



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

910 E. Washington, Phoenix, AZ 85034

Phoenix Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 N/A
2002-03 Not Evaluated

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

School Overview

Principal/Administrator : Mrs. Loraine Conley-Franklin
Schedule : 08:00 AM to 04:00 PM
Grades : Pre-K-8
2005 Enrollment : 257
Web Address : www.phxelem.k12.az.us
Phone Number : (602) 257-3914
Fax Number : (602) 257-3926
E-mail : loraine.franklin@phxelem.k12.az.us

Mission

Faith North Montessori will provide a solid academic foundation employing the philosophy of Maria Montessori with a respectful, loving, and supportive community.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 N/A
2002-03 Not Evaluated

School Improvement Status (b)

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

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

School / Academic Goals

- ü Maintain the commitment to the Montessori curriculum and methods of instruction. This commitment to the core principals and practices of the Montessori pedagogy create a diversely rich learning environment for our students.
- ü Implement and support a gradual progression of the 3 year cycle common to Montessori education. Children who progress sequentially through the cycle have significantly higher levels of achievement and academic readiness.

Enrollment

October 1, 2004 School Year Student Enrollment : 181
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 118

Instructional Programs

- Rich Montessori Pedagogy
- After School Care (PEER CLUB)
- Peace Education
- Outdoor Environments for Learning

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

Provide quality education using the philosophy and practice of Montessori pedagogy in a clean, safe, caring environment.

Parents

Send children to school each day, on time. Encourage children to do assigned tasks. Support teachers. Volunteer 10 hours to the school each year.

Transportation Policy

District buses provide transportation for children within the boundaries of Phoenix Elementary School District (PESD). Parents provide transportation for children who live outside district boundaries

