



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

374 N 6th Ave, Phoenix, AZ 85003
Maricopa County Regional District

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

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

Table with 2 columns: Year, Status. Rows: 2004-05 Performing, 2003-04 Performing, 2002-03 New School

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

High School Achievement Profile (a)

Table with 2 columns: Year, Status. Rows: 2004-05 N/A, 2003-04 N/A, 2002-03 New School

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

No Child Left Behind

Adequate Yearly Progress (b)

Table with 2 columns: Year, Status. Rows: 2004-05 Not Met, 2003-04 Met, 2002-03 Met

School Improvement Status (b)

Table with 2 columns: Year, Status. Rows: 2004-05 Warning Year, 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. Shaela Offord
Schedule : 07:00 AM to 05:00 PM
Grades : 6-12
2005 Enrollment : 258
Web Address : www.mcrsd.org
Phone Number : (602) 452-4737
Fax Number : (602) 452-4743
E-mail : shaela.offord@mcrsd.org

Mission

Phoenix Pappas Regional Middle School is committed to providing a safe learning environment that empowers all students to exercise character development through caring, fairness, responsibility, respect, decision making, and citizenship.

School / Academic Goals

- We will identify and respond instructionally to each student's level of reading and math. We will provide additional tutoring to students whose performance in each of these areas is below grade level.
We will assist students in learning study skills. Students will improve skills in organizing work and identifying key concepts in material they read.
We will use strategies to increase the amount and quality of learning time, such as providing an extended school year, before and after school programs, and summer opportunities.
We will use strategies to provide opportunities for all children to meet the state's proficient and advanced levels of students achievement. Small school environment, volunteer tutoring, improve student to teacher ratio, and social needs.

Enrollment

October 1, 2004 School Year Student Enrollment : 265
Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 231

Instructional Programs

- State Standards Based Curriculum
- Alternative School Setting
- Safe Educational Learning Environment
- Welcome Center Orientation(s)
- Tutoring Programs in Reading and Math
- Summer School Enrichment Activities

Calendar Information

Number of Instruction Days :	220
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/9/2005
Last Day of School :	6/23/2006

Shared Responsibilities

School

Our School has a Parental Advisory Committee and a Site Based Council. We host monthly Open Houses and Parent Teacher Conferences. Parents are encouraged to participate in many school activities.

Parents

Parents are responsible for registering their children and providing the school with accurate information for student records. Parent Guardians must sign the Parent Pledge and Admission Contract showing they understand the expectations of the school.

Transportation Policy

Bus Transportation is provided under contract by Bee Line Transportation. Every effort will be made to provide transportation to all students. In some cases bus transportation may become impractical in which case transportation will not be provided.

School Honors

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

Award/Honor	Year
• Target Honor Roll School	2002
• City of Phoenix Kids of Pride	2002
• Michael Jordan/Nike Scholarship Recipient	2001
• Points of Lights, City of Phoenix Award.	2003

