

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7009 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2004-05	SI Year 2
2003-04	Year 2
2002-03	Year 2

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

### School Overview

Principal/Administrator : Mr. Juan Gallardo  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 4-8  
 2005 Enrollment : 729  
 Web Address : www.rsd.k12.az.us  
 Phone Number : (602) 232-4240  
 Fax Number : (602) 243-4973  
 E-mail : juan.gallardo@rsd.k12.az.us

### Mission

C.O. Greenfield is dedicated to the acquisition of lifelong learning. We utilize a variety of methods and materials including technology. Staff and parents work together to see that each child receives the level of education that is challenging. Greenfield also envisions a positive, safe and welcoming school environment, with motivated teachers, and a leadership with shared discision making among its stakeholders.

### School / Academic Goals

- ü Our primary goal is to improve the academic achievement of students in reading, Writing and Math in AIMS assessments. We will strive to increase the number of students scoring above the 50th percentile by 5% each year and help students who are below.
- ü Our secondary goal is to increase academic achievement in other content areas such as mathematics and writing on the AIMS assessments. We are targeting the students who fall below the 25% range and offer additional programs and tutoring.
- ü Our third goal is continue to establish a sense of community that is safe and conducive to learning. Safety is a number one concern and programs will be put into place to educate parents, students and teachers.
- ü Our fourth goal is to create more parental involvement and build on future partnerships within the community. Parents, administrators, Teachers and Community working together builds a unified and successful school.

### Enrollment

October 1, 2004 School Year Student Enrollment : 750  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 50

Instructional Programs

- ü Accelerated Reading
- ü Accelerated Math
- ü Accelerated Writing
- ü Reading/Two Computer Labs
- ü Phonics Steps to Reading Success
- ü Six Traits Writing
- ü Curriculum Mapping
- ü Technology Integration

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

The staff is committed to educate children utilizing research-based strategies. Staff informs parents frequently and in a timely manner about the children's progress academically. All communication is distributed in the parents' home language (orally and written). Parents are kept abreast of educational trends and government mandates.

Parents

Parents are encouraged to participate actively in their child's education. Assist their child by providing a quiet place at home to study. Set an early bedtime to ensure proper student rest. Utilize community resources to help parents with uniforms and other needs. Parents are invited to become active members on this campus and volunteer on campus. Parents need to attend parent/teacher meetings and conferences as well as celebration events.

Transportation Policy

Transportation is provided to students who live more than 1 mile from school. Special Needs students have door-to-door bus service. Bus Safety & Rules contracts are signed by both parents and students at registration. Bus privileges can be taken away for those who do not follow bus rules. Students who are involved in after school activities are transported to and from school.

School Honors

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

Award/Honor	Year
ü Teacher of the Year Nomination	2004
ü Corporate and community partnership recognition	2004
ü Arizona Challenge champs by 4th grade students	2004
ü Math Honor Students recognition at the High School Lvl.	2003