School Honors

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

Award/Honor

Year

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	11	918	79306	92	100	99	417	429	445	45	16	10	9	26	18	27	49	51	18	9	20
All Students (Prior Year)	13	944	75509	93	100	100	543	502	521	0	20	13	22	28	23	44	33	33	33	18	31
Female	10	462	38691	91	100	99	417	430	446	50	16	10	0	26	18	30	51	52	20	8	20
Male	NC	453	40583	NC	100	99	NC	427	445	NC	17	11	NC	26	18	NC	47	50	NC	10	21
African American	--	60	4041	--	100	99	--	421	426	--	19	17	--	30	23	--	43	50	--	9	10
Hispanic	NC	789	32869	NC	100	99	NC	427	429	NC	17	15	NC	27	25	NC	48	51	NC	8	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	21	4264	--	100	100	--	425	419	--	12	19	--	35	30	--	53	45	--	0	6
White	NC	45	36197	NC	94	99	NC	461	463	NC	3	5	NC	8	11	NC	63	53	NC	26	31
Students with Disabilities	NC	119	10321	NC	100	100	NC	391	389	NC	45	30	NC	30	27	NC	24	34	NC	1	9
Students without Disabilities	NC	800	69060	NC	100	98	NC	435	454	NC	12	7	NC	26	17	NC	53	54	NC	10	22
Limited English Proficient Students	NC	521	15509	NC	100	100	NC	426	406	NC	16	20	NC	27	30	NC	50	45	NC	7	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	606	39415	NC	95	96	NC	427	431	NC	16	15	NC	28	25	NC	49	50	NC	6	10
Non-Economically Disadvantaged	NC	313	39966	NC	100	100	NC	433	459	NC	17	6	NC	22	12	NC	47	52	NC	14	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	11	918	79395	92	0	99	447	430	446	9	12	9	36	37	25	45	47	55	9	4	11
All Students (Prior Year)	13	947	75492	93	100	100	552	514	519	0	13	12	11	20	16	33	47	47	56	21	24
Female	10	463	38743	91	0	100	450	437	451	10	9	7	30	37	24	50	50	57	10	4	12
Male	NC	452	40618	NC	0	99	NC	424	440	NC	16	11	NC	37	27	NC	44	53	NC	3	9
African American	--	60	4052	--	0	100	--	425	434	--	15	11	--	34	29	--	45	54	--	6	6
Hispanic	NC	789	32915	NC	0	99	NC	428	426	NC	13	15	NC	39	35	NC	45	47	NC	2	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	21	4271	--	0	100	--	433	420	--	12	15	--	35	42	--	53	41	--	0	2
White	NC	45	36221	NC	0	99	NC	475	465	NC	0	4	NC	13	15	NC	66	63	NC	21	17
Students with Disabilities	NC	119	10331	NC	0	100	NC	396	388	NC	33	25	NC	41	37	NC	24	34	NC	2	4
Students without Disabilities	NC	800	69139	NC	0	99	NC	436	454	NC	9	7	NC	37	24	NC	50	58	NC	4	11
Limited English Proficient Students	NC	520	15545	NC	0	100	NC	423	399	NC	14	21	NC	42	42	NC	43	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	606	39484	NC	0	96	NC	427	429	NC	13	14	NC	40	35	NC	45	47	NC	2	4
Non-Economically Disadvantaged	NC	313	39986	NC	0	100	NC	438	461	NC	12	4	NC	30	16	NC	51	63	NC	7	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	11	917	78869	92	100	99	429	435	442	0	7	6	45	24	21	45	64	63	9	6	10
All Students (Prior Year)	13	937	75053	93	100	99	695	571	597	0	9	7	11	15	12	56	70	72	33	6	9
Female	10	462	38536	91	100	99	438	453	458	0	3	4	40	18	15	50	71	67	10	8	14
Male	NC	452	40302	NC	100	99	NC	418	428	NC	10	8	NC	30	26	NC	56	60	NC	4	7
African American	--	60	4015	--	100	99	--	429	430	--	11	8	--	23	24	--	60	61	--	6	7
Hispanic	NC	789	32606	NC	100	98	NC	434	426	NC	7	8	NC	24	27	NC	64	60	NC	5	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	21	4245	--	100	100	--	445	423	--	0	9	--	24	26	--	71	61	--	6	4
White	NC	46	36078	NC	96	99	NC	461	459	NC	3	4	NC	23	16	NC	56	66	NC	18	14
Students with Disabilities	NC	120	10246	NC	100	100	NC	361	367	NC	26	18	NC	48	39	NC	25	40	NC	1	4
Students without Disabilities	NC	798	68697	NC	100	98	NC	447	454	NC	3	4	NC	20	18	NC	70	67	NC	6	11
Limited English Proficient Students	NC	518	15339	NC	100	100	NC	430	399	NC	8	11	NC	25	31	NC	63	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	607	39106	NC	95	95	NC	434	427	NC	6	8	NC	26	28	NC	63	59	NC	5	5
Non-Economically Disadvantaged	NC	311	39837	NC	100	100	NC	439	457	NC	8	4	NC	19	14	NC	64	67	NC	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	15	855	78906	100	100	99	478	475	498	8	24	13	38	26	19	46	43	48	8	7	20
All Students (Prior Year)	NC	886	76019	NC	100	100	NC	477	499	NC	21	14	NC	51	39	NC	9	14	NC	18	33
Female	10	421	38644	100	100	99	473	478	500	11	20	12	33	25	19	56	48	49	0	7	19
Male	NC	431	40236	NC	100	99	NC	471	497	NC	28	15	NC	27	19	NC	38	46	NC	8	20
African American	--	53	4087	--	100	99	--	476	481	--	19	20	--	21	24	--	58	45	--	2	11
Hispanic	NC	734	31938	NC	100	99	NC	472	481	NC	26	19	NC	27	25	NC	41	46	NC	7	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	19	4593	NC	100	100	NC	468	467	NC	19	26	NC	38	29	NC	44	39	NC	0	6
White	NC	46	36483	NC	94	99	NC	520	517	NC	5	7	NC	8	13	NC	63	51	NC	25	30
Students with Disabilities	NC	130	10664	NC	100	100	NC	416	430	NC	66	42	NC	22	27	NC	11	26	NC	1	5
Students without Disabilities	13	727	68310	100	100	98	484	485	509	0	17	9	42	26	18	50	49	51	8	8	22
Limited English Proficient Students	NC	453	12573	NC	100	100	NC	469	454	NC	27	27	NC	28	30	NC	39	38	NC	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	598	38679	NC	100	96	NC	474	483	NC	25	20	NC	27	25	NC	41	45	NC	6	10
Non-Economically Disadvantaged	NC	259	40295	NC	100	100	NC	475	513	NC	20	7	NC	21	13	NC	47	50	NC	11	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	858	78908	100	0	99	479	466	484	8	15	10	38	32	23	54	49	58	0	3	9
All Students (Prior Year)	NC	887	76020	NC	100	100	NC	494	503	NC	36	25	NC	29	23	NC	30	40	NC	5	12
Female	10	424	38648	100	0	99	483	472	489	11	11	8	22	31	22	67	53	61	0	4	10
Male	NC	431	40233	NC	0	99	NC	460	479	NC	20	12	NC	33	25	NC	45	55	NC	2	8
African American	--	53	4092	--	0	99	--	477	473	--	12	12	--	30	28	--	58	54	--	0	5
Hispanic	NC	737	31940	NC	0	99	NC	462	465	NC	17	16	NC	33	32	NC	47	49	NC	3	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	19	4569	NC	0	100	NC	468	457	NC	6	18	NC	31	39	NC	63	41	NC	0	2
White	NC	46	36502	NC	0	99	NC	521	502	NC	0	4	NC	13	14	NC	73	67	NC	15	15
Students with Disabilities	NC	130	10665	NC	0	100	NC	416	423	NC	37	30	NC	43	36	NC	20	31	NC	0	2
Students without Disabilities	13	731	68312	100	0	98	485	475	493	0	12	7	42	30	21	58	54	62	0	4	10
Limited English Proficient Students	NC	456	12556	NC	0	100	NC	456	436	NC	19	24	NC	36	40	NC	43	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	599	38662	NC	0	96	NC	466	468	NC	16	16	NC	35	32	NC	47	49	NC	2	3
Non-Economically Disadvantaged	NC	262	40315	NC	0	100	NC	467	498	NC	16	5	NC	24	15	NC	54	66	NC	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	857	78750	100	100	99	481	484	500	8	10	6	38	34	29	54	56	63	0	0	2
All Students (Prior Year)	NC	883	75673	NC	100	100	NC	503	530	NC	17	12	NC	32	25	NC	51	58	NC	1	4
Female	10	424	38586	100	100	99	474	495	515	11	8	4	33	24	22	56	67	71	0	0	3
Male	NC	430	40135	NC	100	99	NC	473	486	NC	11	8	NC	43	35	NC	46	56	NC	0	1
African American	--	53	4081	--	100	99	--	472	488	--	19	8	--	30	32	--	51	59	--	0	2
Hispanic	NC	736	31841	NC	100	99	NC	482	483	NC	10	8	NC	34	36	NC	56	55	NC	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	19	4586	NC	100	100	NC	485	481	NC	6	8	NC	44	37	NC	50	54	NC	0	1
White	NC	46	36440	NC	94	99	NC	526	516	NC	3	3	NC	20	22	NC	75	71	NC	3	4
Students with Disabilities	NC	130	10622	NC	100	100	NC	391	415	NC	36	21	NC	49	50	NC	16	28	NC	0	1
Students without Disabilities	13	729	68196	100	100	98	500	500	513	0	5	3	42	31	25	58	64	69	0	0	3
Limited English Proficient Students	NC	454	12504	NC	100	100	NC	475	451	NC	11	12	NC	37	44	NC	52	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	598	38558	NC	100	96	NC	483	485	NC	10	8	NC	35	37	NC	54	54	NC	0	1
Non-Economically Disadvantaged	NC	261	40260	NC	100	100	NC	484	514	NC	9	3	NC	28	21	NC	62	72	NC	1	4