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	82	111	78250	98	91	99	482	481	548	76	77	21	18	17	18	7	6	48	0	0	13
All Students (Prior Year)	56	109	75001	98	80	99	412	407	468	91	91	37	7	7	36	2	2	16	0	0	10
Female	45	49	38071	92	92	99	486	486	549	81	81	20	12	12	19	8	8	49	0	0	12
Male	36	61	40126	100	88	99	475	472	547	72	75	23	22	20	17	6	5	46	0	0	14
African American	22	25	4058	100	100	99	482	482	523	77	77	32	23	23	22	0	0	41	0	0	5
Hispanic	32	44	29129	86	80	99	481	479	527	76	78	32	18	17	23	6	6	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	11	11	4996	100	100	100	493	493	518	50	50	36	50	50	25	0	0	36	0	0	4
White	17	31	38320	100	91	99	481	479	568	82	83	12	0	0	14	18	17	55	0	0	19
Students with Disabilities	14	18	9329	100	100	100	447	449	454	100	100	64	0	0	18	0	0	16	0	0	2
Students without Disabilities	69	94	68996	96	88	99	488	487	561	72	73	16	21	20	18	8	8	52	0	0	14
Limited English Proficient Students	NC	12	10133	NC	86	100	NC	492	488	NC	63	45	NC	25	25	NC	13	28	NC	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	83	96	33388	100	81	94	482	482	530	76	76	32	17	17	22	7	7	40	0	0	5
Non-Economically Disadvantaged	--	16	44937	--	100	100	--	451	561	--	100	13	--	0	15	--	0	54	--	0	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	82	112	78302	98	0	99	469	468	512	29	32	11	49	47	25	22	21	57	0	0	7
All Students (Prior Year)	57	111	74918	100	82	99	452	448	497	70	74	32	13	14	19	17	12	35	0	1	15
Female	45	50	38082	92	0	99	479	479	518	19	19	8	58	58	24	23	23	61	0	0	7
Male	36	61	40166	100	0	99	452	451	507	44	50	14	39	35	26	17	15	54	0	0	6
African American	22	25	4064	100	0	100	480	480	498	15	15	14	54	54	29	31	31	54	0	0	3
Hispanic	32	46	29152	86	0	99	467	465	492	29	33	17	53	50	34	18	17	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	11	11	4993	100	0	100	454	454	484	50	50	19	50	50	38	0	0	42	0	0	1
White	17	30	38347	100	0	99	464	463	531	36	42	5	36	33	17	27	25	68	0	0	10
Students with Disabilities	14	17	9353	100	0	100	439	441	429	57	63	40	29	25	38	14	13	22	0	0	1
Students without Disabilities	69	96	69024	96	0	99	474	473	524	23	25	7	54	53	23	23	23	62	0	0	7
Limited English Proficient Students	NC	12	10140	NC	0	100	NC	463	451	NC	38	28	NC	50	43	NC	13	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	83	96	33398	100	0	94	469	469	495	28	28	18	50	50	35	22	22	46	0	0	2
Non-Economically Disadvantaged	--	17	44979	--	0	100	--	441	525	--	100	6	--	0	18	--	0	66	--	0	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	81	109	78094	96	89	99	493	488	545	9	11	3	50	50	18	41	39	77	0	0	2
All Students (Prior Year)	56	115	74503	98	85	99	411	390	491	22	40	9	59	44	32	20	17	51	0	0	8
Female	45	49	38025	92	92	99	515	515	558	4	4	2	38	38	13	58	58	82	0	0	2
Male	35	59	40013	100	86	99	462	453	534	18	21	5	65	63	23	18	16	71	0	0	1
African American	21	24	4037	100	100	99	512	512	532	0	0	4	58	58	22	42	42	73	0	0	1
Hispanic	32	44	29068	86	80	99	486	475	523	12	17	5	47	44	27	41	39	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	11	11	4981	100	100	100	511	511	526	0	0	4	50	50	25	50	50	70	0	0	0
White	17	30	38265	100	88	99	478	476	564	18	17	2	45	50	11	36	33	84	0	0	3
Students with Disabilities	13	17	9275	100	100	100	418	423	444	50	43	14	50	57	46	0	0	39	0	0	1
Students without Disabilities	68	92	68892	94	86	98	505	500	559	3	5	2	50	49	14	47	46	82	0	0	2
Limited English Proficient Students	NC	11	10084	NC	79	100	NC	453	474	NC	14	10	NC	71	39	NC	14	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	81	92	33296	98	77	94	493	493	527	9	9	5	50	50	27	41	41	67	0	0	0
Non-Economically Disadvantaged	--	17	44871	--	100	100	--	377	559	--	50	2	--	50	12	--	0	84	--	0	3

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

10th 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	--	160	69846	--	100	100	--	643	699	--	77	21	--	14	11	--	9	49	--	0	18
All Students (Prior Year)	--	191	65934	--	68	100	--	449	492	--	91	43	--	6	18	--	3	24	--	0	15
Female	--	42	34328	--	100	99	--	655	702	--	71	19	--	14	12	--	14	51	--	0	18
Male	--	117	35509	--	100	100	--	638	696	--	80	23	--	13	11	--	7	48	--	0	18
African American	--	19	3535	--	100	100	--	626	677	--	100	31	--	0	15	--	0	46	--	0	8
Hispanic	--	64	23363	--	100	100	--	631	680	--	100	32	--	0	16	--	0	45	--	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	16	4785	--	100	100	--	626	671	--	100	39	--	0	17	--	0	39	--	0	5
White	--	61	36421	--	100	99	--	660	714	--	50	12	--	30	8	--	20	54	--	0	26
Students with Disabilities	--	23	7690	--	100	100	--	629	593	--	88	64	--	13	14	--	0	21	--	0	2
Students without Disabilities	--	137	62220	--	97	99	--	652	712	--	71	16	--	14	11	--	14	53	--	0	20
Limited English Proficient Students	--	17	5834	--	100	100	--	637	612	--	100	46	--	0	20	--	0	31	--	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	70	21421	--	53	92	--	648	686	--	77	35	--	8	15	--	15	43	--	0	7
Non-Economically Disadvantaged	--	90	48489	--	100	100	--	637	704	--	78	15	--	22	10	--	0	52	--	0	23

