40315	--	0	100	--	462	498	--	22	5	--	33	15	--	43	66	--	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	NC	1367	78750	NC	98	99	NC	459	500	NC	14	6	NC	41	29	NC	45	63	NC	0	2
All Students (Prior Year)	NC	1287	75673	NC	99	100	NC	481	530	NC	27	12	NC	30	25	NC	42	58	NC	2	4
Female	NC	678	38586	NC	100	99	NC	476	515	NC	11	4	NC	34	22	NC	55	71	NC	0	3
Male	NC	690	40135	NC	97	99	NC	442	486	NC	17	8	NC	48	35	NC	34	56	NC	1	1
African American	--	251	4081	--	100	99	--	453	488	--	14	8	--	38	32	--	46	59	--	1	2
Hispanic	NC	1043	31841	NC	98	99	NC	459	483	NC	14	8	NC	42	36	NC	44	55	NC	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	--	56	36440	--	92	99	--	487	516	--	6	3	--	32	22	--	62	71	--	0	4
Students with Disabilities	NC	184	10622	NC	98	100	NC	349	415	NC	43	21	NC	45	50	NC	11	28	NC	1	1
Students without Disabilities	--	1186	68196	--	98	98	--	476	513	--	9	3	--	41	25	--	50	69	--	0	3
Limited English Proficient Students	NC	548	12504	NC	100	100	NC	438	451	NC	17	12	NC	48	44	NC	35	43	NC	1	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	NC	1064	38558	NC	93	96	NC	455	485	NC	14	8	NC	42	37	NC	43	54	NC	1	1
Non-Economically Disadvantaged	--	306	40260	--	100	100	--	474	514	--	11	3	--	39	21	--	51	72	--	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	NC	1244	78250	NC	97	99	NC	512	548	NC	44	21	NC	24	18	NC	29	48	NC	3	13
All Students (Prior Year)	NC	1289	75001	NC	98	99	NC	429	468	NC	68	37	NC	28	36	NC	3	16	NC	1	10
Female	NC	616	38071	NC	98	99	NC	515	549	NC	40	20	NC	27	19	NC	30	49	NC	2	12
Male	--	627	40126	--	96	99	--	509	547	--	48	23	--	21	17	--	28	46	--	3	14
African American	--	245	4058	--	96	99	--	510	523	--	43	32	--	26	22	--	30	41	--	1	5
Hispanic	NC	925	29129	NC	97	99	NC	511	527	NC	45	32	NC	24	23	NC	28	40	NC	3	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	--	24	4996	--	100	100	--	515	518	--	45	36	--	27	25	--	23	36	--	5	4
White	--	47	38320	--	98	99	--	540	568	--	30	12	--	18	14	--	45	55	--	6	19
Students with Disabilities	NC	185	9329	NC	100	100	NC	451	454	NC	86	64	NC	10	18	NC	4	16	NC	0	2
Students without Disabilities	--	1059	68996	--	97	99	--	523	561	--	37	16	--	27	18	--	33	52	--	3	14
Limited English Proficient Students	NC	384	10133	NC	99	100	NC	495	488	NC	53	45	NC	24	25	NC	22	28	NC	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	NC	944	33388	NC	92	94	NC	512	530	NC	43	32	NC	25	22	NC	30	40	NC	3	5
Non-Economically Disadvantaged	--	300	44937	--	100	100	--	513	561	--	47	13	--	23	15	--	27	54	--	3	18

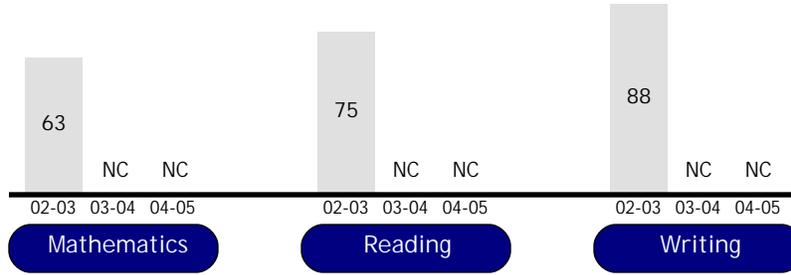
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	1248	78302	NC	0	99	NC	475	512	NC	27	11	NC	42	25	NC	31	57	NC	0	7
All Students (Prior Year)	NC	1284	74918	NC	98	99	NC	465	497	NC	57	32	NC	21	19	NC	19	35	NC	2	15
Female	NC	618	38082	NC	0	99	NC	481	518	NC	23	8	NC	42	24	NC	35	61	NC	0	7
Male	--	629	40166	--	0	99	--	470	507	--	30	14	--	42	26	--	27	54	--	1	6
African American	--	247	4064	--	0	100	--	483	498	--	22	14	--	36	29	--	41	54	--	1	3
Hispanic	NC	927	29152	NC	0	99	NC	472	492	NC	28	17	NC	43	34	NC	28	46	NC	0	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	24	4993	--	0	100	--	479	484	--	32	19	--	41	38	--	23	42	--	5	1
White	--	47	38347	--	0	99	--	509	531	--	6	5	--	42	17	--	48	68	--	3	10
Students with Disabilities	NC	185	9353	NC	0	100	NC	423	429	NC	69	40	NC	25	38	NC	6	22	NC	0	1
Students without Disabilities	--	1063	69024	--	0	99	--	485	524	--	19	7	--	45	23	--	35	62	--	1	7
Limited English Proficient Students	NC	385	10140	NC	0	100	NC	454	451	NC	37	28	NC	46	43	NC	17	29	NC	0	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	NC	946	33398	NC	0	94	NC	473	495	NC	27	18	NC	43	35	NC	30	46	NC	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	NC	1248	78094	NC	98	99	NC	506	545	NC	9	3	NC	34	18	NC	57	77	NC	0	2
All Students (Prior Year)	NC	1278	74503	NC	97	99	NC	442	491	NC	18	9	NC	45	32	NC	35	51	NC	2	8
Female	NC	621	38025	NC	99	99	NC	517	558	NC	7	2	NC	30	13	NC	63	82	NC	0	2
Male	--	626	40013	--	96	99	--	494	534	--	10	5	--	38	23	--	52	71	--	0	1
African American	--	246	4037	--	97	99	--	508	532	--	9	4	--	29	22	--	61	73	--	1	1
Hispanic	NC	928	29068	NC	97	99	NC	503	523	NC	9	5	NC	35	27	NC	56	67	NC	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	--	24	4981	--	100	100	--	516	526	--	0	4	--	55	25	--	45	70	--	0	0
White	--	47	38265	--	98	99	--	546	564	--	0	2	--	21	11	--	79	84	--	0	3
Students with Disabilities	NC	186	9275	NC	100	100	NC	431	444	NC	22	14	NC	58	46	NC	20	39	NC	0	1
Students without Disabilities	--	1062	68892	--	97	98	--	519	559	--	6	2	--	29	14	--	64	82	--	0	2
Limited English Proficient Students	NC	387	10084	NC	100	100	NC	474	474	NC	15	10	NC	44	39	NC	41	50	NC	0	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	NC	947	33296	NC	93	94	NC	501	527	NC	9	5	NC	36	27	NC	54	67	NC	0	0
Non-Economically Disadvantaged	--	301	44871	--	100	100	--	521	559	--	6	2	--	26	12	--	67	84	--	0	3

