

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

915 E Palm Ln, Phoenix, AZ 85006

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)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Garthanne deOcampo
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : www.phxelem.k12.az.us
 Phone Number : (602) 257-3853
 Fax Number : (602) 257-3937
 E-mail : garthanne.deocampo@phxelem.k12.az.us

Mission

At Emerson School, we have high expectations for student behavior and achievement. The parents, students and staff are dedicated to helping everyone at our school achieve to their full potential.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	Year 2

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

School / Academic Goals

- ü Students at Emerson School will increase their reading AIMS scores by 10% in the third and fifth grades as measured by the 2006 AIMS report.
- ü Students at Emerson School will increase their math AIMS scores by 10% in third and fifth grades as measured by the 2006 AIMS report.
- ü Students at Emerson School will increase their writing AIMS scores by 10% in third and fifth grade as measured by the 2006 AIMS report.

Enrollment

October 1, 2005 School Year Student Enrollment : 563
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 241

Instructional Programs

- ü At-risk Preschool
- ü Full-day Kindergarten
- ü Special Education Preschool
- ü On-site Special Education Classes
- ü 21st Century Grant
- ü After School Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

Emerson School is a public school that provides all the necessities for a quality education at no cost to the parent.

Parents

Parents will be involved in activities that affect the educational growth of their child. Parents are expected to have their child in school daily, on time, properly dressed in the school uniform and maintain their child's health records.

Transportation Policy

We transport special education students whose IEP require busing; students living within a one-mile radius of the school; or where hazardous routes exit; and preschool students.

School Honors

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

Award/Honor	Year
ü NAEYC Accredited Preschools	2001
ü National Board Certified Teacher	2000

