

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

850 West Valencia Road, Tucson, AZ 85706

Southgate Academy, Inc.

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 Small School

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

High School Achievement Profile (a)

2004-05 Performing
2003-04 N/A
2002-03 Small School

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05 Warning Year
2003-04 N/A
2002-03 N/A

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

School Overview

Principal/Administrator : Mrs. Sherry D. Matyjasik
Schedule : 07:30 AM to 05:30 PM
Grades : K-12
2005 Enrollment : 613
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, based on pre-measurement utilizing AIMS WEB.

Enrollment

October 1, 2004 School Year Student Enrollment : 545
Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 613

Instructional Programs

- Ü All-day Kindergarten Classes
- Ü On-site Special Education
- Ü Core Knowledge Sequence
- Ü Spalding Reading Program
- Ü ALS Supplemental Curriculum
- Ü Aims Web Assessment

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 26 minutes
First Day of School :	8/16/2005
Last Day of School :	5/25/2006

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	51	51	79306	100	100	99	427	427	445	14	14	10	24	24	18	57	57	51	6	6	20
All Students (Prior Year)	57	57	75509	92	92	100	502	502	521	22	22	13	19	19	23	41	41	33	19	19	31
Female	25	25	38691	100	100	99	421	421	446	16	16	10	28	28	18	52	52	52	4	4	20
Male	26	26	40583	100	100	99	433	433	445	12	12	11	19	19	18	62	62	50	8	8	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	40	40	32869	100	100	99	424	424	429	15	15	15	23	23	25	60	60	51	3	3	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	46	46	69060	100	100	98	435	435	454	7	7	7	24	24	17	63	63	54	7	7	22
Limited English Proficient Students	15	15	15509	100	100	100	411	411	406	20	20	20	40	40	30	40	40	45	0	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	31	31	39415	97	97	96	425	425	431	13	13	15	23	23	25	55	55	50	10	10	10
Non-Economically Disadvantaged	20	20	39966	100	100	100	430	430	459	15	15	6	25	25	12	60	60	52	0	0	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	51	51	79395	100	0	99	426	426	446	14	14	9	35	35	25	51	51	55	0	0	11
All Students (Prior Year)	61	61	75492	98	98	100	507	507	519	24	24	12	13	13	16	42	42	47	21	21	24
Female	25	25	38743	100	0	100	427	427	451	16	16	7	36	36	24	48	48	57	0	0	12
Male	26	26	40618	100	0	99	425	425	440	12	12	11	35	35	27	54	54	53	0	0	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	40	40	32915	100	0	99	423	423	426	15	15	15	40	40	35	45	45	47	0	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	46	46	69139	100	0	99	432	432	454	9	9	7	35	35	24	57	57	58	0	0	11
Limited English Proficient Students	15	15	15545	100	0	100	410	410	399	20	20	21	60	60	42	20	20	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	31	31	39484	97	0	96	426	426	429	16	16	14	32	32	35	52	52	47	0	0	4
Non-Economically Disadvantaged	20	20	39986	100	0	100	426	426	461	10	10	4	40	40	16	50	50	63	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	49	49	78869	96	96	99	418	418	442	6	6	6	29	29	21	65	65	63	0	0	10
All Students (Prior Year)	59	59	75053	95	95	99	603	603	597	8	8	7	8	8	12	81	81	72	3	3	9
Female	25	25	38536	100	100	99	426	426	458	8	8	4	20	20	15	72	72	67	0	0	14
Male	24	24	40302	92	92	99	409	409	428	4	4	8	38	38	26	58	58	60	0	0	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	38	38	32606	95	95	98	415	415	426	5	5	8	29	29	27	66	66	60	0	0	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	45	45	68697	98	98	98	432	432	454	0	0	4	29	29	18	71	71	67	0	0	11
Limited English Proficient Students	14	14	15339	93	93	100	408	408	399	7	7	11	29	29	31	64	64	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	30	30	39106	94	94	95	416	416	427	7	7	8	30	30	28	63	63	59	0	0	5
Non-Economically Disadvantaged	19	19	39837	100	100	100	421	421	457	5	5	4	26	26	14	68	68	67	0	0	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	44	44	78906	98	98	99	448	448	498	48	48	13	17	17	19	36	36	48	0	0	20
All Students (Prior Year)	48	48	76019	98	98	100	456	456	499	34	34	14	45	45	39	17	17	14	3	3	33
Female	16	16	38644	94	94	99	454	454	500	40	40	12	13	13	19	47	47	49	0	0	19
Male	28	28	40236	100	100	99	444	444	497	52	52	15	19	19	19	30	30	46	0	0	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	32	32	31938	94	94	99	449	449	481	47	47	19	13	13	25	40	40	46	0	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	40	40	68310	100	100	98	455	455	509	39	39	9	18	18	18	42	42	51	0	0	22
Limited English Proficient Students	11	11	12573	100	100	100	432	432	454	58	58	27	25	25	30	17	17	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	22	22	38679	96	96	96	439	439	483	59	59	20	9	9	25	32	32	45	0	0	10
