

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2301 W. Thomas Rd., Phoenix, AZ 85015

Phoenix Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Alberto Castruita
 Schedule : 08:15 AM to 04:00 PM
 Grades : 5-6
 2005 Enrollment : 11
 Web Address :
 Phone Number : (602) 257-3880
 Fax Number : (602) 257-3881
 E-mail : alberto.castruita@phxelem.k12.az.us

Mission

The Alternative Center for Education (ACE) at Ann Ott Elementary School will meet the needs of over age students at Phoenix Elementary School District No. 1 in a non-traditional school setting, empowering them to achieve the success that they have been unable to experience in a traditional school setting. The Center will provide extended learning opportunities for students who are at least two years over age for their grade level.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	N/A

School Improvement Status (b)

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

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

School / Academic Goals

- ü Students will obtain one year's growth of at least one percent as measured by MAP.
- ü The percentage of students falling far below the standard, as measured by AIMS, will decrease by three percent annually.
- ü Students will exhibit one grade level gain on the Silvaroli Reading Assessment.
- ü Students will exhibit one great level gain on the district CRT.

Enrollment

October 1, 2004 School Year Student Enrollment : 47
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Alternative Education Strategies
- ü Language Support Bilingual Program
- ü Individual Instructional Plans
- ü Six-Traits Writing Program
- ü Integrated Technology/Curriculum
- ü Bridges Learning Systems Program
- ü P.E., Music, Band, Strings, Art
- ü Accelerated Reading Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

Staff shall have high expectations for all students. Emphasis will be on development of academic and life skills appropriate to students' age groups, so they can successfully transition to middle school, be life long learners and productive members of society. Staff shall follow the academic and professional Arizona State Standards.

Parents

Parents will encourage their child to be punctual, attend school regularly, follow the school rules, and complete all assignments, including homework. They will provide a nurturing and caring home environment that supports their child's education.

Transportation Policy

The district will provide regular school bus transportation to students who live more than one driven mile from school, students with certain handicapping conditions, and students living within one mile of school in areas hazardous to student safety. Transportation for out of district open enrollment students is not provided.

School Honors

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

Award/Honor	Year
ü 1 Student was accepted by the Magnet Traditional School	2005
ü 8 Students were Listed in the 'A' Honor Roll	2004
ü 6 Students were Listed in the 'A' Honor Roll	2001
ü State Teacher of the Year (CPLC Esperanza Award)	

