

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1111 W Dobbins, 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	Met
2003-04	Met
2002-03	Not 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 : Ms. Susan Bejarano
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-8
 2005 Enrollment : 700
 Web Address :
 Phone Number : (602) 232-4270
 Fax Number : (602) 243-4933
 E-mail : bejaranos@rsd.k12.az.us

Mission

Our mission is to provide a safe, challenging learning environment for students, parents and community. All stakeholders are committed to being lifelong learners and actively seeking knowledge and experiences that promote intellectual excellence and respect for self and all people.

School / Academic Goals

- ü A major focus is increasing literacy proficiency and academic achievement in all students. Staff development in research based literacy/academic strategies and programs is on-going. Increasing academic proficiency is a priority.
- ü Providing research based staff development and training is a major focus. Staff is continuously trained on new, data driven diagnosis, strategies and programs. Instruction is data directed to meet individual student needs.
- ü Increased parental involvement and education is crucial. Parents are partners in the education of children. There are on-going parent/community classes in educational strategies and language to support parent and student academic success.
- ü Students and staff at Southwest School respect themselves, respect others and take responsibilities for their own actions. High character and decision-making skills are promoted to support academic responsibility and achievement.

Enrollment

October 1, 2004 School Year Student Enrollment : 769
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 50

Instructional Programs

- ü Voyager Reading Program-Kinder-3rd
- ü On-site Special Education
- ü ESL/Bilingual Support
- ü Accelerated Reader Program
- ü Knowledge Box
- ü Study Island Reading and Math
- ü Homework Link
- ü Full Day Kindergarten

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

Southwest School provides a safe, challenging learning environment for all children. Scientifically and researched based programs/strategies support student achievement and empowerment. Communication with parents regarding school and student issues is crucial. It is done in both English and Spanish for optimal parent communication and school partnership. Parents are partners in the academic success of children.

Parents

Parents are responsible for sending their children ready to learn and engage in positive, learning activities and behaviors. Students should be in proper uniform attire, as written in the school policy. Good attendance ensures student success.

Transportation Policy

Students residing within the school boundaries are provided bus transportation. The boundaries are between Central Ave. west to 19th and 27 Avenues, and Dobbins Rd south to South Mountain Park. Proper and safe bus conduct is expected at all times.

