

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2013 North 36th Street, Phoenix, AZ 85008

Creighton Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Underperforming

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mr. Mark Ritz
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-8
 2005 Enrollment : 1074
 Web Address : www.creightonschools.org/papago/
 Phone Number : (602) 381-6100
 Fax Number : (602) 381-6118
 E-mail : mritz@creightonschools.org

Mission

The Papago School Vision for Reform is to: increase academic achievement and to focus on the alignment of curriculum/instruction to the Arizona State Standards. We will use research driven methodology to increase student learning opportunities, increase professional growth for teachers and increase parental support and involvement.

School / Academic Goals

- ü To prepare our students with skills to communicate effectively through reading, writing, speaking, and listening. Provide all classrooms with literacy-rich materials, which increase skills in comprehension and analysis. To promote a love for reading.
- ü To raise student achievement by creating a positive-learning environment and developing quality instructional programs. To use student friendly software programs which enhance skills in reading, writing, and math. To use higher order thinking skills.
- ü To provide quality staff development which will improve the quality of teaching/learning for all teachers, paraprofessionals and parents. To promote literacy rich programs and to integrate reading and writing in the school wide curriculum.
- ü To integrate and use technology effectively in the instructional programs. To instill a love of learning through the use of technology in planning and delivering instruction daily.

Enrollment

October 1, 2004 School Year Student Enrollment : 1124
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 91

Instructional Programs

- ü Special Needs Preschool/VE
- ü Title I Schoolwide Plan
- ü Gifted Education/AP Classes
- ü ELL Integrated Curriculum
- ü At Risk Programs/LRE/Prevention Grant
- ü Technology Based Learning/A.R. labs
- ü K-4 Literacy PRIDE clubs
- ü Prime Time Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/20/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We communicate with parents through the Site Council, PTA, a school/community report card and a bi-monthly newsletter. Parents sign an acknowledgement form regarding student behavior and ensure parent involvement in high standards and expectations. Teachers send out weekly classroom newsletters. Teachers and administrators have established home logs where phone calls are made to parents on a weekly basis to inform them of student progress. Progress reports are sent home frequently.

Parents

As part of a schoolwide plan, parents agree to support the teacher/school by ensuring punctual school attendance and appropriate student behavior. Parents regulate homework, read with their children daily and provide the necessary tools for learning. Parents are aware that frequent home to school communication is vital to the academic success of the student. Middle School Students carry a Papago Accountability Card for effective communication.

Transportation Policy

It is the intent of the Governing Board to transport all children in grades 3-8 whose legal residence is outside a mile radius from school and all students in K-2 outside a 3/4 mile radius. Transportation is provided for all special needs students.

School Honors

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

Award/Honor	Year
ü Block Watch Grant Recipient/Tobacco Prevention Program	2005
ü Wells Fargo Reading Grant Program - "PRIDE" Book Club	2005
ü Legislative Safety Grant	2005
ü District Poetry/Spelling Bee/Battle of the Books Champs	2005