Non-Economically Disadvantaged	23	23	40295	100	100	100	459	459	513	33	33	7	24	24	13	43	43	50	0	0	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	44	44	78908	98	0	99	450	450	484	29	29	10	31	31	23	38	38	58	2	2	9
All Students (Prior Year)	48	48	76020	98	98	100	494	494	503	33	33	25	30	30	23	33	33	40	3	3	12
Female	16	16	38648	94	0	99	456	456	489	20	20	8	27	27	22	53	53	61	0	0	10
Male	28	28	40233	100	0	99	447	447	479	33	33	12	33	33	25	30	30	55	4	4	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	32	32	31940	94	0	99	450	450	465	27	27	16	33	33	32	40	40	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	40	40	68312	100	0	98	457	457	493	21	21	7	32	32	21	45	45	62	3	3	10
Limited English Proficient Students	11	11	12556	100	0	100	438	438	436	42	42	24	25	25	40	33	33	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	22	22	38662	96	0	96	445	445	468	32	32	16	36	36	32	32	32	49	0	0	3
Non-Economically Disadvantaged	23	23	40315	100	0	100	458	458	498	24	24	5	24	24	15	48	48	66	5	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	44	44	78750	98	98	99	450	450	500	24	24	6	38	38	29	38	38	63	0	0	2
All Students (Prior Year)	48	48	75673	98	98	100	499	499	530	21	21	12	31	31	25	48	48	58	0	0	4
Female	16	16	38586	94	94	99	463	463	515	20	20	4	27	27	22	53	53	71	0	0	3
Male	28	28	40135	100	100	99	442	442	486	26	26	8	44	44	35	30	30	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	32	32	31841	94	94	99	464	464	483	17	17	8	40	40	36	43	43	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	40	40	68196	100	100	98	471	471	513	13	13	3	42	42	25	45	45	69	0	0	3
Limited English Proficient Students	11	11	12504	100	100	100	430	430	451	42	42	12	25	25	44	33	33	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	22	22	38558	96	96	96	442	442	485	27	27	8	45	45	37	27	27	54	0	0	1
Non-Economically Disadvantaged	23	23	40260	100	100	100	461	461	514	19	19	3	29	29	21	52	52	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	51	51	78250	100	100	99	487	487	548	62	62	21	24	24	18	14	14	48	0	0	13
All Students (Prior Year)	41	41	75001	100	100	99	418	418	468	79	79	37	17	17	36	3	3	16	0	0	10
Female	32	32	38071	100	100	99	494	494	549	55	55	20	26	26	19	19	19	49	0	0	12
Male	19	19	40126	100	100	99	476	476	547	74	74	23	21	21	17	5	5	46	0	0	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	45	45	29129	98	100	99	483	483	527	66	66	32	25	25	23	9	9	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	45	45	68996	100	100	99	492	492	561	57	57	16	27	27	18	16	16	52	0	0	14
Limited English Proficient Students	18	18	10133	100	100	100	463	463	488	89	89	45	11	11	25	0	0	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	26	26	33388	90	93	94	482	482	530	73	73	32	15	15	22	12	12	40	0	0	5
Non-Economically Disadvantaged	25	25	44937	100	100	100	493	493	561	50	50	13	33	33	15	17	17	54	0	0	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	51	51	78302	100	0	99	467	467	512	32	32	11	46	46	25	22	22	57	0	0	7
All Students (Prior Year)	40	40	74918	100	100	99	457	457	497	64	64	32	21	21	19	14	14	35	0	0	15
Female	32	32	38082	100	0	99	481	481	518	16	16	8	52	52	24	32	32	61	0	0	7
Male	19	19	40166	100	0	99	445	445	507	58	58	14	37	37	26	5	5	54	0	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	45	45	29152	98	0	99	463	463	492	34	34	17	50	50	34	16	16	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	45	45	69024	100	0	99	473	473	524	25	25	7	50	50	23	25	25	62	0	0	7
Limited English Proficient Students	18	18	10140	100	0	100	449	449	451	58	58	28	42	42	43	0	0	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	26	26	33398	90	0	94	469	469	495	23	23	18	58	58	35	19	19	46	0	0	2
Non-Economically Disadvantaged	25	25	44979	100	0	100	466	466	525	42	42	6	33	33	18	25	25	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	50	50	78094	98	100	99	501	501	545	8	8	3	37	37	18	55	55	77	0	0	2
All Students (Prior Year)	40	40	74503	100	100	99	469	469	491	21	21	9	21	21	32	57	57	51	0	0	8
Female	32	32	38025	100	100	99	523	523	558	3	3	2	26	26	13	71	71	82	0	0	2
Male	18	18	40013	95	95	99	465	465	534	17	17	5	56	56	23	28	28	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	44	44	29068	96	100	99	496	496	523	9	9	5	40	40	27	51	51	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	44	44	68892	98	100	98	514	514	559	2	2	2	37	37	14	60	60	82	0	0	2
Limited English Proficient Students	17	17	10084	94	100	100	465	465	474	17	17	10	56	56	39	28	28	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	26	26	33296	90	93	94	493	493	527	12	12	5	35	35	27	54	54	67	0	0	0
Non-Economically Disadvantaged	24	24	44871	100	100	100	511	511	559	4	4	2	39	39	12	57	57	84	0	0	3