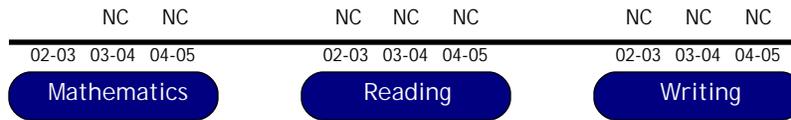
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

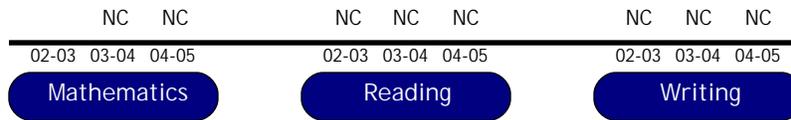
3rd Grade Proficiency



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	100	35	25	50	100	21	NA	58	--	--	31	47
	Language	100	33	17	43	100	12	22	50	--	--	32	47
	Mathematics	100	68	32	57	100	21	34	64	--	--	33	50
3	Reading	95	39	23	47	NC	NC	NA	55	--	--	24	44
	Language	100	48	34	54	NC	NC	38	61	--	--	28	44
	Mathematics	100	40	29	54	NC	NC	33	61	--	--	33	51
4	Reading	--	--	26	52	NC	NC	NA	56	--	--	29	48
	Language	--	--	28	48	NC	NC	35	52	--	--	29	49
	Mathematics	--	--	30	57	NC	NC	38	61	--	--	33	53
5	Reading	--	--	22	50	NC	NC	NA	55	--	--	30	50
	Language	--	--	24	46	NC	NC	32	49	--	--	31	50
	Mathematics	--	--	28	57	NC	NC	38	63	--	--	30	49
6	Reading	--	--	27	53	NC	NC	NA	56	--	--	33	51
	Language	--	--	21	45	NC	NC	29	48	--	--	30	47
	Mathematics	--	--	34	62	NC	NC	40	66	--	--	33	52
7	Reading	--	--	26	51	100	NA	NA	54	--	--	30	50
	Language	--	--	29	54	100	NA	35	58	--	--	34	52
	Mathematics	--	--	29	58	100	NA	32	62	--	--	31	50
8	Reading	--	--	31	53	NC	NC	NA	55	--	--	33	51
	Language	--	--	27	49	NC	NC	31	52	--	--	35	50
	Mathematics	--	--	33	58	NC	NC	37	61	--	--	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 Assist with Site Accountabilty Plan
- Ü Works Collaboratively with Title I
- Ü Develop Student Handbook Procedures
- Ü Develop and Support Parent Workshops
- Ü Support School Reform Plan
- Ü Formulate a School Activity Calendar

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	16.00
Other Professional Staff	3.00	Teacher Aide	24.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	4
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	37%
Percent of core classes not taught by Hightly Qualified Teachers	NC

Resources Available at School Site

Special Facilities

- Ü Large Multi-purpose Room
- Ü Media Center/Library

Extracurricular Activities

- Ü Student Council
- Ü Jumpstart-Pre School Summer Program
- Ü Superintendent's Reading Club

Social Services

- Ü Alexander Disabilities After School Prg.
- Ü Southwest Behavioral Services
- Ü Foster Grandparent Program

ü Head Start Program

ü Each classroom has internet access with a minimum of four computers per room.

ü Special needs pre-school program.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	84	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	112	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	30	96	95	81
Retention Rate ⁹	69	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

Each classroom will have a posted plan, which includes expectations for behavior, consequences and rewards. An awareness of safety for students and staff is provided via safety in-services, safety committee meetings, fire and bus evacuation drills.

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) :

0

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	Diana Prickett	(602) 232-4230
Transportation Policy	Manual Quihuis	(602) 243-4852
Community Resources	Perry Baker	(602) 243-4816
School Nutrition Programs	Patsy Chavez	(602) 232-4234
Parent Organization	Leticia Valdez	(602) 232-4230
Student Health/Nurse	Diana Everitt	(602) 232-4230

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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