

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

21400 N. Santa Rosa Dr., Maricopa, AZ 85239

Maricopa Unified School 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	N/A

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

### School Overview

Principal/Administrator : Mr. Rick Abel  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : Pre-K-5  
 Web Address : www.musd20.org  
 Phone Number : (520) 568-6151  
 Fax Number : (520) 568-6155  
 E-mail : rabel@musd20.org

### Mission

#### Our Mission:

The mission of Santa Rosa Elementary is to provide a safe and productive learning environment that promotes the opportunity for all students to achieve to their highest levels, both academically and socially.

#### Our Vision:

Every Child Learning Every Day

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### 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 To assist all students in achieving at or above grade level in reading and writing by providing instruction that will enable them to meet or exceed the state standards.
- ü To assist all students in mastery of math concepts while preparing them to score at the 'meeting standards' or 'exceeding standards' levels.
- ü Increase the number of students achieving at the 'exceeds standards' level to at least 15% on the 2007n AIMS Tests.
- ü As evidenced by the Spring 2007 DIBELS Tests, 72% of all Santa Rosa Elementary students will score at or above the grade level benchmark scores.

### Enrollment

October 1, 2005 School Year Student Enrollment : 634  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 285

Instructional Programs

- ü Full Day Kindergarten
- ü Houghton/Mifflin Reading and Math
- ü Physical Education/Pangrazi
- ü FOSS Science Program
- ü Special Ed Resource
- ü Special Ed Inclusion
- ü Meet the Masters Art Program
- ü Music Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our responsibility is to provide maximum intellectual and social development of each student within a safe and non-threatening environment. We will assist each child in becoming an informed, responsible, productive, healthy and compassionate citizen. It is also our responsibility to build a positive learning climate through the development of ongoing communication with all stakeholders

Parents

Parents must help their children learn respect for themselves, their classmates, and their teachers. They must see that their children arrive on time, rested, and ready to learn. They must keep lines of communication open with the school.

Transportation Policy

Riding a bus is a privilege. Bus drivers have the authority to enforce rules of good conduct. Students who show unacceptable behavior may lose bus privileges. Once a child boards the bus, he/she becomes the responsibility of the school district.

School Honors

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

Award/Honor	Year
ü Two nominees for Disney Teacher of the Year Awards	2004
ü One nominee for American Teacher of the Year Awards	2004
ü Wal-Mart Grant for Kindergarten Teacher	2005
ü "Performing Plus" label from AZ Learns	