School Honors

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

Award/Honor	Year
ü Chicanos Por La Causa - 1st Place Essay/Art Winner	2005
ü Gifted Math Students Attending High School Math Classes	2004
ü Recognition for Published Poetry	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	69	1357	79306	100	98	99	429	410	445	7	25	10	38	29	18	47	43	51	9	3	20
All Students (Prior Year)	84	1305	75509	98	98	100	493	469	521	25	39	13	25	33	23	38	22	33	13	6	31
Female	30	656	38691	100	99	99	422	416	446	12	22	10	40	29	18	40	46	52	8	4	20
Male	39	701	40583	100	97	99	435	404	445	3	28	11	36	29	18	52	41	50	9	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	56	1067	32869	100	99	99	424	413	429	8	23	15	42	30	25	46	44	51	4	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	NC	55	36197	NC	96	99	NC	426	463	NC	19	5	NC	26	11	NC	44	53	NC	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	65	1204	69060	100	98	98	429	420	454	7	20	7	37	29	17	48	48	54	7	4	22
Limited English Proficient Students	19	594	15509	100	99	100	419	403	406	17	24	20	33	31	30	50	43	45	0	2	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	49	1052	39415	96	90	96	429	407	431	7	25	15	37	30	25	49	42	50	7	3	10
Non-Economically Disadvantaged	20	306	39966	100	100	100	430	422	459	7	22	6	40	24	12	40	48	52	13	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	100	0	99	438	406	446	2	24	9	45	43	25	53	32	55	0	1	11
All Students (Prior Year)	85	1295	75492	99	98	100	501	489	519	26	34	12	28	25	16	30	34	47	16	6	24
Female	30	660	38743	100	0	100	435	418	451	0	18	7	52	42	24	48	39	57	0	1	12
Male	39	703	40618	100	0	99	441	396	440	3	30	11	39	44	27	58	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	56	1072	32915	100	0	99	432	407	426	2	25	15	50	44	35	48	30	47	0	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	NC	55	36221	NC	0	99	NC	429	465	NC	21	4	NC	28	15	NC	44	63	NC	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	65	1208	69139	100	0	99	441	416	454	2	20	7	43	44	24	56	35	58	0	1	11
Limited English Proficient Students	19	597	15545	100	0	100	430	394	399	6	28	21	50	46	42	44	26	35	0	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	49	1058	39484	96	0	96	437	402	429	0	25	14	47	44	35	53	30	47	0	0	4
Non-Economically Disadvantaged	20	306	39986	100	0	100	442	425	461	7	18	4	40	39	16	53	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	68	1350	78869	99	98	99	466	406	442	2	13	6	5	32	21	89	53	63	4	2	10
All Students (Prior Year)	84	1277	75053	98	96	99	590	533	597	12	20	7	12	18	12	67	58	72	9	4	9
Female	29	655	38536	97	99	99	467	427	458	0	7	4	4	29	15	96	61	67	0	3	14
Male	39	695	40302	100	97	99	465	386	428	3	18	8	6	34	26	85	46	60	6	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	55	1063	32606	98	98	98	463	407	426	2	12	8	4	32	27	91	54	60	2	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	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	64	1196	68697	98	97	98	469	422	454	2	8	4	2	31	18	92	58	67	4	2	11
Limited English Proficient Students	18	591	15339	95	99	100	470	392	399	0	14	11	12	36	31	82	48	54	6	1	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	48	1047	39106	94	90	95	465	403	427	2	13	8	5	33	28	90	53	59	2	2	5
Non-Economically Disadvantaged	20	304	39837	100	100	100	467	416	457	0	12	4	7	30	14	87	53	67	7	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	96	1365	78906	99	98	99	483	463	498	17	27	13	28	30	19	45	38	48	10	4	20
All Students (Prior Year)	89	1296	76019	100	100	100	456	452	499	32	37	14	54	50	39	11	7	14	4	6	33
Female	45	676	38644	100	100	99	476	466	500	21	24	12	29	34	19	42	39	49	8	3	19
Male	51	690	40236	98	97	99	488	459	497	14	31	15	27	27	19	48	38	46	11	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	76	1045	31938	100	98	99	484	465	481	16	27	19	25	30	25	48	39	46	10	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	14	56	36483	100	92	99	479	484	517	30	15	7	20	26	13	40	53	51	10	6	30
Students with Disabilities	15	184	10664	94	98	100	433	383	430	62	73	42	23	18	27	15	9	26	0	0	5
Students without Disabilities	81	1184	68310	100	98	98	492	475	509	9	20	9	29	32	18	51	43	51	12	5	22
Limited English Proficient Students	34	547	12573	100	100	100	475	450	454	25	32	27	22	29	30	47	36	38	6	2	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	70	1062	38679	97	93	96	482	460	483	18	28	20	23	30	25	51	38	45	8	4	10
Non-Economically Disadvantaged	26	306	40295	100	100	100	483	472	513	14	25	7	43	30	13	29	40	50	14	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	96	1375	78908	99	0	99	467	447	484	26	29	10	20	34	23	52	36	58	2	1	9
All Students (Prior Year)	90	1297	76020	100	100	100	491	486	503	38	52	25	30	25	23	29	21	40	4	3	12
Female	45	680	38648	100	0	99	473	453	489	24	26	8	18	32	22	53	40	61	5	2	10
Male	51	696	40233	98	0	99	462	441	479	27	31	12	20	35	25	52	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	76	1050	31940	100	0	99	467	447	465	25	30	16	19	34	32	52	35	49	3	1	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	14	4569	NC	0	100	NC	454	457	NC	10	18	NC	50	39	NC	40	41	NC	0	2
White	14	56	36502	100	0	99	469	474	502	30	18	4	10	21	14	60	59	67	0	3	15
Students with Disabilities	15	186	10665	94	0	100	403	374	423	92	69	30	0	21	36	8	10	31	0	0	2
Students without Disabilities	81	1192	68312	100	0	98	479	459	493	13	23	7	23	36	21	61	40	62	3	2	10
Limited English Proficient Students	34	548	12556	100	0	100	448	430	436	38	37	24	22	35	40	41	27	35	0	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	70	1070	38662	97	0	96	467	443	468	25	30	16	20	34	32	54	35	49	2	1	3
Non-Economically Disadvantaged	26	308	40315	100	0	100	468	462	498	29	22	5	19	33	15	48	43	66	5	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	95	1367	78750	98	98	99	478	459	500	5	14	6	52	41	29	43	45	63	0	0	2
All Students (Prior Year)	89	1287	75673	100	99	100	506	481	530	21	27	12	21	30	25	58	42	58	0	2	4
Female	45	678	38586	100	100	99	503	476	515	3	11	4	34	34	22	63	55	71	0	0	3
Male	50	690	40135	96	97	99	457	442	486	7	17	8	67	48	35	26	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	75	1043	31841	99	98	99	476	459	483	5	14	8	55	42	36	41	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	14	56	36440	100	92	99	486	487	516	10	6	3	30	32	22	60	62	71	0	0	4
Students with Disabilities	14	184	10622	88	98	100	424	349	415	8	43	21	83	45	50	8	11	28	0	1	1
Students without Disabilities	81	1186	68196	100	98	98	488	476	513	4	9	3	46	41	25	49	50	69	0	0	3
Limited English Proficient Students	34	548	12504	100	100	100	452	438	451	9	17	12	72	48	44	19	35	43	0	1	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	69	1064	38558	96	93	96	479	455	485	5	14	8	52	42	37	43	43	54	0	1	1
Non-Economically Disadvantaged	26	306	40260	100	100	100	477	474	514	5	11	3	52	39	21	43	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	81	1244	78250	100	97	99	527	512	548	32	44	21	32	24	18	29	29	48	6	3	13
All Students (Prior Year)	87	1289	75001	100	98	99	434	429	468	60	68	37	36	28	36	3	3	16	1	1	10
Female	46	616	38071	100	98	99	532	515	549	26	40	20	38	27	19	33	30	49	3	2	12
Male	35	627	40126	100	96	99	521	509	547	41	48	23	24	21	17	24	28	46	10	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	66	925	29129	100	97	99	523	511	527	33	45	32	35	24	23	29	28	40	4	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	73	1059	68996	100	97	99	532	523	561	28	37	16	34	27	18	31	33	52	7	3	14
Limited English Proficient Students	18	384	10133	100	99	100	502	495	488	50	53	45	25	24	25	25	22	28	0	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	49	944	33388	96	92	94	519	512	530	37	43	32	32	25	22	29	30	40	2	3	5
Non-Economically Disadvantaged	32	300	44937	100	100	100	540	513	561	26	47	13	33	23	15	30	27	54	11	3	18