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	83	875	80010	99	98	99	426	431	447	18	16	10	31	26	18	42	48	53	8	10	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	429	38935	97	98	99	418	431	447	26	15	9	31	26	19	40	49	55	3	9	17
Male	48	446	40974	100	99	98	432	431	448	13	17	11	31	26	18	44	47	52	13	10	19
African American	NC	50	4201	NC	100	99	NC	429	430	NC	16	17	NC	34	23	NC	36	51	NC	14	9
Hispanic	74	774	34545	99	99	99	424	430	432	19	17	14	31	26	24	43	49	53	7	9	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	NC	39	35142	NC	95	99	NC	457	465	NC	5	5	NC	23	11	NC	49	56	NC	23	28
Students with Disabilities	18	114	10161	95	91	93	407	399	419	33	42	28	39	34	28	28	21	36	NA	3	8
Students without Disabilities	65	761	69849	100	100	100	430	435	451	14	12	7	29	25	17	46	52	56	11	11	19
Limited English Proficient Students	34	338	14013	100	96	97	410	413	413	32	27	24	41	33	34	18	36	39	9	4	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	--	NC	39029	--	NC	98	--	NC	432	--	NC	14	--	NC	25	--	NC	52	--	NC	9
Non-Economically Disadvantaged	83	867	40981	99	98	100	426	431	462	18	16	6	31	26	13	42	48	54	8	10	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	83	876	79438	99	99	98	425	432	451	16	15	9	39	34	24	45	48	56	1	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	429	38775	97	98	99	427	436	457	9	12	7	46	32	22	46	51	58	NA	5	13
Male	48	447	40560	100	100	97	424	428	446	21	17	12	33	35	25	44	45	54	2	4	9
African American	NC	50	4178	NC	100	98	NC	437	439	NC	10	13	NC	32	29	NC	52	52	NC	6	6
Hispanic	74	775	34297	99	99	98	424	431	434	18	15	14	36	34	31	46	48	50	NA	3	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	NC	39	34887	NC	95	98	NC	457	471	NC	10	4	NC	33	15	NC	36	63	NC	21	18
Students with Disabilities	18	115	9588	95	92	88	397	390	416	28	45	30	56	38	32	17	16	34	NA	1	5
Students without Disabilities	65	761	69850	100	100	100	431	438	456	12	10	7	34	33	23	52	52	59	2	5	12
Limited English Proficient Students	34	339	13856	100	96	96	400	410	407	32	26	27	44	41	43	24	32	29	NA	1	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	--	NC	38685	--	NC	97	--	NC	435	--	NC	14	--	NC	32	--	NC	50	--	NC	5
Non-Economically Disadvantaged	83	868	40753	99	99	99	425	432	467	16	14	5	39	34	16	45	48	62	1	4	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	82	854	79971	98	96	99	394	403	423	13	10	8	50	52	41	37	37	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	425	38974	97	97	99	402	415	437	9	7	5	57	48	33	34	44	57	NA	1	4
Male	47	429	40895	98	96	98	387	392	410	17	12	10	45	57	47	38	30	41	NA	1	2
African American	NC	49	4203	NC	98	99	NC	419	411	NC	2	11	NC	55	45	NC	43	43	NC	NA	2
Hispanic	73	756	34481	97	96	99	389	401	410	15	11	10	49	52	46	36	37	43	NA	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	NC	37	35150	NC	90	99	NC	433	437	NC	NA	5	NC	54	35	NC	38	56	NC	8	5
Students with Disabilities	18	110	10258	95	88	94	374	350	377	11	28	23	78	61	51	11	10	25	NA	1	1
Students without Disabilities	64	744	69713	98	97	100	398	411	429	14	7	5	42	51	39	44	41	52	NA	1	3
Limited English Proficient Students	33	329	13985	97	93	97	358	378	382	24	19	18	52	55	54	24	27	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	--	NC	38994	--	NC	98	--	NC	409	--	NC	10	--	NC	47	--	NC	41	--	NC	1
Non-Economically Disadvantaged	82	848	40977	98	96	100	394	403	437	13	10	5	50	52	34	37	37	56	NA	1	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	70	841	80147	99	97	99	455	456	482	16	19	11	27	25	17	53	48	49	4	7	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	426	39281	100	98	99	451	458	483	17	17	9	27	27	17	53	50	50	3	7	24
Male	40	415	40780	98	96	98	458	454	482	15	22	12	28	24	17	53	46	48	5	8	24
African American	NC	55	4249	NC	95	99	NC	457	464	NC	22	17	NC	25	22	NC	44	48	NC	9	13
Hispanic	56	721	33494	98	97	99	452	454	466	18	20	15	27	26	23	52	46	49	4	7	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	19	4117	NC	100	96	NC	462	456	NC	5	19	NC	26	27	NC	63	46	NC	5	8
White	NC	42	36122	NC	100	99	NC	487	501	NC	7	5	NC	12	10	NC	67	50	NC	14	35
Students with Disabilities	12	127	10295	100	91	92	424	417	443	42	51	33	42	30	26	17	18	33	NA	1	8
Students without Disabilities	58	714	69852	98	98	100	462	463	488	10	14	7	24	25	16	60	53	51	5	9	26
Limited English Proficient Students	24	318	12722	100	96	97	426	434	441	42	33	27	29	32	33	29	33	37	NA	1	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	NC	13	38371	NC	100	97	NC	438	465	NC	31	15	NC	38	23	NC	31	49	NC	NA	13
Non-Economically Disadvantaged	68	828	41776	99	97	100	456	456	498	16	19	6	25	25	11	54	48	49	4	8	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	70	841	79686	99	97	98	447	446	470	14	19	11	37	36	24	47	43	57	1	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	428	39163	100	99	99	450	452	475	3	13	9	47	37	22	47	48	60	3	2	10
Male	40	413	40438	98	95	97	445	439	465	23	25	13	30	35	25	48	38	54	NA	2	7
African American	NC	56	4228	NC	97	98	NC	447	458	NC	20	15	NC	30	28	NC	45	53	NC	5	4
Hispanic	56	719	33299	98	97	98	442	443	452	18	20	17	39	38	32	43	41	47	NA	1	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	19	4087	NC	100	96	NC	458	446	NC	NA	16	NC	37	38	NC	63	44	NC	NA	2
White	NC	43	35914	NC	100	98	NC	488	489	NC	7	5	NC	12	15	NC	70	67	NC	12	14
