

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1111 W. Dobbins Road, 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

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

### School Overview

Principal/Administrator : Ms. Elizabeth Minzer  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : K-8  
 Web Address :  
 Phone Number : (602) 232-4270  
 Fax Number : (602) 243-4933  
 E-mail : Elizabeth.Minzer@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.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

### 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, 2005 School Year Student Enrollment : 688  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 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	85	1370	80010	100	100	99	423	421	447	13	20	10	32	28	18	49	47	53	6	5	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	693	38935	100	100	99	421	422	447	17	17	9	29	31	19	46	47	55	8	4	17
Male	37	675	40974	100	100	98	426	420	448	8	23	11	35	26	18	54	47	52	3	5	19
African American	NC	211	4201	NC	100	99	NC	416	430	NC	26	17	NC	30	23	NC	38	51	NC	6	9
Hispanic	72	1088	34545	100	100	99	423	421	432	13	19	14	33	29	24	50	48	53	4	4	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	12	3979	NC	92	96	NC	429	424	NC	8	17	NC	33	30	NC	50	47	NC	8	6
White	NC	51	35142	NC	100	99	NC	437	465	NC	12	5	NC	20	11	NC	57	56	NC	12	28
Students with Disabilities	NC	137	10161	NC	100	93	NC	385	419	NC	64	28	NC	19	28	NC	16	36	NC	1	8
Students without Disabilities	81	1233	69849	100	100	100	422	425	451	14	15	7	32	30	17	49	50	56	5	5	19
Limited English Proficient Students	22	435	14013	100	99	97	408	406	413	18	30	24	50	35	34	32	35	39	NA	0	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	64	1150	39029	100	99	98	422	420	432	14	20	14	33	29	25	50	47	52	3	4	9
Non-Economically Disadvantaged	21	220	40981	100	100	100	428	425	462	10	18	6	29	27	13	48	48	54	14	7	27

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	85	1370	79438	100	100	98	437	427	451	9	15	9	36	37	24	51	45	56	4	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	693	38775	100	100	99	443	432	457	6	11	7	38	37	22	52	48	58	4	3	13
Male	37	675	40560	100	100	97	429	422	446	14	19	12	35	37	25	49	41	54	3	3	9
African American	NC	210	4178	NC	100	98	NC	429	439	NC	15	13	NC	36	29	NC	44	52	NC	5	6
Hispanic	72	1089	34297	100	100	99	435	426	434	8	15	14	40	37	31	49	45	50	3	2	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	12	3940	NC	92	95	NC	425	429	NC	17	14	NC	33	36	NC	50	47	NC	NA	3
White	NC	51	34887	NC	100	98	NC	445	471	NC	14	4	NC	25	15	NC	51	63	NC	10	18
Students with Disabilities	NC	138	9588	NC	100	88	NC	381	416	NC	56	30	NC	32	32	NC	12	34	NC	1	5
Students without Disabilities	81	1232	69850	100	100	100	437	432	456	10	11	7	36	37	23	51	49	59	4	3	12
Limited English Proficient Students	22	435	13856	100	99	96	413	405	407	14	26	27	59	47	43	23	26	29	5	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	64	1150	38685	100	99	97	433	426	435	11	15	14	36	37	32	52	45	50	2	3	5
Non-Economically Disadvantaged	21	220	40753	100	100	99	446	434	467	5	15	5	38	34	16	48	45	62	10	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	85	1360	79971	100	100	99	407	397	423	8	13	8	54	52	41	38	35	49	NA	0	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	689	38974	100	100	99	423	412	437	2	7	5	52	49	33	46	44	57	NA	0	4
Male	37	669	40895	100	99	98	386	382	410	16	19	10	57	56	47	27	26	41	NA	0	2
African American	NC	209	4203	NC	100	99	NC	390	411	NC	16	11	NC	49	45	NC	34	43	NC	NA	2
Hispanic	72	1079	34481	100	99	99	405	398	410	10	12	10	54	53	46	36	34	43	NA	0	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	12	3995	NC	92	96	NC	407	409	NC	17	10	NC	42	47	NC	42	42	NC	NA	1
White	NC	52	35150	NC	100	99	NC	412	437	NC	6	5	NC	50	35	NC	44	56	NC	NA	5
Students with Disabilities	NC	138	10258	NC	100	94	NC	322	377	NC	46	23	NC	43	51	NC	10	25	NC	NA	1
Students without Disabilities	81	1222	69713	100	100	100	410	405	429	6	9	5	56	53	39	38	38	52	NA	0	3
Limited English Proficient Students	22	431	13985	100	98	97	371	374	382	27	20	18	50	59	54	23	21	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	64	1141	38994	100	98	98	404	397	409	8	12	10	56	54	47	36	34	41	NA	0	1
Non-Economically Disadvantaged	21	219	40977	100	100	100	416	400	437	10	14	5	48	46	34	43	40	56	NA	NA	5