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	111	941	79306	100	100	99	417	428	445	19	14	10	34	27	18	43	51	51	4	9	20
All Students (Prior Year)	110	974	75509	97	100	100	475	507	521	32	19	13	39	29	23	23	28	33	7	24	31
Female	53	478	38691	100	100	99	417	428	446	13	14	10	41	25	18	43	52	52	2	8	20
Male	58	463	40583	100	100	99	417	428	445	24	13	11	28	29	18	43	49	50	6	9	21
African American	11	39	4041	100	100	99	398	414	426	44	23	17	33	23	23	22	46	50	0	8	10
Hispanic	83	793	32869	99	100	99	419	426	429	19	14	15	32	27	25	43	50	51	5	8	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	28	4264	NC	100	100	NC	423	419	NC	13	19	NC	43	30	NC	39	45	NC	4	6
White	13	77	36197	100	100	99	427	454	463	8	3	5	23	19	11	69	58	53	0	20	31
Students with Disabilities	NC	118	10321	NC	100	100	NC	382	389	NC	39	30	NC	28	27	NC	31	34	NC	2	9
Students without Disabilities	103	824	69060	100	100	98	418	435	454	20	10	7	33	27	17	43	54	54	4	10	22
Limited English Proficient Students	54	601	15509	98	100	100	419	420	406	21	16	20	30	30	30	43	49	45	6	5	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	98	861	39415	97	99	96	417	429	431	20	14	15	35	28	25	40	51	50	4	8	10
Non-Economically Disadvantaged	13	81	39966	100	100	100	419	412	459	9	12	6	27	17	12	64	52	52	0	20	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	941	79395	100	0	99	421	419	446	18	18	9	41	39	25	40	40	55	1	2	11
All Students (Prior Year)	108	966	75492	96	99	100	497	512	519	24	16	12	20	17	16	50	49	47	6	19	24
Female	53	477	38743	100	0	100	427	423	451	17	17	7	35	37	24	46	43	57	2	2	12
Male	59	465	40618	100	0	99	416	415	440	19	19	11	46	42	27	35	37	53	0	2	9
African American	11	39	4052	100	0	100	417	414	434	11	12	11	56	38	29	33	50	54	0	0	6
Hispanic	84	793	32915	100	0	99	419	415	426	20	20	15	43	42	35	35	37	47	1	2	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	28	4271	NC	0	100	NC	418	420	NC	17	15	NC	39	42	NC	43	41	NC	0	2
White	13	77	36221	100	0	99	446	458	465	8	5	4	15	17	15	77	66	63	0	13	17
Students with Disabilities	NC	118	10331	NC	0	100	NC	371	388	NC	44	25	NC	34	37	NC	22	34	NC	0	4
Students without Disabilities	104	824	69139	100	0	99	423	427	454	15	14	7	42	40	24	41	43	58	1	3	11
Limited English Proficient Students	55	603	15545	100	0	100	415	408	399	21	22	21	49	45	42	28	32	35	2	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	99	861	39484	98	0	96	420	420	429	19	18	14	43	41	35	37	39	47	1	2	4
Non-Economically Disadvantaged	13	81	39986	100	0	100	428	414	461	9	13	4	27	17	16	64	57	63	0	13	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	111	935	78869	100	100	99	446	431	442	3	6	6	24	27	21	71	64	63	2	3	10
All Students (Prior Year)	106	966	75053	94	99	99	582	591	597	6	7	7	23	14	12	69	73	72	2	6	9
Female	52	473	38536	98	100	99	443	441	458	7	5	4	18	22	15	71	69	67	4	4	14
Male	59	462	40302	100	100	99	449	420	428	0	7	8	30	31	26	70	59	60	0	2	7
African American	11	38	4015	100	100	99	460	427	430	0	4	8	33	31	24	56	62	61	11	4	7
Hispanic	83	788	32606	99	100	98	443	428	426	4	6	8	25	29	27	70	63	60	1	3	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	28	4245	NC	100	100	NC	416	423	NC	17	9	NC	9	26	NC	70	61	NC	4	4
White	13	77	36078	100	100	99	459	463	459	0	2	4	15	16	16	85	77	66	0	6	14
Students with Disabilities	NC	118	10246	NC	100	100	NC	356	367	NC	22	18	NC	47	39	NC	31	40	NC	0	4
Students without Disabilities	103	818	68697	100	99	98	450	442	454	3	4	4	21	24	18	74	69	67	2	3	11
Limited English Proficient Students	55	598	15339	100	100	100	434	421	399	6	7	11	28	33	31	64	59	54	2	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	98	854	39106	97	98	95	445	431	427	2	6	8	27	29	28	68	63	59	2	2	5
Non-Economically Disadvantaged	13	82	39837	100	100	100	459	425	457	9	12	4	0	5	14	91	75	67	0	8	15

