

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

850 W. Valencia Road, Tucson, AZ 85706

Southgate Community Development Corp.

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)

2003-04 Performing
2002-03 Small School
2001-02 N/A

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

High School Achievement Profile (a)

2003-04 N/A
2002-03 Small School
2001-02 N/A

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Not Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

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

School Overview

Principal/Administrator : Mrs. Sherry D. Matyjasik
Schedule : 8:30 AM to 3:30 PM
Grades : K-11
2004 Enrollment : 529
Web Address : www.southgateaz.org
Phone Number : (520) 741-7900
Fax Number : (520) 741-7901
E-mail : smatyjasik@southgateaz.org

Mission

The mission of Southgate Academy is to successfully promote a higher standard of education, establish a safe environment for learning and social development, enabling students to become lifelong responsible citizens.

School / Academic Goals

- ü The goal of the Academy will be accomplished by adhering to the following standards. Health Education, Reading, Mathematics, Science, Writing, Social Studies including Civics and Government, Listening and Speaking, Viewing and Presenting Skills.
- ü Develop appropriate strategies for each grade level enabling the teacher to evaluate each child's progress.

Enrollment

October 1, 2003 School Year Student Enrollment : 537
Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 532

Instructional Programs

- ü All-day Kindergarten Classes
- ü On-site Special Education
- ü Core Knowledge Sequence
- ü Spalding Reading Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 26 minutes
First Day of School :	8/9/2004
Last Day of School :	5/19/2005

Shared Responsibilities

School

Southgate Academy will serve all children. The Academy is committed to a policy of non-discrimination in relation to race, color, religion, gender, age, national origin and disability. Southgate Academy has established high academic standards, and expects students to achieve at a level that maximizes their potential. Southgate communicates regularly with parents on the progress of their student, and other issues important to the well-being of their child.

Parents

Parents/guardians of Southgate Academy students are responsible for reading and understanding the contents of the student handbook and meeting all requirements. Parents/guardians sign a statement that documents their understanding of the contents. Support is solicited from parents to ensure that proper attendance is maintained for their child. An expectation exists that parents will provide support, and an environment that allows their child to successfully complete all homework assignments.

Transportation Policy

Transportation for the school year is provided by the parents/guardians of the students in collaboration with the Public transportation for those students who qualify.

School Honors

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

Award/Honor	Year
ü Tucson Interscholastic Athletic League Championship	2003
ü Tucson Interscholastic Athletic League Runners-up	2002
ü State Co-Ed Softball 4th Place Finish	2004

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	57	57	75509	92	92	100	502	502	521	22	22	13	19	19	23	41	41	33	19	19	31
All Students (Prior Year)	41	41	75372	98	98	100	463	463	523	29	29	9	55	55	25	16	16	36	0	0	30
Female	34	34	37013	89	89	100	498	498	522	22	22	12	26	26	24	35	35	33	17	17	31
Male	23	23	38430	96	96	99	507	507	521	21	21	14	7	7	22	50	50	33	21	21	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	47	47	30486	92	92	99	491	491	505	29	29	18	18	18	29	43	43	32	11	11	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	--	--	4075	--	--	100	--	--	486	--	--	28	--	--	34	--	--	26	--	--	12
White	NC	NC	35192	NC	NC	99	NC	NC	534	NC	NC	8	NC	NC	19	NC	NC	35	NC	NC	39
Students with Disabilities	NC	NC	9708	NC	NC	100	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	24	NC	NC	17
Students without Disabilities	55	55	65801	98	98	98	500	500	525	22	22	11	19	19	23	42	42	34	17	17	33
Limited English Proficient Students	19	19	16928	90	90	100	NA	NA	485	NA	NA	29	NA	NA	33	NA	NA	26	NA	NA	12
Migrant Students	--	--	750	--	--		--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	35	35	36411				483	483	503	28	28	19	28	28	29	33	33	32	11	11	20
Non-Economically Disadvantaged	22	22	39040				519	519	534	16	16	8	11	11	19	47	47	34	26	26	39

