



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

735 E Fillmore, 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	Underperforming
2004-05	Pending
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. John Ewing
 Schedule : 07:00 AM to 06:00 PM
 Grades : 5-8
 Web Address : www.phxelem.k12.az.us
 Phone Number : (602) 257-4843
 Fax Number : (602) 257-4852
 E-mail : john.ewing@phxelem.k12.az.us

Mission

We prepare/inspire students to become responsible citizens. School climate is positive with the assistance of school uniforms and school resource officers.

Phoenix Prep has embarked on cutting edge curriculum with many elective opportunities in the arts and sciences. For 2005-06, in conjunction with ASU we have a new Science Investigations Program. We encourage open enrollment for students interested in an exciting urban educational experience. Please contact us for information or tours.

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 2
2004-05	SI Year 2
2003-04	Year 2

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

School / Academic Goals

- ü Math - The percent of 7th-8th grade students who meet or exceed the Arizona Mathematics Standards will increase by 10%
- ü Writing - The percent of 7th-8th grade students who meet or exceed the Arizona Writing Standards will increase by 10%
- ü Reading - The percent of 7th-8th grade students who meet or exceed the Arizona Reading Standards will increase by 10%
- ü We will maintain AYP (Adequate Yearly Progress) as determined by the Arizona Department of Education.

Enrollment

October 1, 2005 School Year Student Enrollment : 1103
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 118

Instructional Programs

- Ü Gifted/Advanced Teams
- Ü Language Support (ESL/Bilingual)
- Ü On-site Special Education
- Ü Technology Education
- Ü Biotech Science Magnet
- Ü Performing Arts Magnet
- Ü Fine Arts Magnet
- Ü Honors Academy

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

We create the conditions for student success, and we believe each student can be successful. We follow the district and state curriculum guidelines. We communicate regularly with parents. We maintain a safe, supportive learning environment. Are students are ready for high school when they complete the eighth grade

Parents

Parents are responsible for meeting the basic needs of their children for being active partners with us in their education, this includes emphasizing good attendance and completing homework. The Prep expects parents to attend parent/teacher conferences. Parents are expected to provide minimal materials (paper, pens, pencils) for their students and to follow school rules.

Students are to be on time, prepared to learn with materials and homework, and dressed in the school uniform

Transportation Policy

Phoenix Preparatory Academy students are served by the transportation department of the Phoenix Elementary School District #1. Transportation is a privilege and students are expected to behave accordingly. Transportation is also provided for students who remain on campus for tutoring, athletics, activities and detention. No student is expected to cross major arterial streets on foot.

School Honors

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

Award/Honor	Year
Ü Optimist Club Speech Contest	2005
Ü Basketball champions	2004
Ü MLK essay contest winner	2004
Ü Anti Tobacco essay winner	2004