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	87	280	80010	96	99	99	441	435	447	8	13	10	21	24	18	62	52	53	9	11	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	143	38935	98	100	99	441	432	447	7	14	9	20	25	19	64	51	55	9	10	17
Male	43	137	40974	93	96	98	442	439	448	9	12	11	21	22	18	60	53	52	9	12	19
African American	NC	12	4201	NC	92	99	NC	437	430	NC	8	17	NC	8	23	NC	75	51	NC	8	9
Hispanic	27	90	34545	100	99	99	431	424	432	7	17	14	30	28	24	59	52	53	4	3	9
Asian/Pacific Islander	NC	13	2068	NC	100	99	NC	457	474	NC	8	4	NC	23	10	NC	31	50	NC	38	36
American Indian/Alaskan Native	NC	34	3979	NC	100	96	NC	398	424	NC	29	17	NC	47	30	NC	24	47	NC	NA	6
White	49	131	35142	94	98	99	451	450	465	8	8	5	14	16	11	63	60	56	14	17	28
Students with Disabilities	NC	26	10161	NC	84	93	NC	419	419	NC	23	28	NC	23	28	NC	46	36	NC	8	8
Students without Disabilities	84	254	69849	100	100	100	441	437	451	8	12	7	21	24	17	61	53	56	10	11	19
Limited English Proficient Students	NC	33	14013	NC	94	97	NC	403	413	NC	30	24	NC	33	34	NC	33	39	NC	3	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	24	114	39029	92	97	98	434	421	432	13	19	14	21	29	25	58	46	52	8	6	9
Non-Economically Disadvantaged	63	166	40981	97	99	100	444	444	462	6	9	6	21	20	13	63	57	54	10	14	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	87	279	79438	96	98	98	449	439	451	9	14	9	21	26	24	64	55	56	6	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	142	38775	98	100	99	459	444	457	9	13	7	14	25	22	68	56	58	9	7	13
Male	43	137	40560	93	96	97	439	434	446	9	15	12	28	27	25	60	54	54	2	4	9
African American	NC	12	4178	NC	92	98	NC	442	439	NC	8	13	NC	25	29	NC	67	52	NC	NA	6
Hispanic	27	89	34297	100	98	98	436	425	434	11	17	14	33	38	31	56	44	50	NA	1	5
Asian/Pacific Islander	NC	13	2063	NC	100	99	NC	458	475	NC	8	3	NC	23	15	NC	54	63	NC	15	20
American Indian/Alaskan Native	NC	34	3940	NC	100	95	NC	404	429	NC	32	14	NC	38	36	NC	29	47	NC	NA	3
White	49	131	34887	94	98	98	460	456	471	8	8	4	10	15	15	71	68	63	10	9	18
Students with Disabilities	NC	26	9588	NC	84	88	NC	409	416	NC	27	30	NC	31	32	NC	42	34	NC	NA	5
Students without Disabilities	84	253	69850	100	100	100	450	442	456	8	13	7	21	25	23	64	56	59	6	6	12
Limited English Proficient Students	NC	33	13856	NC	94	96	NC	400	407	NC	30	27	NC	52	43	NC	18	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	24	113	38685	92	97	97	434	423	435	21	22	14	25	34	32	50	42	50	4	3	5
Non-Economically Disadvantaged	63	166	40753	97	99	99	455	450	467	5	8	5	19	20	16	70	64	62	6	7	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	86	274	79971	95	96	99	424	424	423	3	7	8	48	40	41	48	50	49	1	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	141	38974	98	99	99	444	444	437	NA	2	5	32	33	33	66	59	57	2	6	4
Male	42	133	40895	91	94	98	403	404	410	7	12	10	64	47	47	29	40	41	NA	1	2
African American	NC	11	4203	NC	85	99	NC	422	411	NC	NA	11	NC	55	45	NC	45	43	NC	NA	2
Hispanic	26	88	34481	96	97	99	407	413	410	4	8	10	65	47	46	31	42	43	NA	3	1
Asian/Pacific Islander	NC	13	2067	NC	100	99	NC	446	449	NC	NA	4	NC	31	28	NC	69	60	NC	NA	8
American Indian/Alaskan Native	NC	32	3995	NC	97	96	NC	391	409	NC	13	10	NC	59	47	NC	25	42	NC	3	1
White	49	130	35150	94	97	99	440	438	437	2	6	5	35	30	35	61	59	56	2	5	5
Students with Disabilities	NC	25	10258	NC	81	94	NC	359	377	NC	28	23	NC	56	51	NC	16	25	NC	NA	1
Students without Disabilities	83	249	69713	100	98	100	424	431	429	4	5	5	47	38	39	48	53	52	1	4	3
Limited English Proficient Students	NC	33	13985	NC	94	97	NC	396	382	NC	9	18	NC	64	54	NC	24	27	NC	3	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	24	112	38994	92	96	98	408	412	409	4	8	10	63	47	47	29	41	41	4	4	1
Non-Economically Disadvantaged	62	162	40977	95	97	100	431	433	437	3	6	5	42	35	34	55	56	56	NA	4	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	98	276	80147	100	100	99	494	481	482	4	9	11	11	17	17	58	53	49	27	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	138	39281	100	100	99	505	489	483	NA	7	9	10	13	17	60	56	50	31	24	24
Male	46	138	40780	100	100	98	482	473	482	9	12	12	13	20	17	57	51	48	22	17	24
African American	NC	24	4249	NC	100	99	NC	465	464	NC	4	17	NC	29	22	NC	54	48	NC	13	13
Hispanic	17	72	33494	100	100	99	488	468	466	6	11	15	12	22	23	59	58	49	24	8	14
Asian/Pacific Islander	NC	15	2103	NC	100	99	NC	523	515	NC	NA	4	NC	7	8	NC	40	44	NC	53	45
American Indian/Alaskan Native	NC	23	4117	NC	92	96	NC	440	456	NC	30	19	NC	26	27	NC	39	46	NC	4	8
White	64	142	36122	100	100	99	499	493	501	5	7	5	8	11	10	58	54	50	30	27	35
Students with Disabilities	NC	22	10295	NC	100	92	NC	440	443	NC	36	33	NC	23	26	NC	36	33	NC	5	8
Students without Disabilities	93	254	69852	100	100	100	494	484	488	4	7	7	11	16	16	58	55	51	27	22	26
Limited English Proficient Students	NC	23	12722	NC	96	97	NC	436	441	NC	22	27	NC	48	33	NC	30	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	15	90	38371	100	97	97	477	463	465	7	13	15	20	24	23	53	52	49	20	10	13
Non-Economically Disadvantaged	83	186	41776	100	100	100	497	490	498	4	8	6	10	13	11	59	54	49	28	26	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	98	276	79686	100	100	98	489	474	470	3	8	11	15	22	24	69	61	57	12	9	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	138	39163	100	100	99	499	484	475	NA	6	9	12	17	22	73	65	60	15	12	10
Male	46	138	40438	100	100	97	478	465	465	7	11	13	20	27	25	65	56	54	9	7	7
African American	NC	24	4228	NC	100	98	NC	460	458	NC	8	15	NC	33	28	NC	58	53	NC	NA	4
Hispanic	17	72	33299	100	100	98	482	462	452	6	13	17	18	31	32	71	50	47	6	7	3
Asian/Pacific Islander	NC	15	2097	NC	100	99	NC	507	490	NC	NA	5	NC	NA	13	NC	87	68	NC	13	14
American Indian/Alaskan Native	NC	23	4087	NC	92	96	NC	442	446	NC	26	16	NC	22	38	NC	52	44	NC	NA	2
White	64	142	35914	100	100	98	493	485	489	3	4	5	13	18	15	70	65	67	14	13	14
Students with Disabilities	NC	22	9808	NC	100	87	NC	431	432	NC	36	35	NC	32	32	NC	27	30	NC	5	3
Students without Disabilities	93	254	69878	100	100	100	490	478	475	2	6	8	15	21	23	71	63	61	12	10	9
Limited English Proficient Students	NC	23	12594	NC	96	96	NC	432	422	NC	26	34	NC	39	45	NC	35	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	15	90	38095	100	97	97	469	455	452	7	13	17	27	31	32	60	51	48	7	4	3
Non-Economically Disadvantaged	83	186	41591	100	100	99	493	484	486	2	6	6	13	17	16	71	65	65	13	12	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	98	278	80372	100	100	99	496	485	475	NA	4	4	16	21	30	84	75	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	139	39452	100	100	99	507	497	488	NA	3	3	6	10	22	94	86	72	NA	1	3
Male	46	139	40836	100	100	98	484	472	464	NA	4	6	28	32	37	72	63	56	NA	1	1
African American	NC	24	4264	NC	100	99	NC	475	465	NC	4	5	NC	25	35	NC	71	59	NC	NA	1
Hispanic	17	72	33608	100	100	99	489	476	462	NA	7	6	18	21	36	82	72	57	NA	NA	1
Asian/Pacific Islander	NC	15	2098	NC	100	99	NC	531	500	NC	NA	2	NC	NA	16	NC	93	75	NC	7	7
American Indian/Alaskan Native	NC	25	4128	NC	100	97	NC	464	464	NC	4	4	NC	32	39	NC	64	56	NC	NA	1
White	64	142	36213	100	100	99	496	490	489	NA	2	2	17	20	22	83	77	72	NA	1	3
Students with Disabilities	NC	22	10526	NC	100	94	NC	411	427	NC	23	15	NC	50	53	NC	27	31	NC	NA	1
Students without Disabilities	93	256	69846	100	100	100	497	490	482	NA	2	3	15	18	26	85	79	69	NA	1	2
Limited English Proficient Students	NC	23	12747	NC	96	97	NC	430	432	NC	22	12	NC	30	52	NC	48	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	15	92	38521	100	99	98	472	466	461	NA	5	6	33	29	38	67	65	55	NA	NA	1
Non-Economically Disadvantaged	83	186	41851	100	100	100	500	494	489	NA	3	3	13	17	22	87	80	72	NA	1	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	88	271	79306	100	98	99	500	494	504	9	15	13	22	24	20	56	47	49	14	14	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	142	38845	98	97	99	498	495	505	5	11	11	30	27	20	55	49	50	11	13	18
Male	44	129	40383	100	100	98	502	492	504	14	20	14	14	19	19	57	46	47	16	15	19
African American	10	19	4171	100	90	98	NA	490	485	NA	11	20	NA	32	26	NA	47	44	NA	11	10
Hispanic	26	104	32673	100	98	99	490	480	487	12	19	18	31	34	25	46	38	46	12	9	10
Asian/Pacific Islander	NC	13	2147	NC	100	99	NC	518	539	NC	NA	5	NC	15	10	NC	62	46	NC	23	40
American Indian/Alaskan Native	NC	26	4034	NC	100	97	NC	465	479	NC	38	22	NC	31	29	NC	27	43	NC	4	7
White	41	109	36234	98	99	99	509	511	523	7	8	6	12	12	13	61	59	52	20	21	28
Students with Disabilities	NC	32	10286	NC	97	91	NC	445	462	NC	53	41	NC	25	27	NC	22	27	NC	NA	5
Students without Disabilities	80	239	69020	100	98	100	503	500	510	5	10	9	23	23	18	58	51	52	15	16	21
Limited English Proficient Students	NC	28	10291	NC	93	96	NC	453	458	NC	50	38	NC	21	34	NC	29	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	18	109	37437	100	97	97	491	479	486	11	23	19	28	28	26	56	41	46	6	7	9
Non-Economically Disadvantaged	70	162	41869	100	99	100	502	504	521	9	10	7	20	20	14	56	51	51	16	19	27