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	119	910	78906	100	100	99	463	473	498	23	21	13	27	29	19	45	43	48	5	8	20
All Students (Prior Year)	108	877	76019	98	100	100	457	473	499	28	23	14	60	50	39	8	10	14	3	17	33
Female	64	476	38644	100	100	99	454	474	500	17	18	12	34	31	19	47	43	49	2	8	19
Male	55	434	40236	96	100	99	474	473	497	31	23	15	18	26	19	42	43	46	9	7	20
African American	NC	41	4087	NC	100	99	NC	481	481	NC	11	20	NC	29	24	NC	57	45	NC	4	11
Hispanic	84	746	31938	99	100	99	464	471	481	27	22	19	26	29	25	42	42	46	5	7	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	33	4593	NC	97	100	NC	481	467	NC	8	26	NC	48	29	NC	36	39	NC	8	6
White	23	83	36483	100	100	99	455	483	517	10	15	7	33	19	13	52	55	51	5	10	30
Students with Disabilities	15	106	10664	100	100	100	341	400	430	83	61	42	0	20	27	17	13	26	0	6	5
Students without Disabilities	105	807	68310	99	100	98	478	483	509	16	16	9	30	29	18	48	47	51	5	8	22
Limited English Proficient Students	61	538	12573	100	100	100	456	468	454	22	22	27	29	30	30	46	41	38	3	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	100	831	38679	96	100	96	470	477	483	25	21	20	26	30	25	46	42	45	4	7	10
Non-Economically Disadvantaged	20	82	40295	100	100	100	429	439	513	20	16	7	30	13	13	40	54	50	10	16	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	910	78908	100	0	99	451	457	484	21	18	10	34	36	23	42	44	58	3	2	9
All Students (Prior Year)	108	877	76020	98	100	100	487	492	503	57	44	25	25	25	23	14	25	40	4	7	12
Female	64	476	38648	100	0	99	446	460	489	15	14	8	34	36	22	49	48	61	2	2	10
Male	55	434	40233	96	0	99	457	454	479	29	22	12	33	37	25	33	39	55	4	3	8
African American	NC	41	4092	NC	0	99	NC	475	473	NC	14	12	NC	25	28	NC	57	54	NC	4	5
Hispanic	84	746	31940	99	0	99	448	454	465	27	19	16	32	38	32	39	41	49	1	2	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	33	4569	NC	0	100	NC	475	457	NC	8	18	NC	40	39	NC	48	41	NC	4	2
White	23	83	36502	100	0	99	457	478	502	5	6	4	33	27	14	52	58	67	10	9	15
Students with Disabilities	15	106	10665	100	0	100	344	388	423	58	52	30	25	28	36	8	17	31	8	3	2
Students without Disabilities	105	807	68312	99	0	98	464	466	493	17	13	7	34	37	21	46	47	62	2	2	10
Limited English Proficient Students	61	538	12556	100	0	100	439	449	436	24	21	24	35	39	40	40	39	35	2	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	100	831	38662	96	0	96	457	460	468	24	18	16	34	38	32	41	42	49	1	2	3
Non-Economically Disadvantaged	20	82	40315	100	0	100	422	428	498	15	9	5	30	19	15	45	61	66	10	10	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	908	78750	100	100	99	477	477	500	10	10	6	36	37	29	55	53	63	0	1	2
All Students (Prior Year)	108	870	75673	98	100	100	470	494	530	23	19	12	42	35	25	34	45	58	1	1	4
Female	64	475	38586	100	100	99	470	486	515	12	7	4	27	34	22	61	59	71	0	0	3
Male	55	433	40135	96	100	99	485	467	486	7	13	8	47	42	35	47	45	56	0	1	1
African American	NC	40	4081	NC	100	99	NC	511	488	NC	4	8	NC	29	32	NC	64	59	NC	4	2
Hispanic	84	745	31841	99	100	99	474	472	483	11	10	8	35	39	36	54	50	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	33	4586	NC	97	100	NC	520	481	NC	4	8	NC	28	37	NC	64	54	NC	4	1
White	23	83	36440	100	100	99	475	495	516	5	6	3	43	28	22	52	66	71	0	0	4
Students with Disabilities	15	105	10622	100	100	100	307	371	415	42	35	21	42	46	50	17	16	28	0	3	1
Students without Disabilities	105	806	68196	99	100	98	498	491	513	5	6	3	35	36	25	59	57	69	0	0	3
Limited English Proficient Students	61	537	12504	100	100	100	465	468	451	10	10	12	35	40	44	56	49	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	100	829	38558	96	99	96	486	481	485	9	10	8	35	39	37	55	51	54	0	0	1
Non-Economically Disadvantaged	20	82	40260	100	100	100	435	439	514	10	10	3	40	25	21	50	61	72	0	3	4