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	60	880	79306	100	99	99	460	479	504	27	21	13	40	29	20	32	43	49	2	7	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	447	38845	100	100	99	462	481	505	21	19	11	45	30	20	34	45	50	NA	6	18
Male	31	433	40383	97	98	98	459	477	504	32	24	14	35	28	19	29	40	47	3	8	19
African American	14	51	4171	93	98	98	474	478	485	14	20	20	50	37	26	29	37	44	7	6	10
Hispanic	43	746	32673	100	99	99	453	476	487	33	23	18	37	30	25	30	42	46	NA	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	11	125	10286	100	91	91	421	443	462	64	58	41	36	26	27	NA	14	27	NA	2	5
Students without Disabilities	49	755	69020	100	100	100	469	485	510	18	15	9	41	30	18	39	47	52	2	8	21
Limited English Proficient Students	24	299	10291	96	97	96	440	456	458	46	37	38	42	37	34	13	25	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	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	58	864	41869	100	99	100	459	479	521	28	21	7	40	29	14	33	43	51	NA	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	60	882	79000	100	99	98	449	468	489	25	17	10	43	33	24	32	48	58	NA	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	448	38774	100	100	99	459	473	494	21	15	7	34	29	22	45	54	61	NA	2	10
Male	31	434	40150	97	98	98	440	462	485	29	21	12	52	36	25	19	41	55	NA	2	8
African American	14	51	4153	93	98	98	458	474	476	14	10	13	43	33	30	43	57	53	NA	NA	4
Hispanic	43	748	32508	100	99	98	443	464	472	30	19	15	47	35	33	23	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	11	126	9991	100	92	88	418	429	449	73	56	33	27	28	36	NA	14	29	NA	2	2
Students without Disabilities	49	756	69009	100	100	100	456	474	495	14	11	6	47	34	22	39	53	62	NA	2	10
Limited English Proficient Students	24	300	10199	96	98	95	426	439	439	46	36	35	50	43	47	4	21	18	NA	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	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	58	866	41766	100	99	99	449	468	505	26	17	5	43	33	16	31	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	59	881	79611	98	99	99	467	470	496	14	13	7	53	48	37	34	38	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	447	39016	100	100	99	478	486	511	7	9	4	59	42	29	34	48	66	NA	0	1
Male	30	434	40519	94	98	98	456	453	482	20	18	10	47	55	44	33	28	46	NA	NA	0
African American	14	51	4188	93	98	98	481	495	486	7	6	9	43	49	40	50	43	50	NA	2	0
Hispanic	42	750	32855	100	100	99	459	465	481	17	15	10	60	49	43	24	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	10	127	10664	91	93	94	NA	400	440	NA	46	23	NA	48	54	NA	6	22	NA	NA	1
Students without Disabilities	49	754	68947	100	100	100	481	481	504	6	8	4	55	48	34	39	44	61	NA	0	1
Limited English Proficient Students	23	300	10362	92	98	97	431	430	438	26	28	22	70	54	57	4	18	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	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	57	865	41985	98	99	100	465	470	511	14	13	4	54	49	30	32	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	77	773	79327	100	97	98	461	498	518	52	28	19	38	25	20	10	38	46	NA	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	379	38961	100	97	98	470	503	520	36	22	16	61	30	20	3	40	48	NA	9	16
Male	44	394	40295	100	98	97	455	493	516	64	34	21	20	21	19	16	37	44	NA	8	16
African American	13	51	4247	100	98	98	466	498	499	46	25	27	46	31	24	8	33	41	NA	10	8
Hispanic	56	668	32327	100	97	98	460	496	499	54	28	27	36	26	25	11	38	41	NA	7	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	NC	16	4391	NC	100	96	NC	489	489	NC	38	32	NC	13	27	NC	50	36	NC	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	13	106	9321	100	85	87	439	450	467	77	71	54	23	17	22	NA	11	21	NA	1	3
Students without Disabilities	64	667	70006	100	100	100	466	505	524	47	21	14	41	27	19	13	42	49	NA	10	18
Limited English Proficient Students	22	213	9431	100	94	95	435	469	466	77	50	53	23	24	27	NA	24	18	NA	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	NC	12	37097	NC	92	97	NC	482	498	NC	33	27	NC	42	25	NC	17	41	NC	8	7
Non-Economically Disadvantaged	75	761	42230	100	98	99	462	498	535	52	28	11	37	25	15	11	39	50	NA	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	78	782	79501	100	99	98	450	476	497	38	19	10	32	31	25	29	48	60	NA	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	385	39062	100	99	99	462	484	502	21	14	8	42	31	23	36	52	64	NA	3	5
Male	45	397	40368	100	98	98	442	469	491	51	24	13	24	32	27	24	44	57	NA	1	3
African American	13	52	4279	100	100	99	459	478	485	15	19	14	38	27	30	46	52	54	NA	2	2
Hispanic	57	676	32389	100	98	98	447	474	478	44	20	16	32	32	34	25	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	NC	16	4401	NC	100	96	NC	483	473	NC	13	17	NC	31	40	NC	56	43	NC	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	13	113	9411	100	91	88	428	432	453	69	61	36	8	23	36	23	16	26	NA	NA	1
Students without Disabilities	65	669	70090	100	100	100	454	483	502	32	12	7	37	33	24	31	53	65	NA	2	5
Limited English Proficient Students	23	219	9401	100	96	94	419	445	443	74	38	40	26	44	46	NA	18	14	NA	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	NC	12	37183	NC	92	97	NC	464	479	NC	33	16	NC	33	34	NC	33	49	NC	NA	1
Non-Economically Disadvantaged	76	770	42318	100	99	99	450	476	513	38	19	5	32	31	17	30	48	70	NA	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	77	778	80000	100	98	99	515	540	564	8	6	3	26	18	11	65	70	75	1	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	384	39288	100	99	99	545	559	579	3	5	2	15	9	6	79	76	77	3	10	16
Male	44	394	40644	100	98	98	493	522	549	11	6	4	34	26	15	55	64	74	NA	3	7
African American	13	52	4307	100	100	99	545	548	551	8	10	4	NA	6	13	92	75	75	NA	10	7
Hispanic	56	674	32672	100	98	99	508	538	548	9	6	4	30	19	14	59	70	76	2	6	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	NC	16	4424	NC	100	97	NC	544	549	NC	6	3	NC	13	14	NC	69	77	NC	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	13	116	9919	100	94	93	431	472	505	31	17	9	46	47	35	23	35	54	NA	1	2
Students without Disabilities	64	662	70081	100	99	100	532	552	571	3	4	2	22	13	7	73	76	79	2	8	12
Limited English Proficient Students	22	216	9571	100	95	96	453	496	502	23	12	10	45	31	29	32	56	60	NA	0	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	NC	12	37534	NC	92	98	NC	554	547	NC	NA	4	NC	17	15	NC	83	76	NC	NA	5
Non-Economically Disadvantaged	75	766	42466	100	98	100	515	540	578	8	6	2	27	18	7	64	70	75	1	7	16