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	61	61	75492	98	98	100	507	507	519	24	24	12	13	13	16	42	42	47	21	21	24
All Students (Prior Year)	42	42	75221	100	100	100	490	490	523	46	46	8	13	13	16	33	33	56	8	8	21
Female	35	35	37014	92	92	100	507	507	523	17	17	10	22	22	15	48	48	48	13	13	27
Male	25	25	38400	100	100	99	511	511	516	29	29	14	0	0	17	36	36	47	36	36	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	51	51	30438	100	100	99	498	498	508	31	31	17	14	14	21	41	41	47	14	14	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	--	4081	--	--	100	--	--	498	--	--	25	--	--	26	--	--	40	--	--	8
White	NC	NC	35177	NC	NC	99	NC	NC	528	NC	NC	8	NC	NC	13	NC	NC	49	NC	NC	31
Students with Disabilities	NC	NC	9707	NC	NC	100	NC	NC	495	NC	NC	33	NC	NC	21	NC	NC	33	NC	NC	13
Students without Disabilities	56	56	65785	100	100	98	507	507	522	24	24	10	14	14	16	41	41	49	22	22	26
Limited English Proficient Students	21	21	16905	100	100	100	NA	NA	489	NA	NA	34	NA	NA	28	NA	NA	32	NA	NA	6
Migrant Students	--	--	763	--	--		--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	35	35	36302				500	500	507	28	28	18	17	17	21	39	39	46	17	17	14
Non-Economically Disadvantaged	26	26	39164				513	513	528	20	20	8	10	10	13	45	45	48	25	25	31

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	59	59	75053	95	95	99	603	603	597	8	8	7	8	8	12	81	81	72	3	3	9
All Students (Prior Year)	35	35	73654	83	83	99	487	487	530	41	41	9	22	22	13	38	38	70	0	0	7
Female	34	34	36872	89	89	99	620	620	621	5	5	5	5	5	9	86	86	74	5	5	12
Male	24	24	38109	100	100	99	587	587	573	14	14	10	7	7	14	79	79	69	0	0	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	49	49	30235	96	96	98	591	591	575	11	11	9	11	11	14	75	75	70	4	4	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	--	--	4044	--	--	99	--	--	550	--	--	13	--	--	17	--	--	66	--	--	4
White	NC	NC	35028	NC	NC	99	NC	NC	613	NC	NC	6	NC	NC	10	NC	NC	73	NC	NC	11
Students with Disabilities	NC	NC	9625	NC	NC	100	NC	NC	530	NC	NC	21	NC	NC	21	NC	NC	55	NC	NC	4
Students without Disabilities	55	55	65428	98	98	98	601	601	604	8	8	6	8	8	11	81	81	73	3	3	10
Limited English Proficient Students	21	21	16765	100	100	100	NA	NA	525	NA	NA	17	NA	NA	20	NA	NA	60	NA	NA	2
Migrant Students	--	--	752	--	--		--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	35	35	36077				597	597	566	17	17	10	6	6	16	72	72	69	6	6	5
Non-Economically Disadvantaged	24	24	38950				608	608	618	0	0	5	11	11	9	89	89	73	0	0	12

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	48	48	76019	98	98	100	456	456	499	34	34	14	45	45	39	17	17	14	3	3	33
All Students (Prior Year)	41	41	76230	98	98	100	443	443	498	55	55	12	29	29	38	5	5	12	11	11	37
Female	24	24	37207	96	96	100	456	456	499	33	33	12	47	47	41	20	20	14	0	0	33
Male	23	23	38677	96	96	100	460	460	498	31	31	15	46	46	38	15	15	13	8	8	34
African American	--	--	3817	--	--	100	--	--	475	--	--	23	--	--	47	--	--	11	--	--	18
Hispanic	41	41	29458	95	95	100	454	454	480	36	36	20	44	44	48	20	20	12	0	0	20
Asian/Pacific Islander	--	--	1673	--	--	99	--	--	531	--	--	4	--	--	29	--	--	14	--	--	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	NC	NC	35880	NC	NC	100	NC	NC	515	NC	NC	7	NC	NC	32	NC	NC	16	NC	NC	45
Students with Disabilities	NC	NC	9786	NC	NC	100	NC	NC	457	NC	NC	39	NC	NC	40	NC	NC	7	NC	NC	13
Students without Disabilities	40	40	66233	100	100	99	456	456	503	34	34	11	45	45	39	17	17	14	3	3	35
Limited English Proficient Students	13	13	15206	100	100	100	NA	NA	459	NA	NA	31	NA	NA	53	NA	NA	7	NA	NA	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	35	35	35714				461	461	480	27	27	20	50	50	47	18	18	12	5	5	20
Non-Economically Disadvantaged	13	13	40266				438	438	513	57	57	9	29	29	33	14	14	15	0	0	43