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

4th 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	76	1372	80147	100	100	99	472	444	482	7	27	11	16	30	17	68	39	49	9	5	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	670	39281	100	100	99	468	450	483	5	23	9	14	29	17	76	42	50	5	6	24
Male	39	702	40780	100	100	98	476	439	482	8	31	12	18	30	17	62	35	48	13	4	24
African American	NC	247	4249	NC	100	99	NC	440	464	NC	30	17	NC	29	22	NC	38	48	NC	3	13
Hispanic	63	1054	33494	98	100	99	466	445	466	8	27	15	17	30	23	73	39	49	2	5	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	10	4117	NC	91	96	NC	NA	456	NC	NA	19	NC	NA	27	NC	NA	46	NC	NA	8
White	NC	54	36122	NC	100	99	NC	454	501	NC	24	5	NC	30	10	NC	33	50	NC	13	35
Students with Disabilities	NC	184	10295	NC	100	92	NC	405	443	NC	64	33	NC	26	26	NC	9	33	NC	1	8
Students without Disabilities	71	1188	69852	100	100	100	472	450	488	7	21	7	14	30	16	69	43	51	10	5	26
Limited English Proficient Students	14	425	12722	93	99	97	442	425	441	14	38	27	50	38	33	36	23	37	NA	0	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	61	1164	38371	98	98	97	469	443	465	7	27	15	18	31	23	70	38	49	5	4	13
Non-Economically Disadvantaged	15	208	41776	100	100	100	485	450	498	7	27	6	7	21	11	60	45	49	27	8	33

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	76	1372	79686	100	100	98	461	436	470	12	28	11	28	36	24	57	35	57	4	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	671	39163	100	100	99	462	446	475	8	20	9	24	35	22	62	43	60	5	2	10
Male	39	701	40438	100	100	97	460	426	465	15	35	13	31	37	25	51	27	54	3	1	7
African American	NC	248	4228	NC	100	98	NC	438	458	NC	27	15	NC	35	28	NC	37	53	NC	1	4
Hispanic	63	1054	33299	98	100	98	453	434	452	14	29	17	29	36	32	56	34	47	2	1	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	10	4087	NC	91	96	NC	NA	446	NC	NA	16	NC	NA	38	NC	NA	44	NC	NA	2
White	NC	53	35914	NC	100	98	NC	450	489	NC	19	5	NC	47	15	NC	30	67	NC	4	14
Students with Disabilities	NC	184	9808	NC	100	87	NC	394	432	NC	71	35	NC	25	32	NC	4	30	NC	1	3
Students without Disabilities	71	1188	69878	100	100	100	464	442	475	11	21	8	25	38	23	59	39	61	4	1	9
Limited English Proficient Students	14	425	12594	93	99	96	417	411	422	36	47	34	43	42	45	21	11	21	NA	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	61	1165	38095	98	99	97	458	435	452	13	28	17	28	37	32	57	34	48	2	1	3
Non-Economically Disadvantaged	15	207	41591	100	100	99	475	441	486	7	26	6	27	34	16	53	39	65	13	2	13