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

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	NC	710	78250	NC	100	99	NC	529	548	NC	32	21	NC	25	18	NC	39	48	NC	3	13
All Students (Prior Year)	13	274	75001	93	43	99	466	462	468	17	35	37	67	44	36	17	18	16	0	4	10
Female	NC	382	38071	NC	100	99	NC	527	549	NC	32	20	NC	27	19	NC	39	49	NC	2	12
Male	NC	327	40126	NC	100	99	NC	531	547	NC	33	23	NC	22	17	NC	39	46	NC	5	14
African American	--	67	4058	--	100	99	--	526	523	--	34	32	--	23	22	--	40	41	--	2	5
Hispanic	NC	586	29129	NC	100	99	NC	526	527	NC	33	32	NC	26	23	NC	38	40	NC	3	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	NC	20	4996	NC	71	100	NC	536	518	NC	28	36	NC	33	25	NC	39	36	NC	0	4
White	NC	36	38320	NC	97	99	NC	566	568	NC	19	12	NC	6	14	NC	55	55	NC	19	19
Students with Disabilities	NC	87	9329	NC	100	100	NC	484	454	NC	74	64	NC	17	18	NC	8	16	NC	1	2
Students without Disabilities	NC	623	68996	NC	98	99	NC	535	561	NC	26	16	NC	26	18	NC	44	52	NC	4	14
Limited English Proficient Students	NC	343	10133	NC	100	100	NC	522	488	NC	38	45	NC	27	25	NC	33	28	NC	3	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	502	33388	NC	98	94	NC	528	530	NC	33	32	NC	26	22	NC	39	40	NC	3	5
Non-Economically Disadvantaged	NC	208	44937	NC	100	100	NC	531	561	NC	31	13	NC	24	15	NC	41	54	NC	4	18