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	124	798	78250	100	100	99	518	533	548	43	29	21	20	24	18	34	42	48	3	5	13
All Students (Prior Year)	106	783	75001	100	100	99	429	445	468	70	56	37	26	32	36	4	8	16	0	4	10
Female	65	402	38071	98	100	99	513	530	549	51	31	20	17	23	19	31	42	49	2	3	12
Male	59	396	40126	100	100	99	524	536	547	35	27	23	24	24	17	37	41	46	4	8	14
African American	10	37	4058	83	100	99	508	520	523	50	46	32	25	11	22	25	43	41	0	0	5
Hispanic	96	649	29129	99	100	99	517	529	527	47	31	32	20	25	23	30	39	40	3	4	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	33	4996	NC	94	100	NC	533	518	NC	30	36	NC	15	25	NC	52	36	NC	4	4
White	10	74	38320	100	100	99	533	568	568	20	11	12	10	15	14	70	56	55	0	18	19
Students with Disabilities	NC	65	9329	NC	100	100	NC	479	454	NC	81	64	NC	7	18	NC	11	16	NC	2	2
Students without Disabilities	115	734	68996	98	100	99	524	538	561	39	25	16	22	25	18	36	44	52	3	6	14
Limited English Proficient Students	42	387	10133	100	100	100	510	521	488	46	34	45	26	30	25	26	33	28	2	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	104	693	33388	94	98	94	515	529	530	46	31	32	20	24	22	32	41	40	2	4	5
Non-Economically Disadvantaged	20	106	44937	100	100	100	543	561	561	27	18	13	20	18	15	47	47	54	7	17	18

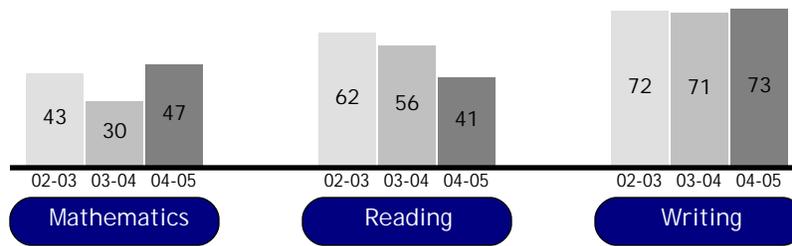
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	796	78302	100	0	99	489	496	512	21	16	11	36	35	25	42	48	57	1	1	7
All Students (Prior Year)	106	780	74918	100	100	99	465	477	497	63	47	32	15	22	19	17	26	35	4	5	15
Female	65	400	38082	98	0	99	490	498	518	20	12	8	36	36	24	42	51	61	2	1	7
Male	59	396	40166	100	0	99	487	493	507	22	19	14	37	34	26	41	44	54	0	2	6
African American	10	37	4064	83	0	100	476	489	498	13	14	14	63	39	29	25	43	54	0	4	3
Hispanic	96	647	29152	99	0	99	487	491	492	26	18	17	34	37	34	39	44	46	1	1	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	33	4993	NC	0	100	NC	508	484	NC	7	19	NC	30	38	NC	63	42	NC	0	1
White	10	74	38347	100	0	99	504	530	531	0	2	5	30	23	17	70	68	68	0	8	10
Students with Disabilities	NC	65	9353	NC	0	100	NC	449	429	NC	61	40	NC	25	38	NC	14	22	NC	0	1
Students without Disabilities	115	732	69024	98	0	99	493	500	524	16	12	7	38	36	23	45	50	62	1	2	7
Limited English Proficient Students	42	386	10140	100	0	100	480	482	451	30	21	28	36	44	43	34	36	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	104	691	33398	94	0	94	486	491	495	21	17	18	37	37	35	41	45	46	1	1	2
Non-Economically Disadvantaged	20	106	44979	100	0	100	504	525	525	20	9	6	33	21	18	47	63	66	0	7	10