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

7th 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	522	781	78546	100	100	97	504	518	543	35	28	15	25	21	18	38	44	52	2	7	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	248	377	38645	100	100	98	507	520	545	31	23	13	31	26	18	36	44	54	2	6	15
Male	269	399	39792	100	100	97	503	517	542	38	32	17	20	17	17	40	44	50	2	7	15
African American	48	59	4205	100	100	97	515	519	524	23	22	22	31	29	22	44	46	49	2	3	7
Hispanic	438	658	31177	100	100	97	501	515	524	37	30	22	24	21	23	37	44	48	2	5	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	10	16	4689	100	94	95	NA	521	515	NA	25	28	NA	38	25	NA	25	43	NA	13	4
White	19	38	36450	100	100	97	532	568	563	16	8	7	26	16	12	53	47	57	5	29	23
Students with Disabilities	99	127	8093	100	98	82	457	466	489	85	75	50	10	14	24	5	10	23	NA	1	2
Students without Disabilities	423	654	70453	100	100	100	515	528	549	23	19	11	28	23	17	45	51	56	3	8	16
Limited English Proficient Students	167	217	9323	98	99	94	476	482	491	62	56	47	24	25	28	13	18	24	1	0	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	18	19	34694	95	100	96	503	507	524	39	37	23	22	21	23	28	32	48	11	11	7
Non-Economically Disadvantaged	504	762	43852	100	100	99	504	518	559	35	28	10	25	21	13	38	44	56	2	6	22