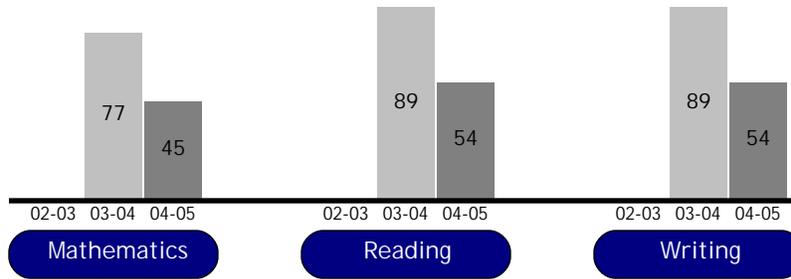
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	717	78302	NC	0	99	NC	499	512	NC	15	11	NC	33	25	NC	51	57	NC	2	7
All Students (Prior Year)	12	272	74918	86	43	99	494	493	497	25	31	32	25	20	19	50	39	35	0	9	15
Female	NC	383	38082	NC	0	99	NC	500	518	NC	11	8	NC	36	24	NC	51	61	NC	2	7
Male	NC	333	40166	NC	0	99	NC	496	507	NC	20	14	NC	28	26	NC	50	54	NC	1	6
African American	--	69	4064	--	0	100	--	501	498	--	9	14	--	32	29	--	60	54	--	0	3
Hispanic	NC	588	29152	NC	0	99	NC	496	492	NC	16	17	NC	33	34	NC	49	46	NC	1	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	21	4993	NC	0	100	NC	502	484	NC	6	19	NC	39	38	NC	56	42	NC	0	1
White	NC	38	38347	NC	0	99	NC	536	531	NC	6	5	NC	22	17	NC	59	68	NC	13	10
Students with Disabilities	NC	89	9353	NC	0	100	NC	470	429	NC	35	40	NC	39	38	NC	26	22	NC	0	1
Students without Disabilities	NC	628	69024	NC	0	99	NC	503	524	NC	12	7	NC	32	23	NC	54	62	NC	2	7
Limited English Proficient Students	NC	344	10140	NC	0	100	NC	489	451	NC	20	28	NC	37	43	NC	43	29	NC	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	506	33398	NC	0	94	NC	498	495	NC	15	18	NC	33	35	NC	51	46	NC	1	2
Non-Economically Disadvantaged	NC	211	44979	NC	0	100	NC	502	525	NC	14	6	NC	32	18	NC	51	66	NC	3	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	NC	703	78094	NC	100	99	NC	528	545	NC	5	3	NC	27	18	NC	68	77	NC	0	2
All Students (Prior Year)	13	265	74503	93	42	99	467	478	491	8	11	9	50	37	32	42	46	51	0	5	8
Female	NC	376	38025	NC	100	99	NC	536	558	NC	3	2	NC	25	13	NC	72	82	NC	0	2
Male	NC	326	40013	NC	100	99	NC	519	534	NC	7	5	NC	30	23	NC	63	71	NC	0	1
African American	--	68	4037	--	100	99	--	534	532	--	4	4	--	21	22	--	74	73	--	0	1
Hispanic	NC	576	29068	NC	100	99	NC	526	523	NC	5	5	NC	29	27	NC	67	67	NC	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	NC	21	4981	NC	75	100	NC	536	526	NC	0	4	NC	33	25	NC	67	70	NC	0	0
White	NC	37	38265	NC	100	99	NC	554	564	NC	6	2	NC	16	11	NC	78	84	NC	0	3
Students with Disabilities	NC	87	9275	NC	100	100	NC	465	444	NC	19	14	NC	55	46	NC	26	39	NC	0	1
Students without Disabilities	NC	616	68892	NC	97	98	NC	538	559	NC	2	2	NC	24	14	NC	74	82	NC	0	2
Limited English Proficient Students	NC	340	10084	NC	100	100	NC	515	474	NC	6	10	NC	35	39	NC	59	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	504	33296	NC	99	94	NC	527	527	NC	5	5	NC	28	27	NC	67	67	NC	0	0
Non-Economically Disadvantaged	NC	199	44871	NC	100	100	NC	534	559	NC	5	2	NC	25	12	NC	70	84	NC	0	3

