



# Phoenix Thomas J Pappas Regional Elementary School

Tom Horne, Superintendent of Public Instruction

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

355 North 5th Ave, Phoenix, AZ 85003

Maricopa County Regional 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	Underperforming
2004-05	Performing
2003-04	Performing

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

### School Overview

Principal/Administrator : Ms. Dina K. Gerdon  
 Schedule : 07:00 AM to 05:30 PM  
 Grades : K-5  
 Web Address : www.mcrsd.org  
 Phone Number : (602) 452-4750  
 Fax Number : (602) 452-4760  
 E-mail : dina.gerdon@mcrsd.org

### Mission

To reach and teach all students and give them the tools to succeed in school and in life.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Not Met
2003-04	Met

#### School Improvement Status (b)

2005-06	SI Year 1
2004-05	Warning Year
2003-04	Out of Improvement

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

### School / Academic Goals

- ü The Terra Nova reading scores for 2006 will establish baseline data which will show a three percent increase over the 2005 Stanford 9 (reading) scores. The number of students in the FFB category on the AIMS will decrease by three percent.
- ü The Terra Nova mathematics scores for 2006 will establish baseline data which will show a three percent increase over the 2005 Stanford 9 (mathematics) scores. The number of students in the FFB category on the AIMS will decrease by three percent.
- ü Sixty percent of the students who participate in the fall 2006 administration of the DIBELS screening (k-3) will meet or exceed DIBELS spring benchmarks.
- ü Sixty percent of the students who participate in the fall 2006 administration of the AIMSweb screening (4-5) will meet or exceed AIMSweb spring benchmarks.

### Enrollment

October 1, 2005 School Year Student Enrollment : 521  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 487

Visit <http://www.ade.az.gov/azlearns/> for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Ü Full-day Kindergarten
- Ü Special Education
- Ü Transitional Education
- Ü Technology-based Instruction
- Ü Reading First Program
- Ü 21st Century After School Program

Calendar Information

Number of Instruction Days :	200
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2005
Last Day of School :	6/22/2006

Shared Responsibilities

School

Provide a safe, nurturing learning environment; provide consistent education while family is in transition; provide social service support, medical clinic; food boxes provided; clothing room provided; transportation provided.

Parents

Student attendance; notify school of address change; attend Parent-Teacher conferences and parent programs; participate in School Improvement Team; volunteer in classrooms and on quarterly service projects.

Transportation Policy

Beeline Busing provides student transportation located on site. Buses travel over 600 miles per day. Currently, we transport students from Union Hills to Baseline and from 48th Street to 75th Avenue.

School Honors

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

Award/Honor	Year
Ü Horace Mann Crystal Apple Award	2001
Ü Arizona Music Festival Grant Recipient	2001
Ü Phoenix Point of Pride	2004
Ü 2005 ADE Spotlight on Success Recipient	