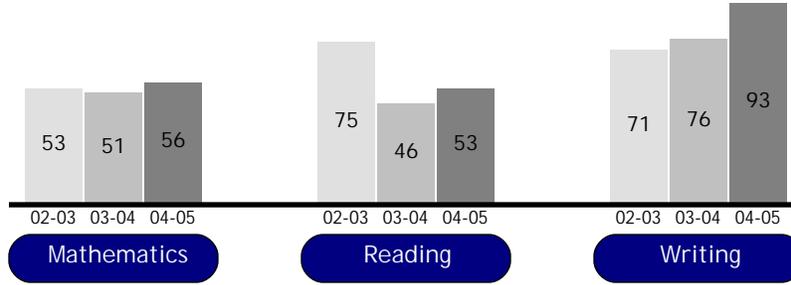
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	1248	78302	100	0	99	502	475	512	10	27	11	35	42	25	54	31	57	0	0	7
All Students (Prior Year)	87	1284	74918	100	98	99	474	465	497	42	57	32	25	21	19	28	19	35	4	2	15
Female	46	618	38082	100	0	99	508	481	518	5	23	8	36	42	24	59	35	61	0	0	7
Male	35	629	40166	100	0	99	493	470	507	17	30	14	34	42	26	48	27	54	0	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	66	927	29152	100	0	99	498	472	492	11	28	17	38	43	34	51	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	73	1063	69024	100	0	99	506	485	524	10	19	7	31	45	23	59	35	62	0	1	7
Limited English Proficient Students	18	385	10140	100	0	100	470	454	451	31	37	28	44	46	43	25	17	29	0	0	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	49	946	33398	96	0	94	495	473	495	10	27	18	44	43	35	46	30	46	0	1	2
Non-Economically Disadvantaged	32	302	44979	100	0	100	512	483	525	11	26	6	22	39	18	67	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	81	1248	78094	100	98	99	534	506	545	3	9	3	25	34	18	72	57	77	0	0	2
All Students (Prior Year)	87	1278	74503	100	97	99	453	442	491	9	18	9	49	45	32	42	35	51	0	2	8
Female	46	621	38025	100	99	99	546	517	558	3	7	2	15	30	13	82	63	82	0	0	2
Male	35	626	40013	100	96	99	518	494	534	3	10	5	38	38	23	59	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	66	928	29068	100	97	99	529	503	523	4	9	5	27	35	27	69	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	73	1062	68892	100	97	98	539	519	559	3	6	2	20	29	14	77	64	82	0	0	2
Limited English Proficient Students	18	387	10084	100	100	100	493	474	474	13	15	10	38	44	39	50	41	50	0	0	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	49	947	33296	96	93	94	522	501	527	2	9	5	29	36	27	68	54	67	0	0	0
Non-Economically Disadvantaged	32	301	44871	100	100	100	552	521	559	4	6	2	19	26	12	78	67	84	0	0	3