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	48	48	76020	98	98	100	494	494	503	33	33	25	30	30	23	33	33	40	3	3	12
All Students (Prior Year)	41	41	76202	98	98	100	484	484	505	51	51	19	26	26	24	18	18	46	5	5	11
Female	24	24	37213	96	96	100	497	497	504	27	27	22	40	40	23	27	27	42	7	7	13
Male	23	23	38666	96	96	100	493	493	501	36	36	29	21	21	22	43	43	38	0	0	12
African American	--	--	3819	--	--	100	--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Hispanic	42	42	29442	98	98	99	494	494	494	32	32	37	32	32	26	32	32	31	4	4	6
Asian/Pacific Islander	--	--	1672	--	--	99	--	--	513	--	--	12	--	--	19	--	--	49	--	--	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	NC	NC	35890	NC	NC	100	NC	NC	511	NC	NC	15	NC	NC	20	NC	NC	48	NC	NC	18
Students with Disabilities	NC	NC	9784	NC	NC	100	NC	NC	485	NC	NC	58	NC	NC	19	NC	NC	19	NC	NC	4
Students without Disabilities	40	40	66236	100	100	99	495	495	504	31	31	23	31	31	23	34	34	42	3	3	13
Limited English Proficient Students	12	12	15198	92	92	100	NA	NA	483	NA	NA	59	NA	NA	25	NA	NA	14	NA	NA	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	37	37	35703				495	495	494	30	30	37	30	30	26	35	35	31	4	4	6
Non-Economically Disadvantaged	11	11	40274				491	491	509	43	43	17	29	29	20	29	29	47	0	0	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	48	48	75673	98	98	100	499	499	530	21	21	12	31	31	25	48	48	58	0	0	4
All Students (Prior Year)	40	40	74692	95	95	99	449	449	502	45	45	18	42	42	27	13	13	47	0	0	8
Female	24	24	37099	96	96	100	505	505	548	13	13	8	33	33	22	53	53	64	0	0	6
Male	23	23	38441	96	96	99	501	501	513	23	23	16	31	31	29	46	46	52	0	0	3
African American	--	--	3791	--	--	99	--	--	506	--	--	18	--	--	29	--	--	50	--	--	3
Hispanic	43	43	29305	100	100	99	486	486	507	24	24	16	36	36	31	40	40	51	0	0	2
Asian/Pacific Islander	--	--	1665	--	--	99	--	--	573	--	--	6	--	--	16	--	--	67	--	--	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	NC	NC	35760	NC	NC	99	NC	NC	550	NC	NC	9	NC	NC	21	NC	NC	64	NC	NC	6
Students with Disabilities	NC	NC	9706	NC	NC	100	NC	NC	462	NC	NC	36	NC	NC	32	NC	NC	31	NC	NC	1
Students without Disabilities	40	40	65967	100	100	99	499	499	536	21	21	10	31	31	25	48	48	60	0	0	5
Limited English Proficient Students	12	12	15115	92	92	100	NA	NA	471	NA	NA	26	NA	NA	38	NA	NA	35	NA	NA	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	36	36	35541				503	503	504	18	18	17	32	32	31	50	50	50	0	0	2
Non-Economically Disadvantaged	12	12	40091				487	487	550	29	29	9	29	29	21	43	43	64	0	0	6