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	86	125	80010	98	95	99	389	396	447	53	42	10	26	32	18	21	26	53	NA	NA	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	67	38935	98	92	99	386	395	447	56	43	9	24	30	19	20	27	55	NA	NA	17
Male	41	57	40974	98	97	98	392	398	448	51	40	11	27	33	18	22	26	52	NA	NA	19
African American	11	14	4201	92	93	99	372	383	430	73	64	17	18	14	23	9	21	51	NA	NA	9
Hispanic	48	71	34545	100	100	99	389	395	432	50	39	14	29	38	24	21	23	53	NA	NA	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	13	16	3979	100	94	96	386	390	424	62	50	17	23	31	30	15	19	47	NA	NA	6
White	14	24	35142	93	83	99	405	411	465	43	29	5	21	25	11	36	46	56	NA	NA	28
Students with Disabilities	11	15	10161	92	83	93	366	373	419	73	60	28	27	40	28	NA	NA	36	NA	NA	8
Students without Disabilities	75	110	69849	99	96	100	392	399	451	51	39	7	25	31	17	24	30	56	NA	NA	19
Limited English Proficient Students	10	14	14013	100	100	97	NA	380	413	NA	57	24	NA	29	34	NA	14	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	44	69	39029	98	96	98	388	399	432	52	36	14	30	36	25	18	28	52	NA	NA	9
Non-Economically Disadvantaged	42	56	40981	98	93	100	390	393	462	55	48	6	21	27	13	24	25	54	NA	NA	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	76	114	79438	86	86	98	406	409	451	29	25	9	41	44	24	28	30	56	3	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	64	38775	91	88	99	404	408	457	31	27	7	40	42	22	24	28	58	5	3	13
Male	34	49	40560	81	83	97	408	411	446	26	22	12	41	45	25	32	33	54	NA	NA	9
African American	10	13	4178	83	87	98	NA	390	439	NA	46	13	NA	31	29	NA	23	52	NA	NA	6
Hispanic	43	65	34297	90	92	98	407	410	434	28	22	14	42	49	31	26	26	50	5	3	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	11	14	3940	85	82	95	405	405	429	18	21	14	55	57	36	27	21	47	NA	NA	3
White	12	22	34887	80	76	98	422	421	471	25	23	4	25	27	15	50	50	63	NA	NA	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	74	109	69850	97	96	100	407	411	456	28	22	7	41	45	23	28	31	59	3	2	12
Limited English Proficient Students	10	14	13856	100	100	96	NA	389	407	NA	29	27	NA	64	43	NA	7	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	37	62	38685	82	86	97	393	406	435	41	29	14	41	42	32	16	27	50	3	2	5
Non-Economically Disadvantaged	39	52	40753	91	87	99	418	414	467	18	19	5	41	46	16	38	33	62	3	2	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	87	128	79971	99	97	99	359	362	423	31	27	8	49	53	41	20	20	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	69	38974	98	95	99	382	376	437	22	22	5	49	51	33	29	28	57	NA	NA	4
Male	42	58	40895	100	98	98	335	346	410	40	33	10	50	55	47	10	12	41	NA	NA	2
African American	11	14	4203	92	93	99	380	383	411	18	14	11	64	64	45	18	21	43	NA	NA	2
Hispanic	49	72	34481	100	100	99	367	367	410	27	24	10	55	57	46	18	19	43	NA	NA	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	13	16	3995	100	94	96	305	326	409	54	44	10	31	31	47	15	25	42	NA	NA	1
White	14	26	35150	93	90	99	369	360	437	36	31	5	36	50	35	29	19	56	NA	NA	5
Students with Disabilities	12	17	10258	100	94	94	258	273	377	83	71	23	17	29	51	NA	NA	25	NA	NA	1
Students without Disabilities	75	111	69713	99	97	100	376	376	429	23	20	5	55	57	39	23	23	52	NA	NA	3
Limited English Proficient Students	10	14	13985	100	100	97	NA	377	382	NA	14	18	NA	64	54	NA	21	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	44	69	38994	98	96	98	347	360	409	34	25	10	52	59	47	14	16	41	NA	NA	1
Non-Economically Disadvantaged	43	59	40977	100	98	100	372	364	437	28	29	5	47	46	34	26	25	56	NA	NA	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	116	80147	93	91	99	420	423	482	43	42	11	31	30	17	26	27	49	NA	1	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	63	39281	100	97	99	419	424	483	45	40	9	33	35	17	21	24	50	NA	2	24
Male	32	53	40780	84	85	98	423	422	482	41	45	12	28	25	17	31	30	48	NA	NA	24
African American	17	20	4249	100	100	99	437	439	464	29	25	17	24	25	22	47	50	48	NA	NA	13
Hispanic	35	59	33494	92	94	99	413	415	466	51	51	15	31	29	23	17	20	49	NA	NA	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	NC	10	4117	NC	71	96	NC	NA	456	NC	NA	19	NC	NA	27	NC	NA	46	NC	NA	8