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	521	780	79045	100	100	98	475	488	512	26	19	10	39	34	25	35	46	58	0	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	248	378	38860	100	100	98	480	493	519	19	14	7	42	34	22	38	49	62	0	2	8
Male	268	397	40075	99	99	97	471	484	505	31	23	12	36	33	28	33	43	54	0	1	6
African American	48	59	4250	100	100	98	491	496	500	10	8	12	42	39	31	48	53	54	NA	NA	3
Hispanic	437	657	31314	100	100	98	471	484	493	28	20	16	40	35	34	32	44	48	0	1	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	10	16	4719	100	94	96	NA	495	489	NA	25	15	NA	25	39	NA	44	45	NA	6	2
White	19	38	36730	100	100	98	517	535	532	11	5	4	11	11	16	79	71	68	NA	13	12
Students with Disabilities	98	126	8552	99	98	87	436	443	463	63	54	35	33	37	40	4	9	23	NA	NA	1
Students without Disabilities	423	654	70493	100	100	100	484	496	517	17	12	7	40	33	24	43	53	62	0	2	8
Limited English Proficient Students	166	215	9355	97	98	95	447	453	456	50	41	37	40	44	48	10	14	15	NA	NA	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	18	19	34922	95	100	96	462	465	493	39	37	15	39	37	34	22	26	48	NA	NA	3
Non-Economically Disadvantaged	503	761	44123	100	100	99	476	488	527	25	19	6	39	34	18	36	46	66	0	2	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	517	779	79657	100	100	99	531	543	566	9	6	3	14	13	8	77	80	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	248	379	39120	100	100	99	546	557	580	6	4	2	8	7	4	86	88	92	NA	1	2
Male	264	395	40423	98	99	98	519	531	553	11	8	5	19	18	12	70	74	83	NA	1	1
African American	48	59	4290	100	100	99	548	552	560	4	3	4	10	10	9	85	86	86	NA	NA	1
Hispanic	435	658	31642	99	100	99	528	540	552	9	7	5	14	13	11	77	80	84	NA	0	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	15	4760	NC	88	97	NC	538	547	NC	7	5	NC	20	14	NC	73	81	NC	NA	0
White	18	37	36929	95	97	99	569	582	579	NA	NA	2	11	8	5	89	86	91	NA	5	2
Students with Disabilities	98	129	9069	99	100	92	463	479	508	24	20	11	35	31	30	41	49	58	NA	NA	1
Students without Disabilities	419	650	70588	100	100	100	547	555	573	5	4	2	9	9	5	86	87	91	NA	1	1
Limited English Proficient Students	166	217	9521	97	99	96	491	499	507	16	13	13	27	27	24	57	59	63	NA	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	17	18	35341	89	95	97	528	531	551	6	6	5	24	22	12	71	72	83	NA	NA	0
Non-Economically Disadvantaged	500	761	44316	100	100	100	531	543	578	9	6	2	14	12	5	78	81	90	NA	1	2

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	438	706	78400	100	100	97	511	523	554	47	38	21	27	25	19	24	34	47	2	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	226	358	38686	100	100	98	508	523	554	47	37	20	31	26	20	22	35	49	0	2	12
Male	211	347	39636	100	100	96	515	524	554	46	40	23	23	23	18	27	33	46	3	5	13
African American	34	54	4193	100	100	97	506	516	533	50	44	32	24	20	23	26	35	40	NA	NA	5
Hispanic	372	584	30732	100	100	97	512	522	534	47	39	31	28	26	24	24	32	40	2	3	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	11	18	4536	100	100	95	503	521	528	55	39	35	36	28	25	9	33	37	NA	NA	4
White	19	42	37038	95	95	97	510	553	575	47	24	11	11	12	14	37	48	56	5	17	19
Students with Disabilities	76	104	7840	97	96	81	471	486	498	86	71	60	9	15	18	5	13	20	NA	NA	2
Students without Disabilities	362	602	70560	100	100	99	519	530	560	39	33	17	31	26	19	28	37	50	2	4	14
Limited English Proficient Students	150	204	8956	99	100	95	491	493	502	69	65	56	22	24	25	9	11	18	NA	0	1
Migrant Students	NC	NC	676	NC	NC	95	NC	NC	523	NC	NC	38	NC	NC	25	NC	NC	36	NC	NC	1
Economically Disadvantaged	12	14	33014	92	93	95	512	514	534	42	43	31	33	29	24	25	29	40	NA	NA	5
Non-Economically Disadvantaged	426	692	45386	100	100	99	511	524	569	47	38	15	27	24	15	24	34	52	2	3	18