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	41	41	75001	100	100	99	418	418	468	79	79	37	17	17	36	3	3	16	0	0	10
All Students (Prior Year)	46	46	71167	98	98	99	418	418	463	77	77	38	21	21	41	2	2	14	0	0	7
Female	24	24	36846	100	100	99	421	421	468	75	75	36	19	19	38	6	6	16	0	0	10
Male	17	17	37974	94	94	99	414	414	467	85	85	39	15	15	34	0	0	16	0	0	11
African American	NC	NC	3720	NC	NC	98	NC	NC	446	NC	NC	53	NC	NC	33	NC	NC	9	NC	NC	4
Hispanic	36	36	26675	100	100	98	419	419	448	75	75	52	21	21	34	4	4	10	0	0	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	NC	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	NC	NC	37785	NC	NC	99	NC	NC	482	NC	NC	25	NC	NC	39	NC	NC	21	NC	NC	15
Students with Disabilities	NC	NC	8802	NC	NC	100	NC	NC	418	NC	NC	79	NC	NC	16	NC	NC	3	NC	NC	1
Students without Disabilities	33	33	66199	100	100	99	423	423	472	74	74	34	22	22	38	4	4	17	0	0	11
Limited English Proficient Students	12	12	11710	100	100	100	NA	NA	429	NA	NA	70	NA	NA	25	NA	NA	4	NA	NA	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	25	25	29814				418	418	448	82	82	53	12	12	33	6	6	10	0	0	4
Non-Economically Disadvantaged	16	16	45170				417	417	479	75	75	28	25	25	38	0	0	20	0	0	14

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	40	40	74918	100	100	99	457	457	497	64	64	32	21	21	19	14	14	35	0	0	15
All Students (Prior Year)	47	47	71100	100	100	99	476	476	502	48	48	25	29	29	21	24	24	40	0	0	15
Female	22	22	36805	100	100	99	462	462	501	67	67	28	20	20	19	13	13	37	0	0	16
Male	18	18	37936	100	100	99	451	451	493	62	62	35	23	23	18	15	15	33	0	0	14
African American	NC	NC	3719	NC	NC	98	NC	NC	481	NC	NC	43	NC	NC	21	NC	NC	29	NC	NC	7
Hispanic	36	36	26645	100	100	98	459	459	478	63	63	46	21	21	20	17	17	27	0	0	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	NC	NC	37773	NC	NC	99	NC	NC	511	NC	NC	20	NC	NC	18	NC	NC	41	NC	NC	21
Students with Disabilities	NC	NC	8801	NC	NC	100	NC	NC	448	NC	NC	75	NC	NC	13	NC	NC	10	NC	NC	2
Students without Disabilities	33	33	66117	100	100	99	464	464	501	57	57	28	26	26	19	17	17	37	0	0	16
Limited English Proficient Students	12	12	11706	100	100	100	NA	NA	454	NA	NA	71	NA	NA	16	NA	NA	12	NA	NA	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	24	24	29785				456	456	477	69	69	47	19	19	20	13	13	26	0	0	6
Non-Economically Disadvantaged	16	16	45115				458	458	508	58	58	23	25	25	18	17	17	39	0	0	20

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	40	40	74503	100	100	99	469	469	491	21	21	9	21	21	32	57	57	51	0	0	8
All Students (Prior Year)	47	47	69001	100	100	96	472	472	490	29	29	17	50	50	37	21	21	45	0	0	1
Female	22	22	36686	100	100	99	496	496	506	7	7	5	27	27	29	67	67	57	0	0	9
Male	18	18	37644	100	100	98	438	438	476	38	38	13	15	15	36	46	46	45	0	0	6
African American	NC	NC	3677	NC	NC	97	NC	NC	475	NC	NC	12	NC	NC	36	NC	NC	46	NC	NC	5
Hispanic	36	36	26500	100	100	97	476	476	467	17	17	13	25	25	39	58	58	44	0	0	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	NC	NC	37606	NC	NC	99	NC	NC	508	NC	NC	6	NC	NC	28	NC	NC	56	NC	NC	10
Students with Disabilities	NC	NC	8662	NC	NC	100	NC	NC	409	NC	NC	37	NC	NC	42	NC	NC	20	NC	NC	1
Students without Disabilities	33	33	65841	100	100	98	495	495	499	9	9	7	22	22	32	70	70	53	0	0	8
Limited English Proficient Students	12	12	11608	100	100	100	NA	NA	430	NA	NA	23	NA	NA	47	NA	NA	28	NA	NA	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	24	24	29587				466	466	465	19	19	14	25	25	40	56	56	43	0	0	4
Non-Economically Disadvantaged	16	16	44898				473	473	507	25	25	7	17	17	28	58	58	55	0	0	10