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	76	1359	80372	100	99	99	458	443	475	5	10	4	42	46	30	53	44	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	666	39452	100	100	99	468	464	488	3	4	3	32	38	22	65	57	72	NA	1	3
Male	39	693	40836	100	98	98	447	424	464	8	16	6	51	53	37	41	31	56	NA	NA	1
African American	NC	246	4264	NC	100	99	NC	448	465	NC	9	5	NC	43	35	NC	47	59	NC	0	1
Hispanic	63	1043	33608	98	99	99	454	442	462	6	11	6	44	47	36	49	42	57	NA	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	NC	54	36213	NC	100	99	NC	452	489	NC	11	2	NC	35	22	NC	54	72	NC	NA	3
Students with Disabilities	NC	181	10526	NC	98	94	NC	376	427	NC	38	15	NC	54	53	NC	9	31	NC	NA	1
Students without Disabilities	71	1178	69846	100	99	100	460	453	482	6	6	3	39	45	26	55	49	69	NA	0	2
Limited English Proficient Students	14	418	12747	93	98	97	410	414	432	21	19	12	50	56	52	29	26	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	61	1155	38521	98	98	98	456	443	461	5	10	6	46	46	38	49	43	55	NA	0	1
Non-Economically Disadvantaged	15	204	41851	100	100	100	462	447	489	7	11	3	27	42	22	67	46	72	NA	0	4

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	81	1320	79306	100	99	99	492	470	504	14	28	13	25	30	20	53	38	49	9	4	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	671	38845	100	100	99	487	472	505	17	26	11	26	31	20	50	38	50	7	4	18
Male	39	649	40383	100	99	98	498	468	504	10	30	14	23	28	19	56	37	47	10	4	19
African American	NC	237	4171	NC	99	98	NC	462	485	NC	33	20	NC	32	26	NC	32	44	NC	3	10
Hispanic	62	1001	32673	100	99	99	492	471	487	16	27	18	21	30	25	53	38	46	10	5	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	11	64	36234	100	100	99	506	487	523	NA	22	6	27	23	13	64	47	52	9	8	28
Students with Disabilities	NC	170	10286	NC	97	91	NC	431	462	NC	69	41	NC	19	27	NC	11	27	NC	NA	5
Students without Disabilities	78	1150	69020	100	100	100	492	476	510	14	22	9	24	31	18	53	42	52	9	5	21
Limited English Proficient Students	10	356	10291	100	97	96	NA	447	458	NA	49	38	NA	33	34	NA	17	26	NA	0	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	59	1114	37437	100	98	97	487	469	486	17	29	19	25	29	26	51	38	46	7	4	9
Non-Economically Disadvantaged	22	206	41869	100	100	100	507	478	521	5	23	7	23	33	14	59	38	51	14	7	27

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	1320	79000	100	99	98	475	458	489	11	23	10	33	37	24	52	38	58	4	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	671	38774	100	100	99	477	463	494	14	19	7	24	36	22	55	43	61	7	2	10
Male	39	649	40150	100	99	98	473	453	485	8	27	12	44	38	25	49	33	55	NA	1	8
African American	NC	237	4153	NC	99	98	NC	458	476	NC	23	13	NC	36	30	NC	40	53	NC	2	4
Hispanic	62	1001	32508	100	99	98	475	457	472	11	24	15	32	38	33	53	37	49	3	1	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	11	64	36135	100	100	98	481	480	508	NA	13	4	36	25	14	64	56	67	NA	6	15
Students with Disabilities	NC	170	9991	NC	97	88	NC	416	449	NC	69	33	NC	23	36	NC	8	29	NC	NA	2
Students without Disabilities	78	1150	69009	100	100	100	477	464	495	10	16	6	32	39	22	54	43	62	4	2	10
Limited English Proficient Students	10	356	10199	100	97	95	NA	430	439	NA	46	35	NA	46	47	NA	9	18	NA	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	59	1114	37234	100	98	97	471	455	472	14	24	15	34	39	33	51	36	50	2	1	3
Non-Economically Disadvantaged	22	206	41766	100	100	99	487	474	505	5	16	5	32	28	16	55	50	65	9	5	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	81	1321	79611	100	99	99	486	468	496	7	13	7	43	53	37	49	35	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	670	39016	100	100	99	492	484	511	5	7	4	36	48	29	60	45	66	NA	0	1
Male	39	651	40519	100	99	98	480	452	482	10	18	10	51	58	44	38	24	46	NA	NA	0
African American	NC	239	4188	NC	100	98	NC	465	486	NC	14	9	NC	51	40	NC	35	50	NC	NA	0
Hispanic	62	1000	32855	100	99	99	490	468	481	6	12	10	37	54	43	56	34	47	NA	0	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	11	64	36380	100	100	99	494	476	511	NA	11	4	64	48	30	36	41	65	NA	NA	1
Students with Disabilities	NC	170	10664	NC	97	94	NC	404	440	NC	39	23	NC	52	54	NC	8	22	NC	NA	1
Students without Disabilities	78	1151	68947	100	100	100	487	477	504	8	9	4	41	53	34	51	38	61	NA	0	1
Limited English Proficient Students	10	354	10362	100	97	97	NA	429	438	NA	27	22	NA	58	57	NA	15	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	59	1115	37626	100	98	98	484	466	479	8	13	10	44	54	45	47	33	45	NA	0	0
Non-Economically Disadvantaged	22	206	41985	100	100	100	492	479	511	5	12	4	41	46	30	55	42	65	NA	NA	1