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	124	796	78094	100	100	99	516	520	545	8	6	3	31	29	18	60	65	77	1	0	2
All Students (Prior Year)	104	777	74503	100	100	99	459	459	491	13	13	9	37	42	32	50	43	51	0	2	8
Female	65	400	38025	98	100	99	521	529	558	8	4	2	25	24	13	64	72	82	2	1	2
Male	59	396	40013	100	100	99	509	510	534	7	8	5	37	35	23	56	57	71	0	0	1
African American	10	37	4037	83	100	99	546	523	532	0	7	4	13	25	22	88	68	73	0	0	1
Hispanic	96	647	29068	99	100	99	508	514	523	10	7	5	35	32	27	53	61	67	1	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	33	4981	NC	94	100	NC	540	526	NC	0	4	NC	22	25	NC	78	70	NC	0	0
White	10	74	38265	100	100	99	532	559	564	0	0	2	20	12	11	80	86	84	0	2	3
Students with Disabilities	NC	65	9275	NC	100	100	NC	441	444	NC	32	14	NC	49	46	NC	19	39	NC	0	1
Students without Disabilities	115	731	68892	98	100	98	526	527	559	4	3	2	30	27	14	65	69	82	1	0	2
Limited English Proficient Students	42	386	10084	100	100	100	504	502	474	10	8	10	38	39	39	52	53	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	104	691	33296	94	98	94	513	515	527	7	6	5	34	31	27	59	62	67	0	0	0
Non-Economically Disadvantaged	20	105	44871	100	100	100	533	552	559	13	3	2	13	15	12	67	80	84	7	2	3

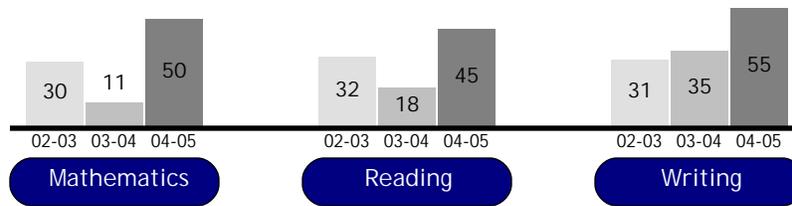
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