Students with Disabilities	12	127	9808	100	91	87	396	407	432	58	51	35	42	38	32	NA	11	30	NA	NA	3
Students without Disabilities	58	714	69878	98	98	100	457	452	475	5	13	8	36	35	23	57	49	61	2	3	9
Limited English Proficient Students	24	316	12594	100	95	96	412	419	422	42	36	34	46	46	45	13	19	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	NC	13	38095	NC	100	97	NC	427	452	NC	23	17	NC	38	32	NC	38	48	NC	NA	3
Non-Economically Disadvantaged	68	828	41591	99	97	99	448	446	486	15	19	6	35	36	16	49	43	65	1	2	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	69	844	80372	97	97	99	457	457	475	7	9	4	35	35	30	58	55	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	426	39452	100	98	99	469	470	488	NA	5	3	37	28	22	63	66	72	NA	1	3
Male	39	418	40836	95	96	98	448	443	464	13	12	6	33	43	37	54	44	56	NA	NA	1
African American	NC	55	4264	NC	95	99	NC	461	465	NC	7	5	NC	29	35	NC	64	59	NC	NA	1
Hispanic	55	724	33608	96	97	99	453	455	462	9	9	6	33	36	36	58	54	57	NA	0	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	19	4128	NC	100	97	NC	460	464	NC	11	4	NC	21	39	NC	68	56	NC	NA	1
White	NC	42	36213	NC	100	99	NC	476	489	NC	5	2	NC	36	22	NC	57	72	NC	2	3
Students with Disabilities	12	133	10526	100	96	94	395	403	427	33	26	15	58	55	53	8	19	31	NA	NA	1
Students without Disabilities	57	711	69846	97	98	100	471	466	482	2	5	3	30	32	26	68	62	69	NA	1	2
Limited English Proficient Students	23	318	12747	96	96	97	419	431	432	22	15	12	48	50	52	30	34	36	NA	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	NC	13	38521	NC	100	98	NC	409	461	NC	15	6	NC	62	38	NC	23	55	NC	NA	1
Non-Economically Disadvantaged	67	831	41851	97	97	100	459	458	489	7	9	3	33	35	22	60	56	72	NA	0	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	74	880	79306	100	99	99	485	479	504	24	21	13	28	29	20	36	43	49	11	7	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	447	38845	100	100	99	481	481	505	29	19	11	24	30	20	44	45	50	3	6	18
Male	40	433	40383	100	98	98	489	477	504	20	24	14	33	28	19	30	40	47	18	8	19
African American	NC	51	4171	NC	98	98	NC	478	485	NC	20	20	NC	37	26	NC	37	44	NC	6	10
Hispanic	61	746	32673	100	99	99	480	476	487	30	23	18	31	30	25	28	42	46	11	5	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	20	4034	NC	100	97	NC	484	479	NC	15	22	NC	35	29	NC	45	43	NC	5	7
White	NC	56	36234	NC	98	99	NC	518	523	NC	4	6	NC	9	13	NC	61	52	NC	27	28
Students with Disabilities	12	125	10286	100	91	91	448	443	462	67	58	41	17	26	27	8	14	27	8	2	5
Students without Disabilities	62	755	69020	100	100	100	492	485	510	16	15	9	31	30	18	42	47	52	11	8	21
Limited English Proficient Students	30	299	10291	100	97	96	457	456	458	37	37	38	50	37	34	10	25	26	3	1	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	NC	16	37437	NC	100	97	NC	483	486	NC	25	19	NC	19	26	NC	44	46	NC	13	9
Non-Economically Disadvantaged	72	864	41869	100	99	100	486	479	521	24	21	7	28	29	14	38	43	51	11	7	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	74	882	79000	100	99	98	464	468	489	20	17	10	32	33	24	47	48	58	NA	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	448	38774	100	100	99	470	473	494	18	15	7	32	29	22	50	54	61	NA	2	10
Male	40	434	40150	100	98	98	460	462	485	23	21	12	33	36	25	45	41	55	NA	2	8
African American	NC	51	4153	NC	98	98	NC	474	476	NC	10	13	NC	33	30	NC	57	53	NC	NA	4
Hispanic	61	748	32508	100	99	98	457	464	472	25	19	15	34	35	33	41	45	49	NA	1	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	20	4016	NC	100	96	NC	468	467	NC	20	14	NC	20	37	NC	60	46	NC	NA	2
White	NC	56	36135	NC	98	98	NC	512	508	NC	4	4	NC	13	14	NC	73	67	NC	11	15
Students with Disabilities	12	126	9991	100	92	88	427	429	449	50	56	33	42	28	36	8	14	29	NA	2	2
Students without Disabilities	62	756	69009	100	100	100	472	474	495	15	11	6	31	34	22	55	53	62	NA	2	10
Limited English Proficient Students	30	300	10199	100	98	95	434	439	439	40	36	35	43	43	47	17	21	18	NA	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	NC	16	37234	NC	100	97	NC	464	472	NC	25	15	NC	31	33	NC	44	50	NC	NA	3
Non-Economically Disadvantaged	72	866	41766	100	99	99	466	468	505	18	17	5	33	33	16	49	48	65	NA	2	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	74	881	79611	100	99	99	473	470	496	14	13	7	47	48	37	39	38	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	447	39016	100	100	99	484	486	511	12	9	4	38	42	29	50	48	66	NA	0	1
Male	40	434	40519	100	98	98	463	453	482	15	18	10	55	55	44	30	28	46	NA	NA	0
African American	NC	51	4188	NC	98	98	NC	495	486	NC	6	9	NC	49	40	NC	43	50	NC	2	0
Hispanic	61	750	32855	100	100	99	465	465	481	16	15	10	49	49	43	34	36	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	19	3992	NC	95	96	NC	496	478	NC	NA	10	NC	53	46	NC	47	44	NC	NA	0
White	NC	54	36380	NC	95	99	NC	499	511	NC	6	4	NC	43	30	NC	52	65	NC	NA	1
Students with Disabilities	12	127	10664	100	93	94	399	400	440	50	46	23	42	48	54	8	6	22	NA	NA	1
Students without Disabilities	62	754	68947	100	100	100	487	481	504	6	8	4	48	48	34	45	44	61	NA	0	1
Limited English Proficient Students	30	300	10362	100	98	97	438	430	438	27	28	22	53	54	57	20	18	21	NA	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	NC	16	37626	NC	100	98	NC	473	479	NC	13	10	NC	31	45	NC	56	45	NC	NA	0
Non-Economically Disadvantaged	72	865	41985	100	99	100	474	470	511	13	13	4	47	49	30	40	38	65	NA	0	1