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

6th 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	84	1371	79327	99	100	98	490	485	518	25	36	19	30	26	20	44	35	46	1	4	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	669	38961	97	99	98	495	489	520	16	30	16	38	29	20	43	36	48	3	4	16
Male	47	702	40295	100	100	97	487	481	516	32	41	21	23	23	19	45	34	44	NA	3	16
African American	NC	258	4247	NC	100	98	NC	476	499	NC	43	27	NC	26	24	NC	28	41	NC	3	8
Hispanic	70	1044	32327	100	99	98	491	486	499	24	35	27	29	25	25	46	36	41	1	4	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	NC	16	4391	NC	100	96	NC	515	489	NC	13	32	NC	31	27	NC	50	36	NC	6	4
White	NC	49	36373	NC	100	98	NC	494	538	NC	29	10	NC	29	14	NC	39	52	NC	4	25
Students with Disabilities	15	188	9321	100	100	87	432	436	467	80	81	54	13	11	22	7	7	21	NA	NA	3
Students without Disabilities	69	1183	70006	99	100	100	503	493	524	13	28	14	33	28	19	52	39	49	1	4	18
Limited English Proficient Students	10	364	9431	100	98	95	NA	460	466	NA	59	53	NA	26	27	NA	14	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	65	1147	37097	100	98	97	493	485	498	23	35	27	26	26	25	49	35	41	2	4	7
Non-Economically Disadvantaged	19	224	42230	95	100	99	480	486	535	32	37	11	42	24	15	26	36	50	NA	3	24

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	84	1373	79501	99	100	98	473	466	497	21	25	10	25	36	25	54	39	60	NA	0	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	671	39062	97	100	99	484	472	502	16	19	8	19	37	23	65	44	64	NA	0	5
Male	47	702	40368	100	100	98	465	460	491	26	31	13	30	36	27	45	33	57	NA	0	3
African American	NC	258	4279	NC	100	99	NC	468	485	NC	23	14	NC	34	30	NC	43	54	NC	1	2
Hispanic	70	1046	32389	100	99	98	474	464	478	21	26	16	24	37	34	54	37	48	NA	0	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	NC	16	4401	NC	100	96	NC	481	473	NC	13	17	NC	38	40	NC	50	43	NC	NA	1
White	NC	49	36446	NC	100	99	NC	484	516	NC	18	4	NC	29	15	NC	53	73	NC	NA	7
Students with Disabilities	15	188	9411	100	100	88	413	423	453	80	68	36	13	23	36	7	9	26	NA	NA	1
Students without Disabilities	69	1185	70090	99	100	100	486	473	502	9	18	7	28	38	24	64	43	65	NA	0	5
Limited English Proficient Students	10	364	9401	100	98	94	NA	435	443	NA	51	40	NA	41	46	NA	8	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	65	1149	37183	100	98	97	473	465	479	23	25	16	23	37	34	54	38	49	NA	0	1
Non-Economically Disadvantaged	19	224	42318	95	100	99	476	473	513	16	22	5	32	34	17	53	43	70	NA	0	7