White	16	27	36122	100	90	99	417	423	501	50	44	5	19	26	10	31	26	50	NA	4	35
Students with Disabilities	NC	11	10295	NC	85	92	NC	402	443	NC	55	33	NC	36	26	NC	9	33	NC	NA	8
Students without Disabilities	68	105	69852	93	92	100	423	426	488	41	41	7	32	30	16	26	29	51	NA	1	26
Limited English Proficient Students	12	14	12722	100	100	97	409	412	441	42	43	27	58	50	33	NA	7	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	33	61	38371	89	90	97	423	426	465	42	41	15	30	30	23	27	28	49	NA	2	13
Non-Economically Disadvantaged	41	55	41776	95	93	100	418	420	498	44	44	6	32	31	11	24	25	49	NA	NA	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	68	106	79686	85	83	98	427	427	470	35	36	11	40	39	24	24	22	57	1	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	59	39163	93	91	99	426	430	475	31	27	9	44	44	22	26	25	60	NA	3	10
Male	29	47	40438	76	76	97	429	423	465	41	47	13	34	32	25	21	17	54	3	4	7
African American	17	19	4228	100	95	98	450	451	458	24	21	15	35	37	28	35	37	53	6	5	4
Hispanic	30	52	33299	79	83	98	412	413	452	53	48	17	30	35	32	17	15	47	NA	2	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	NC	10	4087	NC	71	96	NC	NA	446	NC	NA	16	NC	NA	38	NC	NA	44	NC	NA	2
White	15	25	35914	94	83	98	430	430	489	20	28	5	53	44	15	27	24	67	NA	4	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	67	104	69878	92	91	100	427	427	475	36	36	8	40	39	23	22	21	61	1	4	9
Limited English Proficient Students	12	14	12594	100	100	96	409	407	422	50	50	34	33	36	45	17	14	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	31	55	38095	84	81	97	437	434	452	29	33	17	42	35	32	26	25	48	3	7	3
Non-Economically Disadvantaged	37	51	41591	86	86	99	419	419	486	41	39	6	38	43	16	22	18	65	NA	NA	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	120	80372	95	94	99	434	435	475	12	10	4	58	57	30	30	33	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	64	39452	100	98	99	439	439	488	12	11	3	45	47	22	43	41	72	NA	2	3
Male	34	55	40836	89	89	98	427	430	464	12	9	6	74	69	37	15	22	56	NA	NA	1
African American	17	20	4264	100	100	99	464	465	465	NA	NA	5	53	50	35	47	50	59	NA	NA	1
Hispanic	35	60	33608	92	95	99	418	421	462	17	15	6	57	57	36	26	28	57	NA	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	12	4128	NC	86	97	NC	444	464	NC	8	4	NC	58	39	NC	33	56	NC	NA	1
White	16	28	36213	100	93	99	432	442	489	13	7	2	63	61	22	25	29	72	NA	4	3
Students with Disabilities	NC	13	10526	NC	100	94	NC	376	427	NC	31	15	NC	69	53	NC	NA	31	NC	NA	1
Students without Disabilities	69	107	69846	95	94	100	441	443	482	7	7	3	59	55	26	33	36	69	NA	1	2
Limited English Proficient Students	12	14	12747	100	100	97	409	418	432	17	14	12	67	64	52	17	21	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	34	63	38521	92	93	98	431	431	461	18	14	6	44	49	38	38	35	55	NA	2	1
Non-Economically Disadvantaged	42	57	41851	98	97	100	435	441	489	7	5	3	69	65	22	24	30	72	NA	NA	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	86	122	79306	100	98	99	443	447	504	56	50	13	26	29	20	16	20	49	2	2	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	64	38845	100	100	99	440	443	505	62	53	11	21	28	20	17	19	50	NA	NA	18
Male	44	57	40383	100	92	98	446	450	504	50	47	14	30	30	19	16	19	47	5	4	19
African American	13	18	4171	100	100	98	433	440	485	69	61	20	15	17	26	15	22	44	NA	NA	10
Hispanic	53	67	32673	100	100	99	443	444	487	58	54	18	25	27	25	13	16	46	4	3	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	NC	13	4034	NC	81	97	NC	442	479	NC	54	22	NC	38	29	NC	8	43	NC	NA	7
White	12	23	36234	92	92	99	458	460	523	25	30	6	42	39	13	33	30	52	NA	NA	28
Students with Disabilities	14	23	10286	100	100	91	414	420	462	93	87	41	7	13	27	NA	NA	27	NA	NA	5
Students without Disabilities	72	99	69020	100	97	100	449	453	510	49	41	9	29	32	18	19	24	52	3	2	21
Limited English Proficient Students	14	19	10291	100	100	96	430	435	458	71	58	38	14	26	34	14	16	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	42	71	37437	98	95	97	447	451	486	52	46	19	21	25	26	24	27	46	2	1	9
Non-Economically Disadvantaged	44	51	41869	100	100	100	440	442	521	59	55	7	30	33	14	9	10	51	2	2	27