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	25	25	69846	100	100	100	666	666	699	48	48	21	35	35	11	17	17	49	0	0	18
All Students (Prior Year)	13	13	65934	100	100	100	464	464	492	85	85	43	15	15	18	0	0	24	0	0	15
Female	15	15	34328	100	100	99	668	668	702	43	43	19	36	36	12	21	21	51	0	0	18
Male	10	10	35509	100	100	100	662	662	696	56	56	23	33	33	11	11	11	48	0	0	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	22	22	23363	100	100	100	666	666	680	50	50	32	30	30	16	20	20	45	0	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	NC	NC	36421	NC	NC	99	NC	NC	714	NC	NC	12	NC	NC	8	NC	NC	54	NC	NC	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	23	23	62220	100	100	99	667	667	712	45	45	16	36	36	11	18	18	53	0	0	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	11	11	21421	100	100	92	670	670	686	45	45	35	36	36	15	18	18	43	0	0	7
Non-Economically Disadvantaged	14	14	48489	100	100	100	662	662	704	50	50	15	33	33	10	17	17	52	0	0	23

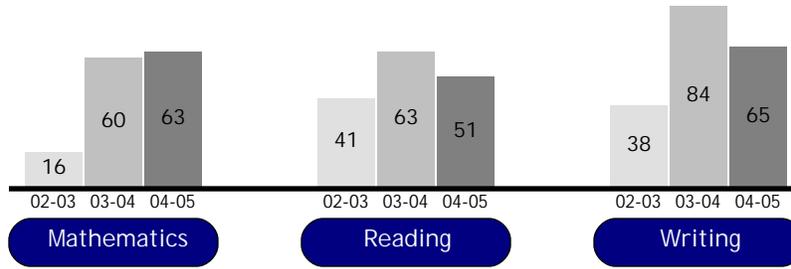
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	71311	100	100	100	679	679	694	9	9	7	48	48	21	39	39	63	4	4	9
All Students (Prior Year)	14	14	68162	100	100	100	489	489	509	21	21	18	29	29	24	50	50	51	0	0	8
Female	15	15	34899	100	100	100	669	669	700	7	7	5	57	57	19	36	36	66	0	0	10
Male	10	10	36430	100	100	100	696	696	688	11	11	9	33	33	22	44	44	61	11	11	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	22	22	24056	100	100	100	680	680	672	10	10	13	45	45	31	40	40	53	5	5	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	NC	NC	36841	NC	NC	99	NC	NC	713	NC	NC	3	NC	NC	12	NC	NC	72	NC	NC	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	23	23	63379	100	100	100	681	681	707	9	9	5	45	45	18	41	41	68	5	5	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	11	11	22243	100	100	93	687	687	677	18	18	14	27	27	32	45	45	51	9	9	3
Non-Economically Disadvantaged	14	14	49157	100	100	100	672	672	702	0	0	4	67	67	16	33	33	69	0	0	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	25	25	70868	100	100	100	679	679	688	0	0	5	48	48	23	52	52	63	0	0	9
All Students (Prior Year)	13	13	67629	100	100	100	517	517	524	8	8	22	54	54	16	38	38	59	0	0	3
Female	15	15	34710	100	100	99	670	670	697	0	0	3	57	57	19	43	43	66	0	0	12
Male	10	10	36176	100	100	100	692	692	678	0	0	7	33	33	27	67	67	59	0	0	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	22	22	23868	100	100	100	680	680	670	0	0	9	45	45	33	55	55	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	NC	NC	36710	NC	NC	99	NC	NC	702	NC	NC	2	NC	NC	15	NC	NC	69	NC	NC	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	23	23	63054	100	100	99	681	681	701	0	0	3	45	45	20	55	55	67	0	0	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	11	11	21994	100	100	92	687	687	673	0	0	10	36	36	36	64	64	52	0	0	3
Non-Economically Disadvantaged	14	14	48960	100	100	100	672	672	694	0	0	3	58	58	18	42	42	67	0	0	12