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	83	1350	80000	98	98	99	535	538	564	7	5	3	14	16	11	77	76	75	1	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	663	39288	100	99	99	558	556	579	3	3	2	16	9	6	79	83	77	3	4	16
Male	45	687	40644	96	98	98	516	520	549	11	8	4	13	22	15	76	69	74	NA	1	7
African American	NC	257	4307	NC	100	99	NC	539	551	NC	6	4	NC	15	13	NC	74	75	NC	5	7
Hispanic	68	1026	32672	97	97	99	532	536	548	9	6	4	12	16	14	78	76	76	1	3	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	NC	16	4424	NC	100	97	NC	579	549	NC	NA	3	NC	NA	14	NC	100	77	NC	NA	5
White	NC	47	36602	NC	100	99	NC	551	579	NC	2	2	NC	19	7	NC	79	75	NC	NA	16
Students with Disabilities	14	185	9919	93	98	93	474	466	505	14	16	9	50	51	35	36	32	54	NA	1	2
Students without Disabilities	69	1165	70081	99	98	100	547	548	571	6	4	2	7	10	7	86	83	79	1	3	12
Limited English Proficient Students	10	358	9571	100	96	96	NA	496	502	NA	11	10	NA	32	29	NA	57	60	NA	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	64	1132	37534	98	96	98	536	537	547	6	5	4	16	16	15	77	76	76	2	3	5
Non-Economically Disadvantaged	19	218	42466	95	100	100	529	542	578	11	6	2	11	16	7	79	75	75	NA	3	16

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

7th 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	92	1351	78546	100	99	97	504	507	543	37	35	15	23	25	18	38	37	52	2	3	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	669	38645	100	100	98	513	511	545	25	31	13	32	27	18	41	39	54	2	3	15
Male	48	679	39792	100	98	97	496	503	542	48	39	17	15	24	17	35	34	50	2	3	15
African American	11	256	4205	100	99	97	491	499	524	55	37	22	18	31	22	27	31	49	NA	1	7
Hispanic	71	1029	31177	100	99	97	503	508	524	35	35	22	24	24	23	39	38	48	1	3	7
Asian/Pacific Islander	--	NC	1940	--	NC	99	--	NC	580	--	NC	5	--	NC	9	--	NC	53	--	NC	33
American Indian/Alaskan Native	NC	13	4689	NC	100	95	NC	530	515	NC	15	28	NC	15	25	NC	69	43	NC	NA	4
White	NC	45	36450	NC	100	97	NC	513	563	NC	38	7	NC	18	12	NC	40	57	NC	4	23
Students with Disabilities	11	199	8093	100	100	82	457	462	489	100	84	50	NA	9	24	NA	7	23	NA	NA	2
Students without Disabilities	81	1152	70453	100	99	100	510	514	549	28	26	11	26	28	17	43	42	56	2	4	16
Limited English Proficient Students	15	343	9323	100	98	94	472	480	491	67	59	47	13	26	28	20	15	24	NA	0	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	64	1088	34694	100	98	96	499	507	524	42	36	23	23	25	23	31	36	48	3	3	7
Non-Economically Disadvantaged	28	263	43852	100	100	99	514	508	559	25	32	10	21	26	13	54	40	56	NA	2	22