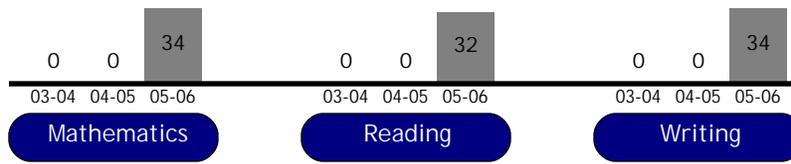
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	438	705	79179	100	100	98	481	493	519	26	20	11	44	37	27	30	42	58	0	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	226	357	38974	100	100	99	482	497	524	25	18	8	45	37	25	31	45	61	NA	1	5
Male	211	347	40124	100	100	97	480	490	513	27	22	13	44	38	28	29	39	54	0	1	4
African American	34	55	4243	100	100	98	496	506	506	18	16	14	35	29	32	47	53	51	NA	2	3
Hispanic	372	582	30987	100	100	98	479	489	498	26	21	17	46	40	36	28	39	45	0	1	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	11	18	4573	100	100	96	482	497	494	36	28	16	27	28	41	36	44	42	NA	NA	1
White	19	42	37467	95	95	98	489	525	539	21	12	5	37	21	17	42	62	70	NA	5	8
Students with Disabilities	76	103	8567	97	95	88	442	453	467	63	52	39	30	32	38	7	16	22	NA	NA	1
Students without Disabilities	362	602	70612	100	100	99	488	500	524	18	14	7	47	38	25	35	46	62	0	1	5
Limited English Proficient Students	150	202	9013	99	99	95	451	455	461	50	47	40	45	45	48	5	9	12	NA	NA	0
Migrant Students	NC	NC	680	NC	NC	96	NC	NC	487	NC	NC	20	NC	NC	43	NC	NC	36	NC	NC	1
Economically Disadvantaged	12	14	33345	92	93	96	469	473	499	25	29	17	67	57	36	8	14	46	NA	NA	1
Non-Economically Disadvantaged	426	691	45834	100	100	99	481	494	533	26	20	7	43	37	19	31	42	67	0	1	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	438	706	79734	100	100	99	512	526	554	7	6	3	39	32	19	53	62	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	226	359	39243	100	100	99	525	539	568	4	3	2	34	26	12	62	71	85	NA	NA	1
Male	211	346	40413	100	100	98	500	513	541	10	9	4	45	38	26	45	53	70	NA	NA	0
African American	34	55	4285	100	100	99	524	531	548	9	9	3	29	24	22	62	67	74	NA	NA	0
Hispanic	372	582	31254	100	100	99	511	523	539	7	6	5	40	34	25	53	60	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	11	19	4613	100	100	97	526	540	535	NA	NA	4	45	32	29	55	68	67	NA	NA	0
White	19	42	37668	95	95	99	512	546	569	5	2	1	47	24	13	47	74	85	NA	NA	1
Students with Disabilities	76	103	8943	97	95	92	447	464	495	24	20	11	63	55	51	13	24	38	NA	NA	1
Students without Disabilities	362	603	70791	100	100	100	525	536	561	4	4	2	34	28	15	62	68	83	NA	NA	0
Limited English Proficient Students	149	201	9138	99	99	97	468	473	492	17	16	13	60	58	46	23	25	40	NA	NA	NA
Migrant Students	NC	NC	687	NC	NC	97	NC	NC	528	NC	NC	6	NC	NC	28	NC	NC	65	NC	NC	NA
Economically Disadvantaged	12	14	33718	92	93	97	521	519	538	NA	7	5	33	29	26	67	64	69	NA	NA	0
Non-Economically Disadvantaged	426	692	46016	100	100	100	512	526	567	8	6	2	39	32	14	53	62	84	NA	NA	1