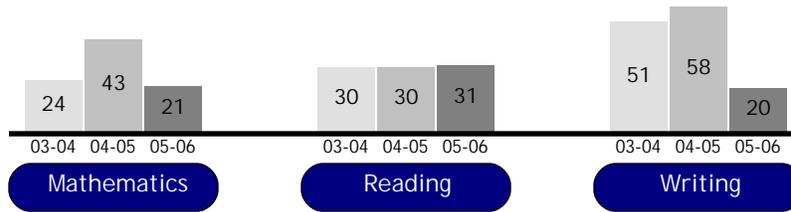
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	98	79000	79	78	98	447	450	489	31	27	10	43	46	24	25	27	58	NA	1	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	52	38774	83	83	99	448	450	494	26	21	7	47	50	22	26	29	61	NA	NA	10
Male	33	45	40150	75	73	98	447	449	485	36	33	12	39	42	25	24	22	55	NA	2	8
African American	NC	11	4153	NC	61	98	NC	446	476	NC	18	13	NC	64	30	NC	18	53	NC	NA	4
Hispanic	41	54	32508	84	82	98	449	447	472	32	31	15	39	41	33	29	28	49	NA	NA	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	NC	12	4016	NC	75	96	NC	436	467	NC	25	14	NC	67	37	NC	8	46	NC	NA	2
White	10	20	36135	77	80	98	NA	465	508	NA	20	4	NA	40	14	NA	35	67	NA	5	15
Students with Disabilities	--	NC	9991	--	NC	88	--	NC	449	--	NC	33	--	NC	36	--	NC	29	--	NC	2
Students without Disabilities	67	94	69009	94	92	100	447	450	495	31	27	6	43	45	22	25	28	62	NA	1	10
Limited English Proficient Students	12	17	10199	86	89	95	430	435	439	58	47	35	25	35	47	17	18	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	31	56	37234	72	75	97	446	451	472	26	21	15	45	46	33	29	30	50	NA	2	3
Non-Economically Disadvantaged	36	42	41766	86	84	99	449	449	505	36	33	5	42	45	16	22	21	65	NA	NA	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	86	121	79611	100	97	99	440	446	496	23	18	7	55	61	37	22	21	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	64	39016	100	100	99	450	457	511	17	13	4	55	59	29	29	28	66	NA	NA	1
Male	44	56	40519	100	90	98	431	432	482	30	25	10	55	63	44	16	13	46	NA	NA	0
African American	13	18	4188	100	100	98	433	437	486	15	11	9	77	78	40	8	11	50	NA	NA	0
Hispanic	53	67	32855	100	100	99	434	436	481	28	25	10	51	55	43	21	19	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	NC	13	3992	NC	81	96	NC	472	478	NC	8	10	NC	62	46	NC	31	44	NC	NA	0
White	12	22	36380	92	88	99	452	465	511	17	9	4	58	64	30	25	27	65	NA	NA	1
Students with Disabilities	14	23	10664	100	100	94	379	407	440	57	39	23	43	52	54	NA	9	22	NA	NA	1
Students without Disabilities	72	98	68947	100	96	100	452	455	504	17	13	4	57	63	34	26	23	61	NA	NA	1
Limited English Proficient Students	14	19	10362	100	100	97	407	421	438	43	32	22	43	58	57	14	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	42	70	37626	98	93	98	432	444	479	29	19	10	48	59	45	24	23	45	NA	NA	0
Non-Economically Disadvantaged	44	51	41985	100	100	100	448	448	511	18	18	4	61	65	30	20	18	65	NA	NA	1