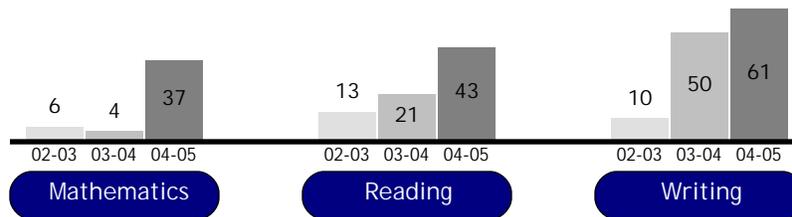
3rd Grade Proficiency



5th Grade Proficiency



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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	35	28	50	84	36	NA	58	99	27	30	47
	Language	98	24	21	43	91	24	33	50	99	20	31	47
	Mathematics	100	31	37	57	91	26	46	64	100	20	36	50
3	Reading	97	28	24	47	97	29	NA	55	100	28	28	44
	Language	99	37	36	54	96	32	48	61	100	31	31	44
	Mathematics	99	29	32	54	96	24	43	61	100	37	39	51
4	Reading	95	39	29	52	92	39	NA	56	98	30	33	48
	Language	99	32	30	48	98	37	35	52	98	32	35	49
	Mathematics	99	40	34	57	98	37	37	61	99	36	42	53
5	Reading	99	28	28	50	98	30	NA	55	99	31	35	50
	Language	99	29	27	46	99	33	32	49	99	33	34	50
	Mathematics	100	37	35	57	99	38	41	63	99	33	35	49
6	Reading	99	36	31	53	89	33	NA	56	100	35	36	51
	Language	99	26	23	45	97	28	28	48	100	33	32	47
	Mathematics	99	56	38	62	97	48	43	66	100	37	36	52
7	Reading	98	33	30	51	98	34	NA	54	100	33	37	50
	Language	99	43	35	54	98	36	39	58	100	38	38	52
	Mathematics	95	34	36	58	99	42	38	62	100	29	36	50
8	Reading	99	30	34	53	99	35	NA	55	100	34	38	51
	Language	99	27	30	49	100	27	34	52	100	42	42	50
	Mathematics	99	35	39	58	100	35	40	61	100	36	40	53

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)
- 14 Teacher(s)
- 14 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Climate/Safety Issues
- Ü Quality Instructional Programs
- Ü School Policies/Procedures
- Ü Technology Based Learning
- Ü Student Discipline
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	69.00
Other Professional Staff	5.00	Teacher Aide	28.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	3	1	0
4 to 6 years	7	2	0	0
7 to 9 years	3	4	0	0
10 or more years	7	23	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	363
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center/2 Computer Labs/8 Mini-labs
- Ü CLIP/LEA Training Site
- Ü HeadStart/Sp.Needs
- Ü Preschool

Extracurricular Activities

- Ü Junior Ambassadors--Japan/Washington DC
- Ü National Junior Honor Society
- Ü Student Council/Law Club
- Ü Pom and Cheer Squad/After School Sports
- Ü Drama Club/Growler Newspaper Club
- Ü PRIDE Book Club
- Ü Papago Village
- Ü Papago's Garden Club

Social Services

- Ü Papago Parent Welcome Center
- Ü Child Nutrition Services
- Ü Head Start
- Ü Southwest Behavioral Health Services
- Ü ASU Mentoring Program
- Ü ESL Classes for Parents
- Ü School Resource Officers
- Ü Parks and Recreation/City of Phoenix

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü CLIP/LEA training site for ongoing staff development to enhance teachers' instructional skills and to accelerate the performance of low-achieving students and move them toward grade level status. Instructor has been on site since 1993.
- ü Recipient of a Legislative Safety grant each year since 1994, which provides a probation officer and a school resource officer who facilitate law-related education, attendance, and a safe and orderly environment.
- ü Several teachers were recipients of grants and recognition including: a Wells Fargo Grant, 3 District Mini-Grants, 2 Who's Who Among America's Teachers, and 1 graduate of the 2005 FBI Citizen's Academy.
- ü School Psychologist, paraprofessional, and parent were recipients of district wide award for Exemplary Administrative Support, Exemplary Support Personnel, and Volunteer Staff of the year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	18	12	12	17
Transfers In Rate ⁶	40	28	28	37
Stability Rate ⁷	81	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Through a legislative grant, we have an assigned Phoenix Police Officer and a Maricopa Juvenile Probation Officer. They ensure a safe, learning environment through student interaction, and implementation of a law-related program in all grade levels. At the middle school level, our officers concentrate heavily on adolescent law related themes and activities which promote school wide safety and community awareness.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

8

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	Diane Sylvia & Lorna Callaway	(602) 381-6100
Transportation Policy	Rudy Rivera	(602) 550-0759
Community Resources	Leticia Payne	(602) 381-6100
School Nutrition Programs	Cindy James	(602) 381-6100
Parent Organization	Rachelle Spong	(602) 381-6100
Student Health/Nurse	Marsha Dobbertin	(602) 381-6100

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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** Due to booklet size printing, print copies are produced in multiples of 4.