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	92	1347	79045	100	99	98	489	481	512	17	22	10	33	38	25	49	39	58	1	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	667	38860	100	100	98	504	489	519	5	18	7	34	34	22	59	47	62	2	1	8
Male	48	677	40075	100	98	97	476	473	505	29	26	12	31	41	28	40	32	54	NA	1	6
African American	11	255	4250	100	99	98	499	482	500	9	19	12	45	40	31	45	40	54	NA	1	3
Hispanic	71	1024	31314	100	99	98	486	479	493	18	23	16	31	38	34	51	38	48	NA	1	2
Asian/Pacific Islander	--	NC	1949	--	NC	99	--	NC	536	--	NC	4	--	NC	15	--	NC	66	--	NC	15
American Indian/Alaskan Native	NC	13	4719	NC	100	96	NC	497	489	NC	NA	15	NC	31	39	NC	69	45	NC	NA	2
White	NC	47	36730	NC	100	98	NC	492	532	NC	23	4	NC	26	16	NC	47	68	NC	4	12
Students with Disabilities	11	196	8552	100	98	87	440	440	463	55	63	35	45	30	40	NA	7	23	NA	1	1
Students without Disabilities	81	1151	70493	100	99	100	496	487	517	12	15	7	31	39	24	56	45	62	1	1	8
Limited English Proficient Students	15	339	9355	100	97	95	450	448	456	40	47	37	47	44	48	13	9	15	NA	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	64	1083	34922	100	98	96	485	479	493	19	23	15	38	38	34	44	38	48	NA	1	3
Non-Economically Disadvantaged	28	264	44123	100	100	99	499	486	527	14	20	6	21	36	18	61	43	66	4	1	11

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	92	1348	79657	100	99	99	560	545	566	3	6	3	8	14	8	89	80	87	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	668	39120	100	100	99	581	564	580	2	3	2	NA	8	4	98	89	92	NA	0	2
Male	48	677	40423	100	98	98	541	528	553	4	9	5	15	19	12	81	72	83	NA	0	1
African American	11	256	4290	100	99	99	594	553	560	NA	3	4	NA	14	9	100	83	86	NA	NA	1
Hispanic	71	1026	31642	100	99	99	554	542	552	4	7	5	8	14	11	87	79	84	NA	0	0
Asian/Pacific Islander	--	NC	1948	--	NC	99	--	NC	589	--	NC	1	--	NC	3	--	NC	91	--	NC	4
American Indian/Alaskan Native	NC	13	4760	NC	100	97	NC	575	547	NC	NA	5	NC	NA	14	NC	100	81	NC	NA	0
White	NC	45	36929	NC	100	99	NC	562	579	NC	2	2	NC	11	5	NC	87	91	NC	NA	2
Students with Disabilities	11	198	9069	100	99	92	497	485	508	NA	19	11	55	36	30	45	45	58	NA	NA	1
Students without Disabilities	81	1150	70588	100	99	100	569	555	573	4	4	2	1	10	5	95	86	91	NA	0	1
Limited English Proficient Students	15	337	9521	100	96	96	513	494	507	13	16	13	20	29	24	67	55	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	64	1084	35341	100	98	97	556	545	551	3	6	5	8	14	12	89	80	83	NA	0	0
Non-Economically Disadvantaged	28	264	44316	100	100	100	570	549	578	4	8	2	7	13	5	89	79	90	NA	NA	2

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	71	1341	78400	100	100	97	517	517	554	35	44	21	37	22	19	28	31	47	NA	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	677	38686	100	100	98	516	520	554	38	43	20	38	22	20	24	33	49	NA	2	12
Male	29	663	39636	100	100	96	518	515	554	31	46	23	34	22	18	34	29	46	NA	4	13
African American	NC	238	4193	NC	100	97	NC	517	533	NC	47	32	NC	18	23	NC	32	40	NC	3	5
Hispanic	57	1025	30732	98	100	97	518	518	534	33	43	31	40	23	24	26	31	40	NA	3	5
Asian/Pacific Islander	--	NC	1827	--	NC	99	--	NC	594	--	NC	8	--	NC	12	--	NC	49	--	NC	31
American Indian/Alaskan Native	NC	22	4536	NC	92	95	NC	508	528	NC	59	35	NC	9	25	NC	32	37	NC	NA	4
White	NC	49	37038	NC	100	97	NC	507	575	NC	51	11	NC	18	14	NC	27	56	NC	4	19
Students with Disabilities	12	232	7840	100	100	81	468	466	498	92	87	60	8	9	18	NA	4	20	NA	NA	2
Students without Disabilities	59	1109	70560	100	100	99	527	527	560	24	35	17	42	25	19	34	36	50	NA	4	14
Limited English Proficient Students	NC	296	8956	NC	98	95	NC	487	502	NC	71	56	NC	18	25	NC	11	18	NC	NA	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	47	1047	33014	100	99	95	513	519	534	38	43	31	40	22	24	21	31	40	NA	3	5
Non-Economically Disadvantaged	24	294	45386	100	100	99	525	511	569	29	50	15	29	21	15	42	28	52	NA	1	18