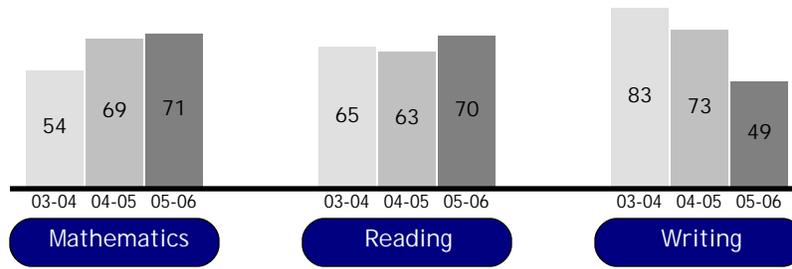
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	273	79000	100	99	98	496	487	489	7	10	10	23	26	24	60	57	58	10	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	143	38774	98	97	99	498	492	494	7	6	7	20	24	22	61	62	61	11	8	10
Male	44	130	40150	100	100	98	494	483	485	7	13	12	25	28	25	59	52	55	9	7	8
African American	10	19	4153	100	90	98	NA	494	476	NA	5	13	NA	32	30	NA	58	53	NA	5	4
Hispanic	26	105	32508	100	99	98	480	474	472	12	12	15	27	33	33	54	51	49	8	3	3
Asian/Pacific Islander	NC	13	2142	NC	100	99	NC	507	510	NC	NA	4	NC	8	14	NC	85	67	NC	8	16
American Indian/Alaskan Native	NC	26	4016	NC	100	96	NC	457	467	NC	23	14	NC	42	37	NC	35	46	NC	NA	2
White	41	110	36135	98	100	98	506	504	508	2	5	4	22	16	14	61	65	67	15	14	15
Students with Disabilities	NC	32	9991	NC	97	88	NC	431	449	NC	47	33	NC	41	36	NC	13	29	NC	NA	2
Students without Disabilities	80	241	69009	100	99	100	501	495	495	3	5	6	23	24	22	64	63	62	11	8	10
Limited English Proficient Students	NC	28	10199	NC	93	95	NC	447	439	NC	29	35	NC	46	47	NC	25	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	18	110	37234	100	98	97	491	473	472	11	15	15	22	30	33	61	52	50	6	3	3
Non-Economically Disadvantaged	70	163	41766	100	99	99	497	497	505	6	6	5	23	23	16	60	61	65	11	10	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	88	273	79611	100	99	99	513	506	496	3	7	7	23	25	37	74	68	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	143	39016	98	97	99	528	523	511	NA	3	4	18	16	29	82	80	66	NA	NA	1
Male	44	130	40519	100	100	98	498	487	482	7	11	10	27	35	44	66	55	46	NA	NA	0
African American	10	19	4188	100	90	98	NA	506	486	NA	5	9	NA	21	40	NA	74	50	NA	NA	0
Hispanic	26	105	32855	100	99	99	510	492	481	4	12	10	35	27	43	62	61	47	NA	NA	0
Asian/Pacific Islander	NC	13	2149	NC	100	100	NC	532	519	NC	NA	4	NC	NA	24	NC	100	70	NC	NA	2
American Indian/Alaskan Native	NC	26	3992	NC	100	96	NC	475	478	NC	12	10	NC	46	46	NC	42	44	NC	NA	0
White	41	110	36380	98	100	99	518	523	511	2	2	4	20	22	30	78	76	65	NA	NA	1
Students with Disabilities	NC	32	10664	NC	97	94	NC	446	440	NC	25	23	NC	56	54	NC	19	22	NC	NA	1
Students without Disabilities	80	241	68947	100	99	100	517	513	504	3	5	4	19	21	34	79	75	61	NA	NA	1
Limited English Proficient Students	NC	28	10362	NC	93	97	NC	441	438	NC	32	22	NC	29	57	NC	39	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	18	110	37626	100	98	98	522	486	479	NA	13	10	28	31	45	72	56	45	NA	NA	0
Non-Economically Disadvantaged	70	163	41985	100	99	100	511	519	511	4	3	4	21	21	30	74	76	65	NA	NA	1