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

6th 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	56	773	79327	100	97	98	528	498	518	11	28	19	18	25	20	50	38	46	21	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	379	38961	100	97	98	537	503	520	3	22	16	21	30	20	55	40	48	21	9	16
Male	27	394	40295	100	98	97	519	493	516	19	34	21	15	21	19	44	37	44	22	8	16
African American	NC	51	4247	NC	98	98	NC	498	499	NC	25	27	NC	31	24	NC	33	41	NC	10	8
Hispanic	46	668	32327	100	97	98	524	496	499	13	28	27	17	26	25	52	38	41	17	7	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	--	16	4391	--	100	96	--	489	489	--	38	32	--	13	27	--	50	36	--	NA	4
White	NC	34	36373	NC	100	98	NC	531	538	NC	15	10	NC	21	14	NC	38	52	NC	26	25
Students with Disabilities	NC	106	9321	NC	85	87	NC	450	467	NC	71	54	NC	17	22	NC	11	21	NC	1	3
Students without Disabilities	52	667	70006	100	100	100	533	505	524	8	21	14	17	27	19	52	42	49	23	10	18
Limited English Proficient Students	NC	213	9431	NC	94	95	NC	469	466	NC	50	53	NC	24	27	NC	24	18	NC	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	--	12	37097	--	92	97	--	482	498	--	33	27	--	42	25	--	17	41	--	8	7
Non-Economically Disadvantaged	56	761	42230	100	98	99	528	498	535	11	28	11	18	25	15	50	39	50	21	9	24

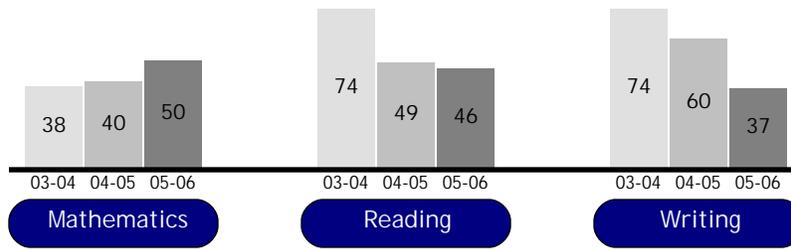
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	782	79501	100	99	98	496	476	497	11	19	10	18	31	25	70	48	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	385	39062	100	99	99	503	484	502	7	14	8	14	31	23	76	52	64	3	3	5
Male	27	397	40368	100	98	98	488	469	491	15	24	13	22	32	27	63	44	57	NA	1	3
African American	NC	52	4279	NC	100	99	NC	478	485	NC	19	14	NC	27	30	NC	52	54	NC	2	2
Hispanic	46	676	32389	100	98	98	493	474	478	9	20	16	20	32	34	72	47	48	NA	1	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	--	16	4401	--	100	96	--	483	473	--	13	17	--	31	40	--	56	43	--	NA	1
White	NC	34	36446	NC	100	99	NC	512	516	NC	9	4	NC	18	15	NC	59	73	NC	15	7
Students with Disabilities	NC	113	9411	NC	91	88	NC	432	453	NC	61	36	NC	23	36	NC	16	26	NC	NA	1
Students without Disabilities	52	669	70090	100	100	100	499	483	502	8	12	7	17	33	24	73	53	65	2	2	5
Limited English Proficient Students	NC	219	9401	NC	96	94	NC	445	443	NC	38	40	NC	44	46	NC	18	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	--	12	37183	--	92	97	--	464	479	--	33	16	--	33	34	--	33	49	--	NA	1
Non-Economically Disadvantaged	56	770	42318	100	99	99	496	476	513	11	19	5	18	31	17	70	48	70	2	2	7