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	146	1365	78906	92	98	99	482	463	498	20	27	13	29	30	19	43	38	48	8	4	20
All Students (Prior Year)	138	1296	76019	100	100	100	454	452	499	37	37	14	48	50	39	10	7	14	5	6	33
Female	72	676	38644	96	100	99	484	466	500	14	24	12	37	34	19	39	39	49	10	3	19
Male	73	690	40236	87	97	99	479	459	497	27	31	15	20	27	19	46	38	46	7	5	20
African American	14	247	4087	88	98	99	465	448	481	25	32	20	50	33	24	13	33	45	13	2	11
Hispanic	127	1045	31938	92	98	99	483	465	481	20	27	19	27	30	25	44	39	46	8	4	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	14	4593	NC	100	100	NC	469	467	NC	20	26	NC	50	29	NC	30	39	NC	0	6
White	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	137	1184	68310	94	98	98	485	475	509	17	20	9	30	32	18	44	43	51	9	5	22
Limited English Proficient Students	62	547	12573	84	100	100	472	450	454	25	32	27	29	29	30	40	36	38	6	2	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	118	1062	38679	90	93	96	482	460	483	19	28	20	30	30	25	41	38	45	10	4	10
Non-Economically Disadvantaged	28	306	40295	100	100	100	484	472	513	26	25	7	21	30	13	53	40	50	0	5	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	148	1375	78908	93	0	99	461	447	484	25	29	10	31	34	23	40	36	58	4	1	9
All Students (Prior Year)	138	1297	76020	100	100	100	485	486	503	48	52	25	30	25	23	22	21	40	0	3	12
Female	72	680	38648	96	0	99	465	453	489	25	26	8	27	32	22	41	40	61	7	2	10
Male	75	696	40233	89	0	99	458	441	479	25	31	12	33	35	25	41	33	55	2	1	8
African American	14	252	4092	88	0	99	462	443	473	25	27	12	25	36	28	50	36	54	0	1	5
Hispanic	129	1050	31940	93	0	99	460	447	465	25	30	16	31	34	32	40	35	49	4	1	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	14	4569	NC	0	100	NC	454	457	NC	10	18	NC	50	39	NC	40	41	NC	0	2
White	NC	56	36502	NC	0	99	NC	474	502	NC	18	4	NC	21	14	NC	59	67	NC	3	15
Students with Disabilities	10	186	10665	77	0	100	436	374	423	44	69	30	44	21	36	11	10	31	0	0	2
Students without Disabilities	138	1192	68312	95	0	98	463	459	493	23	23	7	29	36	21	43	40	62	4	2	10
Limited English Proficient Students	63	548	12556	85	0	100	451	430	436	31	37	24	36	35	40	31	27	35	2	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	120	1070	38662	92	0	96	457	443	468	28	30	16	28	34	32	40	35	49	3	1	3
Non-Economically Disadvantaged	28	308	40315	100	0	100	484	462	498	5	22	5	42	33	15	42	43	66	11	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	146	1367	78750	92	98	99	463	459	500	16	14	6	35	41	29	49	45	63	0	0	2
All Students (Prior Year)	137	1287	75673	99	99	100	459	481	530	32	27	12	34	30	25	34	42	58	1	2	4
Female	72	678	38586	96	100	99	482	476	515	12	11	4	29	34	22	59	55	71	0	0	3
Male	73	690	40135	87	97	99	444	442	486	20	17	8	42	48	35	38	34	56	0	1	1
African American	14	251	4081	88	100	99	472	453	488	13	14	8	13	38	32	75	46	59	0	1	2
Hispanic	127	1043	31841	92	98	99	461	459	483	17	14	8	37	42	36	47	44	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	14	4586	NC	100	100	NC	488	481	NC	10	8	NC	40	37	NC	50	54	NC	0	1
White	NC	56	36440	NC	92	99	NC	487	516	NC	6	3	NC	32	22	NC	62	71	NC	0	4
Students with Disabilities	10	184	10622	77	98	100	387	349	415	44	43	21	33	45	50	22	11	28	0	1	1
Students without Disabilities	136	1186	68196	93	98	98	470	476	513	14	9	3	35	41	25	51	50	69	0	0	3
Limited English Proficient Students	63	548	12504	85	100	100	440	438	451	22	17	12	42	48	44	36	35	43	0	1	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	119	1064	38558	91	93	96	462	455	485	16	14	8	38	42	37	47	43	54	0	1	1
Non-Economically Disadvantaged	27	306	40260	96	100	100	469	474	514	16	11	3	21	39	21	63	51	72	0	0	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	148	1244	78250	96	97	99	514	512	548	51	44	21	15	24	18	33	29	48	1	3	13
All Students (Prior Year)	158	1289	75001	100	98	99	438	429	468	54	68	37	42	28	36	4	3	16	0	1	10
Female	68	616	38071	96	98	99	517	515	549	48	40	20	9	27	19	41	30	49	2	2	12
Male	80	627	40126	96	96	99	511	509	547	53	48	23	21	21	17	26	28	46	0	3	14
African American	29	245	4058	100	96	99	510	510	523	53	43	32	16	26	22	32	30	41	0	1	5
Hispanic	110	925	29129	95	97	99	513	511	527	52	45	32	16	24	23	32	28	40	1	3	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	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	22	185	9329	100	100	100	480	451	454	79	86	64	16	10	18	5	4	16	0	0	2
Students without Disabilities	126	1059	68996	93	97	99	520	523	561	46	37	16	15	27	18	39	33	52	1	3	14
Limited English Proficient Students	52	384	10133	90	99	100	496	495	488	67	53	45	14	24	25	18	22	28	0	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	119	944	33388	92	92	94	515	512	530	50	43	32	15	25	22	34	30	40	1	3	5
Non-Economically Disadvantaged	29	300	44937	100	100	100	508	513	561	53	47	13	16	23	15	32	27	54	0	3	18