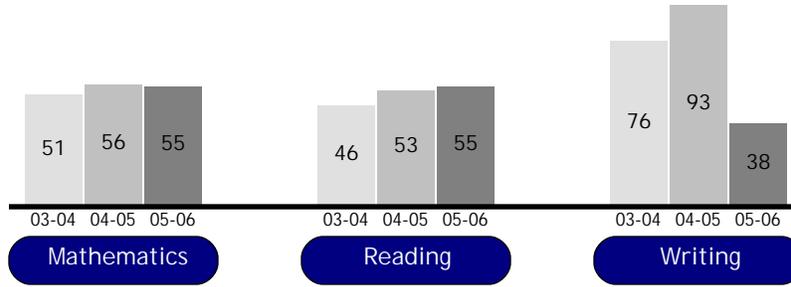
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	1340	79179	100	100	98	497	488	519	11	23	11	42	40	27	45	36	58	1	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	676	38974	100	100	99	498	493	524	5	17	8	50	43	25	45	40	61	NA	0	5
Male	29	663	40124	100	100	97	496	482	513	21	30	13	31	37	28	45	33	54	3	1	4
African American	NC	238	4243	NC	100	98	NC	492	506	NC	19	14	NC	43	32	NC	37	51	NC	1	3
Hispanic	57	1024	30987	98	100	98	497	487	498	12	24	17	39	39	36	47	37	45	2	1	1
Asian/Pacific Islander	--	NC	1832	--	NC	99	--	NC	543	--	NC	4	--	NC	17	--	NC	69	--	NC	10
American Indian/Alaskan Native	NC	22	4573	NC	92	96	NC	481	494	NC	23	16	NC	59	41	NC	18	42	NC	NA	1
White	NC	49	37467	NC	100	98	NC	483	539	NC	37	5	NC	24	17	NC	39	70	NC	NA	8
Students with Disabilities	12	231	8567	100	100	88	459	443	467	42	63	39	50	30	38	8	6	22	NA	NA	1
Students without Disabilities	59	1109	70612	100	100	99	505	496	524	5	15	7	41	42	25	53	43	62	2	1	5
Limited English Proficient Students	NC	296	9013	NC	98	95	NC	454	461	NC	49	40	NC	43	48	NC	8	12	NC	NA	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	47	1047	33345	100	99	96	486	488	499	13	23	17	49	40	36	38	37	46	NA	0	1
Non-Economically Disadvantaged	24	293	45834	100	100	99	517	488	533	8	25	7	29	40	19	58	34	67	4	2	7

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	71	1343	79734	100	100	99	547	531	554	1	5	3	18	31	19	80	64	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	680	39243	100	100	99	553	547	568	NA	3	2	17	22	12	83	75	85	NA	NA	1
Male	29	661	40413	100	100	98	538	515	541	3	7	4	21	40	26	76	52	70	NA	0	0
African American	NC	240	4285	NC	100	99	NC	541	548	NC	3	3	NC	28	22	NC	68	74	NC	0	0
Hispanic	57	1025	31254	98	100	99	543	529	539	2	5	5	23	32	25	75	63	70	NA	NA	0
Asian/Pacific Islander	--	NC	1837	--	NC	99	--	NC	579	--	NC	1	--	NC	9	--	NC	87	--	NC	2
American Indian/Alaskan Native	NC	22	4613	NC	92	97	NC	530	535	NC	5	4	NC	23	29	NC	73	67	NC	NA	0
White	NC	48	37668	NC	98	99	NC	523	569	NC	10	1	NC	25	13	NC	63	85	NC	2	1
Students with Disabilities	12	231	8943	100	100	92	511	474	495	8	17	11	33	59	51	58	24	38	NA	0	1
Students without Disabilities	59	1112	70791	100	100	100	554	542	561	NA	2	2	15	25	15	85	72	83	NA	0	0
Limited English Proficient Students	NC	294	9138	NC	97	97	NC	486	492	NC	13	13	NC	54	46	NC	33	40	NC	NA	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	47	1046	33718	100	99	97	540	531	538	2	4	5	23	32	26	74	64	69	NA	0	0
Non-Economically Disadvantaged	24	297	46016	100	100	100	560	532	567	NA	6	2	8	28	14	92	65	84	NA	0	1