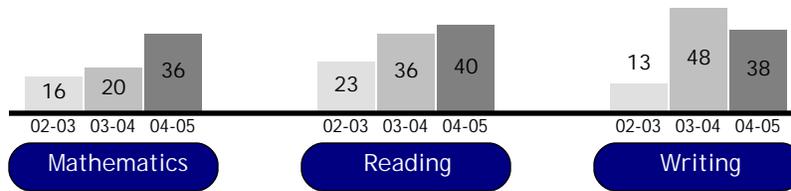
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

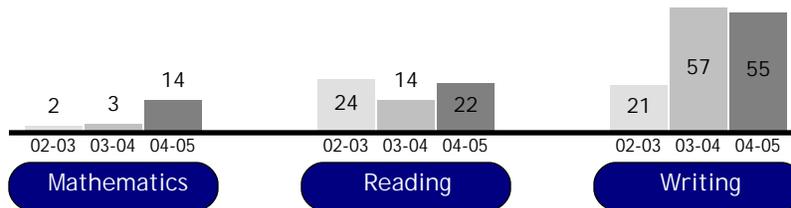
3rd Grade Proficiency



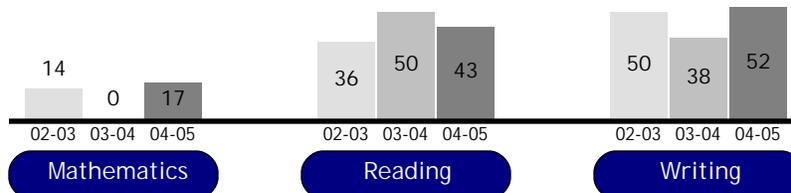
5th Grade Proficiency



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.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	76	33	33	50	94	46	NA	58	100	31	31	47
	Language	99	30	30	43	95	37	37	50	100	20	20	47
	Mathematics	99	44	44	57	95	46	46	64	100	29	29	50
3	Reading	100	33	33	47	95	42	NA	55	100	34	34	44
	Language	100	34	34	54	98	50	50	61	100	32	32	44
	Mathematics	100	20	20	54	98	44	44	61	100	42	42	51
4	Reading	98	29	29	52	92	31	NA	56	100	34	34	48
	Language	100	29	29	48	100	30	30	52	100	39	39	49
	Mathematics	100	29	29	57	100	31	31	61	98	38	38	53
5	Reading	97	31	31	50	98	34	NA	55	100	31	31	50
	Language	95	27	27	46	98	22	22	49	100	34	34	50
	Mathematics	97	31	31	57	98	29	29	63	100	27	27	49
6	Reading	97	28	28	53	93	22	NA	56	100	35	35	51
	Language	100	21	21	45	98	15	15	48	100	25	25	47
	Mathematics	100	26	26	62	98	21	21	66	100	24	24	52
7	Reading	96	24	24	51	100	21	NA	54	100	33	33	50
	Language	98	34	34	54	100	21	21	58	100	36	36	52
	Mathematics	98	25	25	58	100	17	17	62	100	29	29	50
8	Reading	95	38	38	53	100	31	NA	55	100	26	26	51
	Language	98	25	25	49	100	19	19	52	100	28	28	50
	Mathematics	100	35	35	58	100	23	23	61	100	22	22	53
9	Reading	95	21	21	41	96	23	NA	42	100	36	36	51
	Language	100	17	17	42	100	24	24	42	100	37	37	50
	Mathematics	100	27	27	60	96	28	28	63	100	27	27	50

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

- 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
- Ü Curriculum

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	35.00
Other Professional Staff	.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	1	1	0
4 to 6 years	2	1	0	0
7 to 9 years	1	2	0	0
10 or more years	0	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certificaton.	15
Percent of teachers in the school with Emergency/Provisional Certification	45%
Percent of core classes not taught by Highly Qualified Teachers	73%

Resources Available at School Site

Special Facilities

- Ü Science Lab
- Ü Two Computer Labs

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

School Achievements/Accomplishments 2004-05

- 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	11	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	2	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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

36

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	Luis Peters	(520) 741-7900
Transportation Policy	Sylvia Enriquez	(520) 741-7900
Community Resources	Frank Gilvin	(520) 741-7900
School Nutrition Programs	Naomi Borboa	(520) 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.

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 613 Copies = \$312.00

** 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.