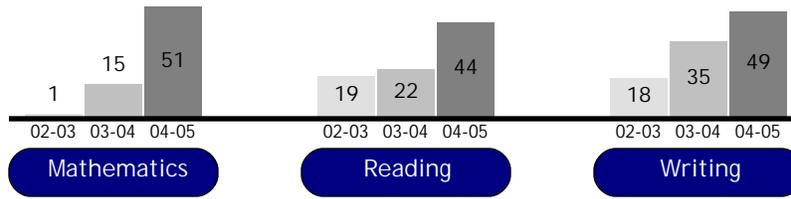
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	148	1248	78302	96	0	99	475	475	512	32	27	11	39	42	25	29	31	57	0	0	7
All Students (Prior Year)	157	1284	74918	99	98	99	467	465	497	52	57	32	23	21	19	23	19	35	2	2	15
Female	68	618	38082	96	0	99	480	481	518	31	23	8	33	42	24	36	35	61	0	0	7
Male	80	629	40166	96	0	99	470	470	507	32	30	14	45	42	26	23	27	54	0	1	6
African American	29	247	4064	100	0	100	483	483	498	16	22	14	53	36	29	32	41	54	0	1	3
Hispanic	110	927	29152	95	0	99	473	472	492	35	28	17	37	43	34	28	28	46	0	0	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	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	22	185	9353	100	0	100	427	423	429	89	69	40	11	25	38	0	6	22	0	0	1
Students without Disabilities	126	1063	69024	93	0	99	484	485	524	21	19	7	45	45	23	35	35	62	0	1	7
Limited English Proficient Students	52	385	10140	90	0	100	454	454	451	51	37	28	37	46	43	12	17	29	0	0	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	119	946	33398	92	0	94	475	473	495	33	27	18	37	43	35	31	30	46	0	1	2
Non-Economically Disadvantaged	29	302	44979	100	0	100	476	483	525	26	26	6	53	39	18	21	35	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	146	1248	78094	95	98	99	500	506	545	14	9	3	30	34	18	55	57	77	0	0	2
All Students (Prior Year)	156	1278	74503	99	97	99	434	442	491	18	18	9	50	45	32	32	35	51	0	2	8
Female	68	621	38025	96	99	99	518	517	558	7	7	2	28	30	13	66	63	82	0	0	2
Male	78	626	40013	94	96	99	482	494	534	21	10	5	33	38	23	46	52	71	0	0	1
African American	28	246	4037	97	97	99	519	508	532	5	9	4	26	29	22	68	61	73	0	1	1
Hispanic	109	928	29068	94	97	99	493	503	523	17	9	5	31	35	27	52	56	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	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	20	186	9275	100	100	100	400	431	444	44	22	14	56	58	46	0	20	39	0	0	1
Students without Disabilities	126	1062	68892	93	97	98	518	519	559	9	6	2	26	29	14	65	64	82	0	0	2
Limited English Proficient Students	51	387	10084	88	100	100	461	474	474	27	15	10	40	44	39	33	41	50	0	0	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	117	947	33296	90	93	94	501	501	527	13	9	5	31	36	27	56	54	67	0	0	0
Non-Economically Disadvantaged	29	301	44871	100	100	100	492	521	559	21	6	2	26	26	12	53	67	84	0	0	3