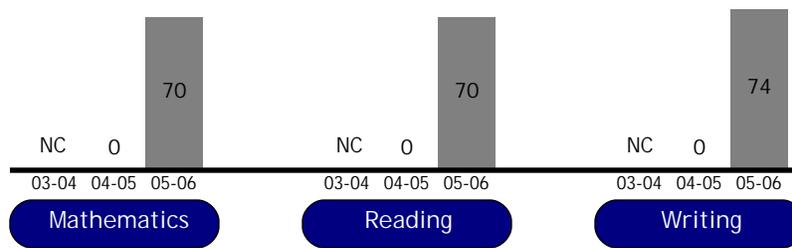
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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	93	61	NA	58	98	41	41	47	99	41	35	46
	Language	99	49	49	50	98	44	44	47	99	41	34	48
	Mathematics	99	58	58	64	99	48	48	50	99	56	44	52
3	Reading	94	47	NA	55	98	46	46	44	96	50	37	46
	Language	97	48	48	61	98	43	43	44	96	50	39	46
	Mathematics	97	50	50	61	98	52	52	51	96	58	43	52
4	Reading	NC	NC	NA	56	--	--	46	48	100	72	58	52
	Language	NC	NC	44	52	--	--	48	49	100	73	58	52
	Mathematics	NC	NC	53	61	--	--	50	53	100	70	56	58
5	Reading	NC	NC	NA	55	--	--	48	50	100	63	52	56
	Language	NC	NC	31	49	--	--	48	50	100	65	52	54
	Mathematics	--	--	36	63	--	--	43	49	100	54	43	52