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

10th 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	13	13	65934	100	100	100	464	464	492	85	85	43	15	15	18	0	0	24	0	0	15
All Students (Prior Year)	17	17	57534	94	94	91	459	459	491	79	79	46	7	7	16	14	14	23	0	0	15
Female	NC	NC	32586	NC	NC	100	NC	NC	491	NC	NC	44	NC	NC	19	NC	NC	24	NC	NC	14
Male	NC	NC	33226	NC	NC	99	NC	NC	493	NC	NC	42	NC	NC	18	NC	NC	24	NC	NC	16
African American	NC	NC	3042	NC	NC	98	NC	NC	478	NC	NC	58	NC	NC	19	NC	NC	17	NC	NC	6
Hispanic	NC	NC	21740	NC	NC	100	NC	NC	475	NC	NC	63	NC	NC	17	NC	NC	15	NC	NC	5
Asian/Pacific Islander	--	--	1643	--	--	99	--	--	519	--	--	23	--	--	13	--	--	30	--	--	34
American Indian/Alaskan Native	--	--	4351	--	--	99	--	--	472	--	--	68	--	--	16	--	--	13	--	--	4
White	NC	NC	34819	NC	NC	99	NC	NC	505	NC	NC	27	NC	NC	20	NC	NC	31	NC	NC	22
Students with Disabilities	NC	NC	6507	NC	NC	100	NC	NC	456	NC	NC	83	NC	NC	9	NC	NC	6	NC	NC	2
Students without Disabilities	12	12	59427	100	100	100	466	466	494	83	83	41	17	17	19	0	0	25	0	0	16
Limited English Proficient Students	NC	NC	6793	NC	NC	100	NC	NC	464	NC	NC	79	NC	NC	11	NC	NC	8	NC	NC	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	NC	NC	18745				NC	NC	475	NC	NC	64	NC	NC	16	NC	NC	15	NC	NC	5
Non-Economically Disadvantaged	NC	NC	47182				NC	NC	499	NC	NC	35	NC	NC	19	NC	NC	27	NC	NC	19