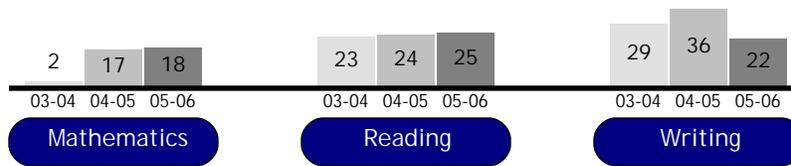
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

The school or district had an attendance rate of at least 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	81	27	NA	58	97	25	29	47	92	16	22	46
	Language	88	20	19	50	97	21	25	47	92	13	18	48
	Mathematics	88	24	26	64	98	21	25	50	92	14	21	52
3	Reading	95	21	NA	55	100	21	22	44	86	18	18	46
	Language	95	30	26	61	100	25	25	44	98	18	20	46
	Mathematics	95	21	18	61	100	29	30	51	98	14	16	52
4	Reading	86	21	NA	56	99	24	25	48	88	27	22	52
	Language	88	26	27	52	99	28	27	49	95	20	17	52
	Mathematics	87	27	27	61	100	26	28	53	95	20	16	58
5	Reading	89	24	NA	55	98	25	26	50	77	25	27	56
	Language	89	17	20	49	98	20	23	50	99	14	15	54
	Mathematics	89	19	21	63	97	20	23	49	99	12	13	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."

# Phoenix Thomas J Pappas Regional Elementary School

## School Site Council

### Council Composition

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

### Council Duties

- Ü Title I Accountability Program
- Ü Parent Involvement
- Ü Student Leadership
- Ü Curriculum Adoption
- Ü Afterschool Programming

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	19.00
Other Professional Staff	2.00	Teacher Aide	5.00

## 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	3	0	0	0
7 to 9 years	2	0	0	0
10 or more years	2	0	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	11
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	19%
Percent of core classes not taught by Highly Qualified Teachers	54%

## Resources Available at School Site

### Special Facilities

- Ü Medical Clinic
- Ü Media Center
- Ü Clothing Room/Food Bank
- Ü Computer Lab

### Extracurricular Activities

- Ü Student Council
- Ü Student Mentor Program
- Ü After School Clubs
- Ü After School Sports

### Social Services

- Ü Clothing/Food Banks
- Ü Social Worker Services and Outreach
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Parenting Assistance

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Partnerships with community agencies include arts, outdoor education, athletics, dance and computer technology.
  
- ü 2005 Arizona Department of Education Recipient of the Spotlight on Success Award for School Improvement Efforts.
  
- ü Featured in New York Times for efforts in Educating homeless children.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	89	95	94	95
Promotion Rate <sup>5</sup>	0	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

Teachers to develop and implement positive behavior interventions. Classes are visited twice a day by security and administration. Students are given options in conflict resolution, and positive social skills training.

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) :

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	Dina Vance	(602) 452-4741
Transportation Policy	Frank Mass	(602) 452-4786
Community Resources	Rexanne Meredith	(602) 452-4752
School Nutrition Programs	Steve Zimmerman	(602) 452-4700
Parent Organization	Erin Angelini	(602) 452-4750
Student Health/Nurse	Eileen Smith	(602) 452-4753

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.

Footnotes

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.