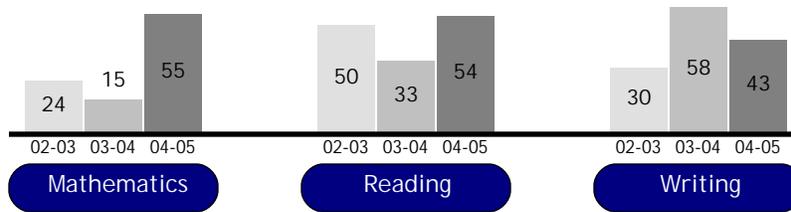
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

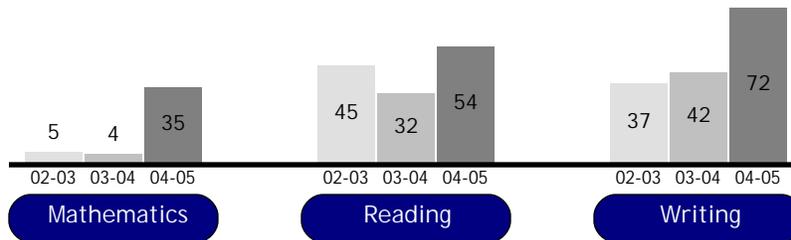
3rd Grade Proficiency



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?	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	99	37	25	50	97	39	NA	58	99	39	31	47
	Language	97	27	17	43	100	21	22	50	99	38	32	47
	Mathematics	97	52	32	57	100	24	34	64	99	36	33	50
3	Reading	91	37	23	47	100	41	NA	55	100	38	24	44
	Language	93	47	34	54	100	51	38	61	100	41	28	44
	Mathematics	93	49	29	54	100	45	33	61	100	45	33	51
4	Reading	98	39	26	52	94	43	NA	56	99	39	29	48
	Language	94	44	28	48	100	38	35	52	99	37	29	49
	Mathematics	99	47	30	57	100	39	38	61	99	40	33	53
5	Reading	95	38	22	50	100	41	NA	55	99	39	30	50
	Language	98	39	24	46	100	39	32	49	99	38	31	50
	Mathematics	100	44	28	57	100	44	38	63	99	36	30	49
6	Reading	99	30	27	53	99	38	NA	56	97	47	33	51
	Language	97	20	21	45	98	36	29	48	97	41	30	47
	Mathematics	99	42	34	62	98	39	40	66	98	47	33	52
7	Reading	100	33	26	51	100	36	NA	54	99	39	30	50
	Language	100	34	29	54	100	42	35	58	99	42	34	52
	Mathematics	100	31	29	58	100	31	32	62	98	30	31	50
8	Reading	99	48	31	53	100	43	NA	55	100	42	33	51
	Language	97	46	27	49	100	42	31	52	100	45	35	50
	Mathematics	97	37	33	58	100	37	37	61	100	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

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

Council Duties

- Ü School Improvement Plan
- Ü Title One Budget
- Ü Parent Involvement/Education
- Ü Staff Development and Support
- Ü School Activities and Programs
- Ü Student Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	42.50
Other Professional Staff	2.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	3	0	0
4 to 6 years	6	4	0	0
7 to 9 years	0	0	0	0
10 or more years	6	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
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	14%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Multi-Purpose Room
- Ü Extended Day Site

Extracurricular Activities

- Ü Wake Up Club
- Ü Peace and Respect Team
- Ü Student Council
- Ü GREAT Program
- Ü Friends of Mother Earth Club
- Ü Flag Team
- Ü After School Sports Program
- Ü Band

Social Services

- Ü Extended Day Care
- Ü Southwest Behavioral Health Referral
- Ü Lunch/Breakfast Programs
- Ü School Resource Officer
- Ü Asthma-Mobile
- Ü Social Worker Referral
- Ü Tooth-Mobile

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Significant increase in reading achievement under Reading First and utilizing the Voyager Literacy Program in grades K-3rd.

- ü Southwest School has made AYP (Annual Yearly Progress) under the state of Arizona's accountability standards.

- ü Southwest Honor Students attending accelerated high school math classes for enrichment and high school credit.

- ü Americans For A Better Tomorrow/Power Fitness Program first place winners two consecutive years. Jr High students have tested at 95% and above in post-assessments in physical fitness and character.

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	13	12	12	17
Transfers In Rate ⁶	35	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	3	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

Southwest School has embraced the following programs and resources to better promote a safe, nurturing learning environment: Character Counts, PRIDE Program, Wake-Up Club, Peace and Respect Team, Parents as Partners, Prevention Specialist, positive classroom management incentives, community resources and the Block Watch Program.

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) :

4

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	Susan Bejarano	(602) 232-4270
Transportation Policy	Manuel Quihuis	(602) 243-4852
Community Resources	Perry Baker	(602) 243-4800
School Nutrition Programs	Angie Valdez	(602) 232-4270
Parent Organization	Sherry Stark	(602) 232-4250
Student Health/Nurse	Heidi Boliek	(602) 232-4274

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.