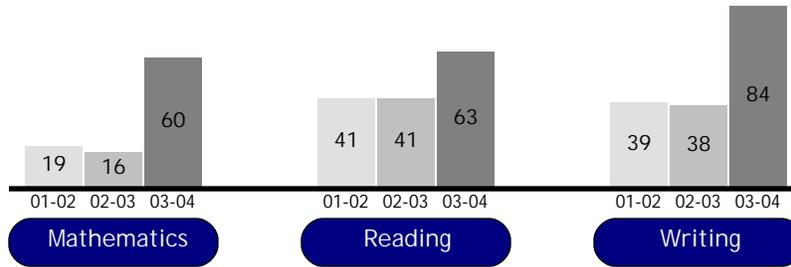
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	14	68162	100	100	100	489	489	509	21	21	18	29	29	24	50	50	51	0	0	8
All Students (Prior Year)	15	15	56700	83	83	89	488	488	512	36	36	15	27	27	23	27	27	52	9	9	10
Female	10	10	33509	100	100	100	485	485	513	30	30	15	20	20	23	50	50	52	0	0	9
Male	NC	NC	34521	NC	NC	100	NC	NC	505	NC	NC	20	NC	NC	24	NC	NC	49	NC	NC	7
African American	NC	NC	3163	NC	NC	99	NC	NC	497	NC	NC	22	NC	NC	30	NC	NC	46	NC	NC	3
Hispanic	10	10	22624	100	100	100	483	483	487	30	30	32	30	30	31	40	40	35	0	0	2
Asian/Pacific Islander	--	--	1666	--	--	100	--	--	523	--	--	11	--	--	17	--	--	60	--	--	12
American Indian/Alaskan Native	--	--	4592	--	--	100	--	--	484	--	--	32	--	--	37	--	--	30	--	--	1
White	NC	NC	35727	NC	NC	100	NC	NC	526	NC	NC	7	NC	NC	17	NC	NC	64	NC	NC	12
Students with Disabilities	NC	NC	6845	NC	NC	100	NC	NC	468	NC	NC	53	NC	NC	29	NC	NC	18	NC	NC	1
Students without Disabilities	13	13	61317	100	100	100	493	493	512	15	15	15	31	31	23	54	54	53	0	0	8
Limited English Proficient Students	NC	NC	7152	NC	NC	100	NC	NC	464	NC	NC	57	NC	NC	31	NC	NC	12	NC	NC	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	NC	NC	19528				NC	NC	487	NC	NC	31	NC	NC	32	NC	NC	34	NC	NC	2
Non-Economically Disadvantaged	NC	NC	48595				NC	NC	518	NC	NC	13	NC	NC	20	NC	NC	57	NC	NC	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	13	13	67629	100	100	100	517	517	524	8	8	22	54	54	16	38	38	59	0	0	3
All Students (Prior Year)	20	20	55090	100	100	87	443	443	479	50	50	16	0	0	13	50	50	70	0	0	0
Female	NC	NC	33347	NC	NC	100	NC	NC	537	NC	NC	17	NC	NC	15	NC	NC	64	NC	NC	4
Male	NC	NC	34151	NC	NC	99	NC	NC	512	NC	NC	27	NC	NC	18	NC	NC	54	NC	NC	2
African American	NC	NC	3150	NC	NC	99	NC	NC	515	NC	NC	24	NC	NC	19	NC	NC	56	NC	NC	2
Hispanic	NC	NC	22313	NC	NC	100	NC	NC	493	NC	NC	34	NC	NC	19	NC	NC	46	NC	NC	1
Asian/Pacific Islander	--	--	1659	--	--	100	--	--	564	--	--	11	--	--	12	--	--	68	--	--	9
American Indian/Alaskan Native	--	--	4528	--	--	99	--	--	492	--	--	35	--	--	21	--	--	42	--	--	1
White	NC	NC	35593	NC	NC	99	NC	NC	547	NC	NC	13	NC	NC	14	NC	NC	69	NC	NC	4
Students with Disabilities	NC	NC	6712	NC	NC	100	NC	NC	445	NC	NC	61	NC	NC	18	NC	NC	21	NC	NC	0
Students without Disabilities	12	12	60917	100	100	100	522	522	530	8	8	19	50	50	16	42	42	61	0	0	3
Limited English Proficient Students	NC	NC	6994	NC	NC	100	NC	NC	442	NC	NC	58	NC	NC	18	NC	NC	23	NC	NC	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	NC	NC	19310				NC	NC	489	NC	NC	35	NC	NC	20	NC	NC	44	NC	NC	1
Non-Economically Disadvantaged	NC	NC	48278				NC	NC	538	NC	NC	17	NC	NC	15	NC	NC	65	NC	NC	4

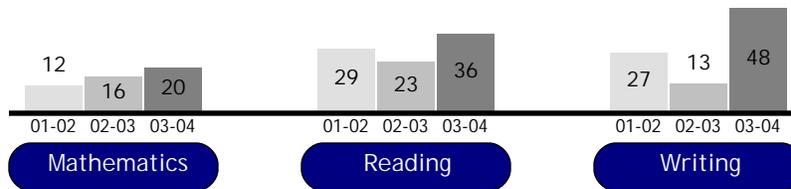
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