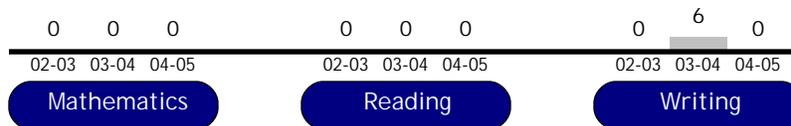
5th Grade

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	11	855	78906	79	100	99	412	475	498	100	24	13	0	26	19	0	43	48	0	7	20
All Students (Prior Year)	26	886	76019	100	100	100	402	477	499	95	21	14	5	51	39	0	9	14	0	18	33
Female	NC	421	38644	NC	100	99	NC	478	500	NC	20	12	NC	25	19	NC	48	49	NC	7	19
Male	NC	431	40236	NC	100	99	NC	471	497	NC	28	15	NC	27	19	NC	38	46	NC	8	20
African American	--	53	4087	--	100	99	--	476	481	--	19	20	--	21	24	--	58	45	--	2	11
Hispanic	11	734	31938	85	100	99	412	472	481	100	26	19	0	27	25	0	41	46	0	7	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	19	4593	--	100	100	--	468	467	--	19	26	--	38	29	--	44	39	--	0	6
White	--	46	36483	--	94	99	--	520	517	--	5	7	--	8	13	--	63	51	--	25	30
Students with Disabilities	--	130	10664	--	100	100	--	416	430	--	66	42	--	22	27	--	11	26	--	1	5
Students without Disabilities	12	727	68310	86	100	98	416	485	509	100	17	9	0	26	18	0	49	51	0	8	22
Limited English Proficient Students	NC	453	12573	NC	100	100	NC	469	454	NC	27	27	NC	28	30	NC	39	38	NC	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	598	38679	NC	100	96	NC	474	483	NC	25	20	NC	27	25	NC	41	45	NC	6	10
Non-Economically Disadvantaged	NC	259	40295	NC	100	100	NC	475	513	NC	20	7	NC	21	13	NC	47	50	NC	11	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	12	858	78908	86	0	99	396	466	484	100	15	10	0	32	23	0	49	58	0	3	9
All Students (Prior Year)	26	887	76020	100	100	100	464	494	503	100	36	25	0	29	23	0	30	40	0	5	12
Female	NC	424	38648	NC	0	99	NC	472	489	NC	11	8	NC	31	22	NC	53	61	NC	4	10
Male	NC	431	40233	NC	0	99	NC	460	479	NC	20	12	NC	33	25	NC	45	55	NC	2	8
African American	--	53	4092	--	0	99	--	477	473	--	12	12	--	30	28	--	58	54	--	0	5
Hispanic	12	737	31940	92	0	99	396	462	465	100	17	16	0	33	32	0	47	49	0	3	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	19	4569	--	0	100	--	468	457	--	6	18	--	31	39	--	63	41	--	0	2
White	--	46	36502	--	0	99	--	521	502	--	0	4	--	13	14	--	73	67	--	15	15
Students with Disabilities	--	130	10665	--	0	100	--	416	423	--	37	30	--	43	36	--	20	31	--	0	2
Students without Disabilities	13	731	68312	93	0	98	399	475	493	100	12	7	0	30	21	0	54	62	0	4	10
Limited English Proficient Students	10	456	12556	100	0	100	398	456	436	100	19	24	0	36	40	0	43	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	10	599	38662	83	0	96	396	466	468	100	16	16	0	35	32	0	47	49	0	2	3
Non-Economically Disadvantaged	NC	262	40315	NC	0	100	NC	467	498	NC	16	5	NC	24	15	NC	54	66	NC	6	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	12	857	78750	86	100	99	313	484	500	100	10	6	0	34	29	0	56	63	0	0	2
All Students (Prior Year)	25	883	75673	96	100	100	358	503	530	72	17	12	22	32	25	6	51	58	0	1	4
Female	NC	424	38586	NC	100	99	NC	495	515	NC	8	4	NC	24	22	NC	67	71	NC	0	3
Male	NC	430	40135	NC	100	99	NC	473	486	NC	11	8	NC	43	35	NC	46	56	NC	0	1
African American	--	53	4081	--	100	99	--	472	488	--	19	8	--	30	32	--	51	59	--	0	2
Hispanic	12	736	31841	92	100	99	313	482	483	100	10	8	0	34	36	0	56	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	19	4586	--	100	100	--	485	481	--	6	8	--	44	37	--	50	54	--	0	1
White	--	46	36440	--	94	99	--	526	516	--	3	3	--	20	22	--	75	71	--	3	4
Students with Disabilities	--	130	10622	--	100	100	--	391	415	--	36	21	--	49	50	--	16	28	--	0	1
Students without Disabilities	13	729	68196	93	100	98	320	500	513	100	5	3	0	31	25	0	64	69	0	0	3
Limited English Proficient Students	10	454	12504	100	100	100	323	475	451	100	11	12	0	37	44	0	52	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	10	598	38558	83	100	96	313	483	485	100	10	8	0	35	37	0	54	54	0	0	1
Non-Economically Disadvantaged	NC	261	40260	NC	100	100	NC	484	514	NC	9	3	NC	28	21	NC	62	72	NC	1	4

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



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	88	6	30	50	96	4	NA	55	93	5	39	50
	Language	96	3	34	46	100	4	40	49	93	9	39	50
	Mathematics	96	5	38	57	100	8	48	63	86	8	35	49
6	Reading	97	8	39	53	100	10	NA	56	100	23	42	51
	Language	100	5	32	45	100	9	38	48	100	17	38	47
	Mathematics	100	14	51	62	100	21	55	66	100	13	40	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/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Personnel Hiring
- Ü School Safety Issues
- Ü Budget
- Ü Technology Issues
- Ü Curriculum Development
- Ü School Improvement Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	3.10
Other Professional Staff	.03	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	15
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü TV and Five Computers in Each Classroom
- Ü Media Studio & Library
- Ü Multipurpose Building & Playgrounds

Extracurricular Activities

- Ü Student Council
- Ü Red Mountain School to Work program
- Ü Afterschool Fine Arts Program
- Ü ELL Student Tutoring Program
- Ü PEER Club Extended Day Program

Social Services

- Ü Free Before /After School Child Care
- Ü Onsite Counseling Services
- Ü Outreach Counseling Services
- Ü Parent and Community Program
- Ü School-Linked Dental Clinic
- Ü Clothing/Food Banks
- Ü Big Brothers/Big Sisters

School Achievements/Accomplishments 2004-05

ü Sixth grade students exhibited significant average gains in all academic areas on the AIMS.

ü Student averaged at least 2 grade level gains on the Silvaroli Reading Test.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	27	12	12	17
Transfers In Rate ⁶	124	28	28	37
Stability Rate ⁷	72	87	87	82
Promotion Rate ⁸	79	96	95	81
Retention Rate ⁹	4	1	1	3
Dropout Rate ¹⁰	6	0	1	6
Status Unknown ¹¹	4	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

School emphasis on providing a safe, clean, and caring environment. A crisis/safety plan is in place, and includes prevention and intervention strategies for students and staff in and out of school. The school has implemented anti-bullying, anti-tobacco, anti-substance abuse, character, and sex education programs.

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) :

1

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	Alberto J. Castruita	(602) 257-6020
Transportation Policy	Michael Fisher	(602) 257-3799
Community Resources	Anna Salagado	(602) 257-3880
School Nutrition Programs	Michelle Burkhart	(602) 257-3741
Parent Organization	Anna Salgado	(602) 257-3880
Student Health/Nurse	Herlinda Diaz	(602) 257-3882

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** 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.