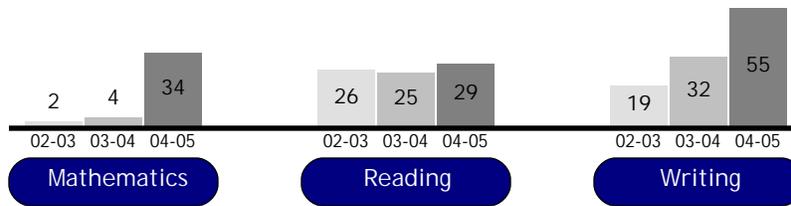
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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?	N
	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
4	Reading	96	23	26	52	97	39	NA	56	98	26	29	48
	Language	97	26	28	48	99	45	35	52	98	28	29	49
	Mathematics	100	26	30	57	99	54	38	61	98	36	33	53
5	Reading	97	17	22	50	98	32	NA	55	93	34	30	50
	Language	97	19	24	46	99	33	32	49	93	34	31	50
	Mathematics	97	18	28	57	99	42	38	63	92	33	30	49
6	Reading	95	20	27	53	99	35	NA	56	97	32	33	51
	Language	95	16	21	45	99	32	29	48	97	31	30	47
	Mathematics	100	25	34	62	98	46	40	66	95	36	33	52
7	Reading	96	20	26	51	100	25	NA	54	99	32	30	50
	Language	97	24	29	54	100	32	35	58	99	34	34	52
	Mathematics	98	22	29	58	100	29	32	62	97	33	31	50
8	Reading	98	22	31	53	97	32	NA	55	96	31	33	51
	Language	98	18	27	49	98	28	31	52	96	34	35	50
	Mathematics	99	28	33	58	98	44	37	61	96	34	34	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Uniform referrals
- Ü Increase monitoring of restrooms
- Ü Vandalism
- Ü Lunch duty
- Ü Dismissal Duties
- Ü Safety Committee

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	42.00
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	7	0	0
4 to 6 years	5	2	0	0
7 to 9 years	1	3	0	0
10 or more years	1	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	57
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	36%

Resources Available at School Site

Special Facilities

- Ü Computer Labs (2)
- Ü Library/Media Center
- Ü Mini-computer Labs (2)

Extracurricular Activities

- Ü Drum Corps
- Ü After School Sports
- Ü After School Tutoring Math/Reading
- Ü After School Clubs
- Ü Pride Program

Social Services

- Ü School Resource Officer-enforce law/safe
- Ü Prevention Specialist-counseling program
- Ü Neighborhood House Technology Center
- Ü Safety Probation Officer-safety programs
- Ü Social Worker-counseling
- Ü Parent Coordinator-parent classes/wkshop
- Ü Black Family Services
- Ü Immunization, asthma, & Dental Clinics

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü First Achievement: We expanded the accelerated Reading Program to include accelerated Math Program as well. For it is evident and has proven that the student are increasing their academic achievement.
- ü Second Achievement: New Pride Program piloted to 8th grade students and it was proven to be evidently successful with overall academic and student responsibility. The Pride Program is currently a school wide program to include all grade levels.
- ü Third Achievement: The Leadership Team has addressed the school improvement plan with significant curriculum improvements. This year the AIMS scores have shown marked improvement in all subjects and subcomponents.
- ü Fourth Achievement: School climate and culture has improved. The staff morale has increased, student discipline decreased, parent involvement has significantly increased in PTSA and Site Council memberships. School is now appealing to community.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Transfers Out Rates <sup>5</sup>	16	12	12	17
Transfers In Rate <sup>6</sup>	42	28	28	37
Stability Rate <sup>7</sup>	83	87	87	82
Promotion Rate <sup>8</sup>	94	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

Administration firmly believes that each child is entitled to a safe environment in which to learn. Children who don't abide by rules are corrected by in-school or placed in outside sources. Administration works closely with our School Resource Officer and Safety School Probation Officer. Students are educated about drugs and violence through videos, workshops, and discussions by SRO officer, prevention specialists and Probation Officer.

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) :

150
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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	Juan Gallardo	(602) 232-4240
Transportation Policy	Manuel Quihuis	(602) 243-4852
Community Resources	Perry Baker	(602) 243-4816
School Nutrition Programs	Phyllis Jefferies	(602) 243-4830
Parent Organization	Reyna Polanco	(602) 268-2180
Student Health/Nurse	Jennifer Dennis	(602) 232-4240

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

5 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](http://www.ade.az.gov/researchpolicy/grad).

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

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