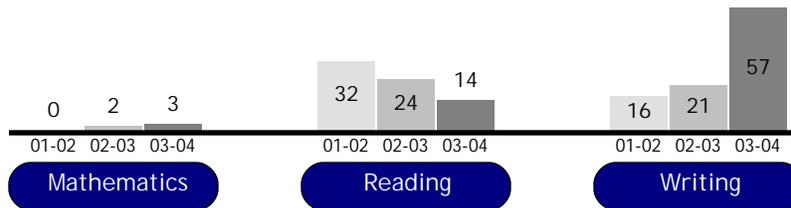
3rd Grade Proficiency



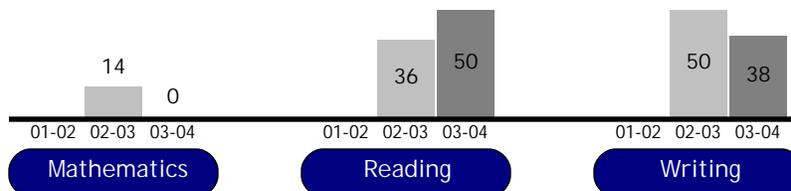
5th Grade Proficiency



8th Grade Proficiency



10th 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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	N
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	30	30	44	76	33	33	50	94	46	NA	58
	Language	100	23	23	39	99	30	30	43	95	37	37	50
	Mathematics	100	37	37	52	99	44	44	57	95	46	46	64
3	Reading	95	23	23	43	100	33	33	47	95	42	NA	55
	Language	95	29	29	50	100	34	34	54	98	50	50	61
	Mathematics	97	31	31	50	100	20	20	54	98	44	44	61
4	Reading	93	29	29	47	98	29	29	52	92	31	NA	56
	Language	93	31	31	45	100	29	29	48	100	30	30	52
	Mathematics	93	32	32	52	100	29	29	57	100	31	31	61
5	Reading	100	31	31	46	97	31	31	50	98	34	NA	55
	Language	100	24	24	43	95	27	27	46	98	22	22	49
	Mathematics	100	27	27	54	97	31	31	57	98	29	29	63
6	Reading	93	28	28	49	97	28	28	53	93	22	NA	56
	Language	93	24	24	42	100	21	21	45	98	15	15	48
	Mathematics	95	39	39	58	100	26	26	62	98	21	21	66
7	Reading	100	33	33	48	96	24	24	51	100	21	NA	54
	Language	100	32	32	51	98	34	34	54	100	21	21	58
	Mathematics	100	33	33	54	98	25	25	58	100	17	17	62
8	Reading	100	28	28	49	95	38	38	53	100	31	NA	55
	Language	100	19	19	46	98	25	25	49	100	19	19	52
	Mathematics	100	26	26	54	100	35	35	58	100	23	23	61
9	Reading	100	25	25	37	95	21	21	41	96	23	NA	42
	Language	100	19	19	38	100	17	17	42	100	24	24	42
	Mathematics	100	42	42	56	100	27	27	60	96	28	28	63

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

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

Council Duties

- Ü School Safety Team
- Ü Student Discipline
- Ü Student Council

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	7.00	Teacher	29.10
Other Professional Staff	.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	1	9
4 to 6 years	2	1	0	5
7 to 9 years	0	0	0	0
10 or more years	0	1	0	0

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 28
- Core academic classes taught by Highly Qualified (NCLB) teachers. 73
- Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Science Lab
- Ü Computer Lab

Extracurricular Activities

- Ü Community Sports Conference
- Ü Tucson Interscholastic Athletic League
- Ü Rhythmic Studies - Band
- Ü SIT Program - Students In Training

Social Services

- Ü Gator Care Before/After School Program
- Ü Recreational Basketball

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The school lunch program has been continued with breakfast and lunch provided for the students.

- ü Technology and E-rate grants have made it possible to provide computer access in every classroom. The school's computer lab has been re-located and enhanced for improved academic instructional use.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	92	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	2	10	9	9
Promotion Rate ⁸	97	98	98	94
Retention Rate ⁹	2	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	0			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	50	28
Grades 3-4	44	66
Grades 4-5	69	47
Grades 5-6	61	57
Grades 6-7	26	33
Grades 7-8	64	39

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

The Academy has gone to great lengths to secure the facilities for our youth. Upon entrance to the school, automatic security doors have been installed to monitor all outside guests and visitors. Southgate Academy also employs a full time school resource officer to assist with safety and security issues.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

13

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.

Contacts

	Name	Phone Number
School Site Council	Luis Peters	(520) 741-7900
Transportation Policy	Sylvia Enriquez	(520) 741-7900
Community Resources	Naomi Borboa	(520) 741-7900
School Nutrition Programs	Tammy Cohen	(602) 591-6568
Parent Organization	Rebecca Ezzre	(520) 741-7900
Student Health/Nurse	Diana Young	(520) 741-7900

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.