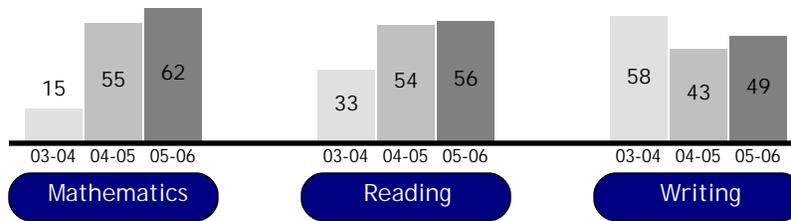
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

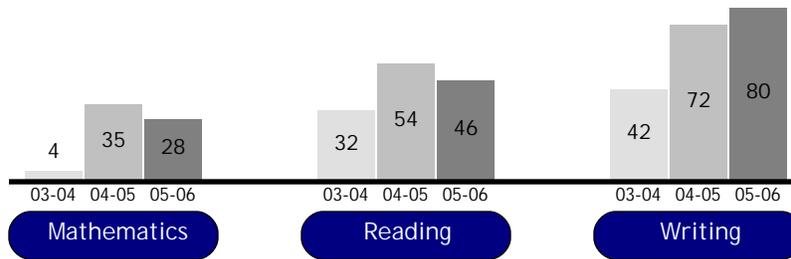
3rd Grade Proficiency



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 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	39	NA	58	99	39	31	47	100	41	27	46
	Language	100	21	22	50	99	38	32	47	100	39	30	48
	Mathematics	100	24	34	64	99	36	33	50	100	32	28	52
3	Reading	100	41	NA	55	100	38	24	44	100	37	27	46
	Language	100	51	38	61	100	41	28	44	100	43	30	46
	Mathematics	100	45	33	61	100	45	33	51	100	37	32	52
4	Reading	94	43	NA	56	99	39	29	48	100	48	28	52
	Language	100	38	35	52	99	37	29	49	100	46	30	52
	Mathematics	100	39	38	61	99	40	33	53	100	52	34	58
5	Reading	100	41	NA	55	99	39	30	50	100	46	30	56
	Language	100	39	32	49	99	38	31	50	100	44	30	54
	Mathematics	100	44	38	63	99	36	30	49	100	43	28	52
6	Reading	99	38	NA	56	97	47	33	51	100	39	34	56
	Language	98	36	29	48	97	41	30	47	100	34	30	50
	Mathematics	98	39	40	66	98	47	33	52	100	39	34	58
7	Reading	100	36	NA	54	99	39	30	50	100	39	30	54
	Language	100	42	35	58	99	42	34	52	100	43	37	58
	Mathematics	100	31	32	62	98	30	31	50	100	32	30	54
8	Reading	100	43	NA	55	100	42	33	51	100	37	35	58
	Language	100	42	31	52	100	45	35	50	100	44	39	56
	Mathematics	100	37	37	61	100	36	34	53	100	30	34	58

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

- 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	41.00
Other Professional Staff	2.00	Teacher Aide	6.00

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 Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
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 After School Sports Program
- Ü Student Council
- Ü Flag Team
- 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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	88	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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, 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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4
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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	Elizabeth Minzer	(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](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 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.

6 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.