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

Council Duties

- Ü School Safety
- Ü Academic Achievement
- Ü Dress Code
- Ü Attendance
- Ü Discipline
- Ü Plant Facilities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	28.50
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Multipurpose Room
- Ü Developmental Pre-School

Extracurricular Activities

- Ü Before School Program
- Ü After School Program
- Ü Student Safety Patrol
- Ü Student Council
- Ü Full Day Kindergarten
- Ü Half Day Kindergarten
- Ü Intramurals
- Ü Meet the Masters Art Program

Social Services

- Ü Ak-Chin Tutor/Counselor
- Ü Nurse/Health Aide
- Ü School Based Clinic
- Ü Dental Clinic
- Ü Speech Therapy
- Ü Occupational Therapy
- Ü Counseling

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Santa Rosa is currently labeled as a "Performing Plus" school by AZ Learns
  
- ü Santa Rosa has established a volunteer program to present the "Meet the Masters" art curriculum.
  
- ü Santa Rosa has created an active Safety Patrol with approximately 40 students working as safety aides during the course of the school year.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	92	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

The school is three years old. All play areas fenced and gated. Parents are encouraged to visit their child's classroom after checking in at the office, and are given a visitor tag to wear. All staff wear district badges.

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) :

5

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	Rick Abel	(520) 568-6151
Transportation Policy	John Sampson	(520) 568-5120
Community Resources	Beckie Bandin	(520) 568-6113
School Nutrition Programs	Suzette Moe	(520) 568-5125
Parent Organization	Julie Kasper	(520) 568-8858
Student Health/Nurse	Amy Helgren	(520) 568-6158

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.