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	56	778	80000	100	98	99	557	540	564	2	6	3	9	18	11	80	70	75	9	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	384	39288	100	99	99	578	559	579	NA	5	2	NA	9	6	86	76	77	14	10	16
Male	27	394	40644	100	98	98	535	522	549	4	6	4	19	26	15	74	64	74	4	3	7
African American	NC	52	4307	NC	100	99	NC	548	551	NC	10	4	NC	6	13	NC	75	75	NC	10	7
Hispanic	46	674	32672	100	98	99	554	538	548	2	6	4	11	19	14	78	70	76	9	6	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	--	16	4424	--	100	97	--	544	549	--	6	3	--	13	14	--	69	77	--	13	5
White	NC	32	36602	NC	97	99	NC	568	579	NC	NA	2	NC	13	7	NC	72	75	NC	16	16
Students with Disabilities	NC	116	9919	NC	94	93	NC	472	505	NC	17	9	NC	47	35	NC	35	54	NC	1	2
Students without Disabilities	52	662	70081	100	99	100	559	552	571	2	4	2	8	13	7	81	76	79	10	8	12
Limited English Proficient Students	NC	216	9571	NC	95	96	NC	496	502	NC	12	10	NC	31	29	NC	56	60	NC	0	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	--	12	37534	--	92	98	--	554	547	--	NA	4	--	17	15	--	83	76	--	NA	5
Non-Economically Disadvantaged	56	766	42466	100	98	100	557	540	578	2	6	2	9	18	7	80	70	75	9	7	16

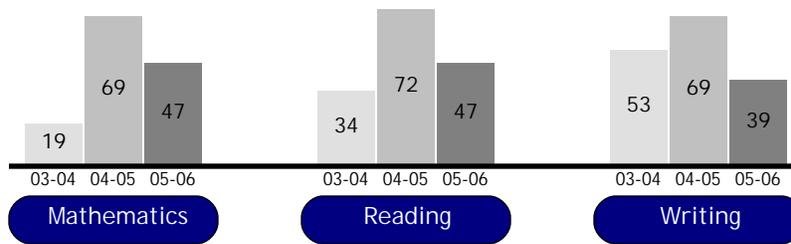
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	40	NA	58	98	33	36	47	100	37	34	46
	Language	95	27	41	50	98	32	39	47	100	48	43	48
	Mathematics	96	27	57	64	98	26	39	50	100	41	44	52
3	Reading	99	48	NA	55	100	28	32	44	94	22	28	46
	Language	100	57	56	61	100	30	35	44	94	25	34	46
	Mathematics	100	40	51	61	100	29	39	51	94	30	37	52
4	Reading	100	49	NA	56	100	40	37	48	99	34	34	52
	Language	100	56	43	52	100	38	38	49	99	32	37	52
	Mathematics	100	55	44	61	100	37	38	53	99	34	39	58
5	Reading	91	33	NA	55	100	48	39	50	100	37	39	56
	Language	96	37	40	49	100	51	39	50	100	37	39	54
	Mathematics	96	42	48	63	100	45	35	49	100	34	34	52
6	Reading	98	38	NA	56	100	42	42	51	100	58	43	56
	Language	98	44	38	48	100	38	38	47	100	58	39	50
	Mathematics	98	41	55	66	98	38	40	52	100	61	43	58

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

Council Duties

- Ü School Safety Issues
- Ü Student Discipline Procedures
- Ü Input in Budget Decisions
- Ü Involved in Schoolwide Planning
- Ü Planning of Extracurricular Activities
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	3.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certification.	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 Art Room
- Ü Multipurpose Room
- Ü Media Center
- Ü Music Room with Piano Lab

Extracurricular Activities

- Ü Student Council
- Ü Band

Social Services

- Ü Afterschool Program
- Ü Phoenix Boys Training Choir
- Ü Clothing/Food Banks
- Ü Counseling Services
- Ü Crisis Intervention

ü Winners in the district track meet.

ü Winners in student art contest.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	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

Our preschool and afterschool programs are licensed by the Arizona Health Department. We have a mandatory uniform policy. We use peer mediation. We educate parents, students and staff about school policies, procedures, and crisis plans.

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) :

0

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	Garthanne de Ocampo	(602) 257-3853
Transportation Policy	Mike Fisher	(602) 257-3799
Community Resources	Garthanne de Ocampo/J. Gallardo	(602) 257-3853
School Nutrition Programs	Michelle Burkhart	(602) 257-3741
Parent Organization	Mary Negrete	(602) 257-3853
Student Health/Nurse	Sharon Laughlin	(602) 257-3855

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 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.

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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.