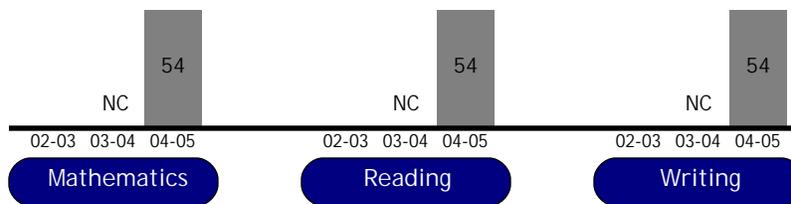
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

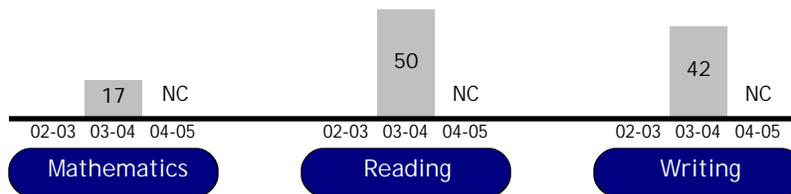
3rd Grade Proficiency



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	--	--	36	50	NC	NC	NA	58	100	39	36	47
	Language	--	--	29	43	86	NA	41	50	100	28	39	47
	Mathematics	--	--	46	57	79	NA	57	64	100	40	39	50
3	Reading	--	--	34	47	93	NA	NA	55	92	52	32	44
	Language	--	--	44	54	93	NA	56	61	92	39	35	44
	Mathematics	--	--	42	54	93	NA	51	61	92	31	39	51
4	Reading	--	--	29	52	100	NA	NA	56	100	60	37	48
	Language	--	--	33	48	100	NA	43	52	100	64	38	49
	Mathematics	--	--	37	57	100	NA	44	61	100	59	38	53
5	Reading	--	--	30	50	NC	NC	NA	55	100	44	39	50
	Language	--	--	34	46	NC	NC	40	49	100	45	39	50
	Mathematics	--	--	38	57	NC	NC	48	63	100	43	35	49
6	Reading	--	--	39	53	100	NA	NA	56	NC	NC	42	51
	Language	--	--	32	45	100	NA	38	48	NC	NC	38	47
	Mathematics	--	--	51	62	100	NA	55	66	NC	NC	40	52
7	Reading	--	--	33	51	NC	NC	NA	54	NC	NC	38	50
	Language	--	--	37	54	NC	NC	40	58	NC	NC	41	52
	Mathematics	--	--	43	58	NC	NC	48	62	NC	NC	35	50
8	Reading	--	--	35	53	93	51	NA	55	NC	NC	40	51
	Language	--	--	32	49	93	47	36	52	NC	NC	44	50
	Mathematics	--	--	48	58	93	67	50	61	NC	NC	42	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

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

Council Duties

- Ü Policy development
- Ü Grant Writing
- Ü Program Expansion
- Ü Initiate Business Partner Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	1.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
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/Computer Lab
- Ü Multi Purpose Room

Extracurricular Activities

- Ü Soccer
- Ü Arts
- Ü Science
- Ü Drama
- Ü Yoga
- Ü Yo-Yo
- Ü Sewing

Social Services

- Ü School Social Worker
- Ü Health Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Increased number of learning environments by expanding to larger district site due to high demand for enrollment.

- ü Support of the magnet concept that draws children from within and outside of our district boundaries giving parents educational choice.

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	14	12	12	17
Transfers In Rate ⁶	16	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	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

We promote peace education, virtues training and culturally diverse educational practices that support, preserve and protect the integrity of the child, classroom, community and school. All of which are integral parts of the Montessori philosophy of peace education.

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) :

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	Susan Engdall	(602) 257-3914
Transportation Policy	Mike Fisher	(602) 527-3932
Community Resources	Pat de Bermuda	(602) 257-3914
School Nutrition Programs	Michelle Burkhart	(602) 257-3741
Parent Organization	Kathy Nakagwa	(602) 257-3914
Student Health/Nurse	Hortencia Mercado	(602) 257-3914

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.