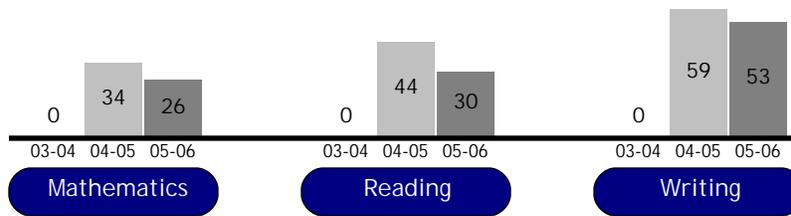
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

5th Grade Proficiency



8th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	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
5	Reading	--	--	NA	55	--	--	39	50	100	27	39	56
	Language	--	--	40	49	--	--	39	50	100	21	39	54
	Mathematics	--	--	48	63	--	--	35	49	100	24	34	52
6	Reading	--	--	NA	56	--	--	42	51	100	20	43	56
	Language	--	--	38	48	--	--	38	47	100	20	39	50
	Mathematics	--	--	55	66	--	--	40	52	100	20	43	58
7	Reading	100	28	NA	54	100	31	38	50	100	27	37	54
	Language	100	30	40	58	100	35	41	52	100	34	43	58
	Mathematics	100	41	48	62	100	29	35	50	100	27	35	54
8	Reading	100	35	NA	55	100	36	40	51	100	30	39	58
	Language	100	30	36	52	100	40	44	50	100	34	41	56
	Mathematics	100	46	50	61	100	38	42	53	100	32	39	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

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

Council Duties

- Ü Strategic Planning
- Ü Decision Making
- Ü Parent Involvement
- Ü Community Outreach
- Ü Communication
- Ü Advisory Board

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	69.00
Other Professional Staff	9.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	2	0	0
4 to 6 years	12	7	0	0
7 to 9 years	8	4	0	0
10 or more years	33	24	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	225
Teachers with Emergency Certification.	12
Percent of teachers in the school with Emergency/Provisional Certification	17%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü Auditorium
- Ü Gym/Fine Arts Building
- Ü Dance Studio/Music rooms
- Ü Computer labs/Media center

Extracurricular Activities

- Ü Student Government
- Ü Athletics
- Ü Special Interest Clubs (over twenty)
- Ü Tutoring available after school
- Ü Late buses for all activities
- Ü Cheerleading
- Ü Science Investigations
- Ü Coyotes Tracks TV channel

Social Services

- Ü Boys & Girls Club
- Ü Phoenix CARE Program, Salvation Army
- Ü After-school Tutoring
- Ü Parenting Classes/ASU Bridges Program
- Ü University of Arizona Parent Outreach
- Ü ASU Hispanic Mother-Daughter Program
- Ü School Clothing Drive sponsor and site
- Ü Free breakfast and lunch program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Our students made significant progress on AIMS Terranova scores compared to their previous scores.

- ü We increased the number of students who tested out of advanced math classes in high school. Established advanced courses in Math, Reading and Language Arts. Over twenty students successfully passed the algebra exemption test for high school.

- ü Our students in fine arts again achieved several awards at state and county fairs including blue ribbons.

- ü The seventh grade girl's basketball team won the conference championship comprised of schools throughout the metro Phoenix area

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	89	95	94	95
Promotion Rate ⁵	87	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

We have a School Safety/Crisis Team that was formed 2001-02. They are scheduled to meet bi-monthly to review various issues or problems related to promoting a safe school. We currently have 2 SROs on campus and utilize the GREAT Program Curriculum. In 2003-2004 we successfully implemented a silent witness program, students took advantage of this opportunity and turned in several incidents to the SRO's. In 2005 we added a Probation Officer from the county who works in classrooms with teachers.

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	John Ewing	(602) 257-4843
Transportation Policy	Emily Rivera	(602) 257-3800
Community Resources	Becky Arroyo	(602) 257-3911
School Nutrition Programs	Michelle Burkhart	(602) 257-3743
Parent Organization	Clarissa Harper	(602) 257-4865
Student Health/Nurse	Gloria Johnstone	(602) 257-4845

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.