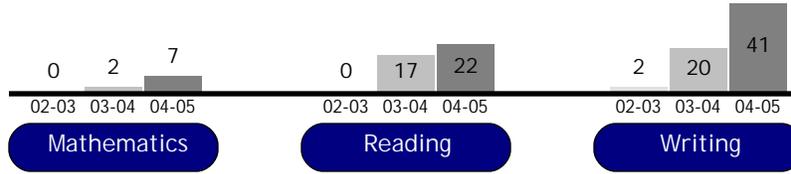
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	188	71311	--	100	100	--	654	694	--	23	7	--	49	21	--	29	63	--	0	9
All Students (Prior Year)	--	232	68162	--	100	100	--	472	509	--	48	18	--	29	24	--	22	51	--	1	8
Female	--	64	34899	--	93	100	--	667	700	--	12	5	--	59	19	--	29	66	--	0	10
Male	--	126	36430	--	100	100	--	645	688	--	37	9	--	32	22	--	32	61	--	0	8
African American	--	29	3573	--	94	100	--	647	676	--	43	9	--	29	26	--	29	60	--	0	4
Hispanic	--	80	24056	--	100	100	--	649	672	--	24	13	--	47	31	--	29	53	--	0	3
Asian/Pacific Islander	--	NC	1731	--	NC	98	--	NC	717	--	NC	3	--	NC	13	--	NC	68	--	NC	16
American Indian/Alaskan Native	--	10	5110	--	100	100	--	649	661	--	0	14	--	100	38	--	0	46	--	0	2
White	--	67	36841	--	100	99	--	670	713	--	13	3	--	50	12	--	38	72	--	0	13
Students with Disabilities	--	27	8021	--	100	100	--	619	590	--	67	27	--	33	42	--	0	29	--	0	1
Students without Disabilities	--	164	63379	--	93	100	--	657	707	--	21	5	--	47	18	--	32	68	--	0	10
Limited English Proficient Students	--	16	6402	--	89	100	--	659	596	--	13	25	--	50	44	--	38	30	--	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	96	22243	--	56	93	--	648	677	--	33	14	--	38	32	--	29	51	--	0	3
Non-Economically Disadvantaged	--	95	49157	--	100	100	--	662	702	--	13	4	--	56	16	--	31	69	--	0	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	--	185	70868	--	99	100	--	613	688	--	38	5	--	59	23	--	3	63	--	0	9
All Students (Prior Year)	--	211	67629	--	95	100	--	430	524	--	67	22	--	16	16	--	16	59	--	1	3
Female	--	66	34710	--	96	99	--	629	697	--	24	3	--	71	19	--	6	66	--	0	12
Male	--	121	36176	--	100	100	--	601	678	--	50	7	--	50	27	--	0	59	--	0	7
African American	--	27	3557	--	87	99	--	614	675	--	40	7	--	60	25	--	0	62	--	0	6
Hispanic	--	75	23868	--	96	100	--	606	670	--	38	9	--	63	33	--	0	55	--	0	4
Asian/Pacific Islander	--	NC	1732	--	NC	98	--	NC	713	--	NC	2	--	NC	12	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	12	5001	--	100	100	--	606	661	--	33	9	--	67	41	--	0	48	--	0	2
White	--	69	36710	--	100	99	--	623	702	--	43	2	--	43	15	--	14	69	--	0	13
Students with Disabilities	--	27	7900	--	100	100	--	575	580	--	67	22	--	33	49	--	0	28	--	0	1
Students without Disabilities	--	161	63054	--	91	99	--	617	701	--	35	3	--	61	20	--	3	67	--	0	10
Limited English Proficient Students	--	17	6308	--	94	100	--	627	591	--	25	19	--	75	47	--	0	33	--	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	94	21994	--	55	92	--	607	673	--	47	10	--	47	36	--	5	52	--	0	3
Non-Economically Disadvantaged	--	94	48960	--	100	100	--	621	694	--	27	3	--	73	18	--	0	67	--	0	12

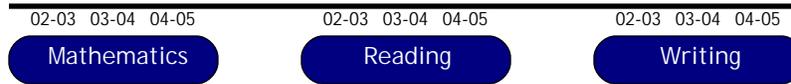
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

8th Grade Proficiency



10th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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?	Y
	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	96	16	19	53	97	30	NA	56	100	29	30	51
	Language	100	12	14	45	100	19	19	48	100	25	25	47
	Mathematics	100	19	21	62	100	31	33	66	100	24	26	52
7	Reading	100	14	24	51	80	17	NA	54	99	27	27	50
	Language	100	15	23	54	83	21	20	58	99	32	33	52
	Mathematics	100	15	22	58	78	23	23	62	98	20	21	50
8	Reading	91	14	22	53	80	22	NA	55	99	28	30	51
	Language	100	9	16	49	85	13	12	52	99	29	28	50
	Mathematics	100	15	23	58	85	18	20	61	99	22	21	53
9	Reading	100	19	22	41	--	--	NA	42	--	--	21	51
	Language	100	16	16	42	--	--	14	42	--	--	22	50
	Mathematics	100	29	30	60	--	--	27	63	--	--	20	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Fundraisers: Car washes.
- Ü Fieldtrips: Different areas of study.
- Ü Open House: Beginning of school year.
- Ü Extracurricular Activities: Tutoring
- Ü Community Partnerships: ASU
- Ü Surveys: Parent surveys

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	9.00
Other Professional Staff	3.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
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	16%

Resources Available at School Site

Special Facilities

- Ü School Library
- Ü Computer Lab
- Ü Cafeteria
- Ü Food/Clothing Banks

Extracurricular Activities

- Ü Student Advisory Committee
- Ü Study Skills Sessions
- Ü Field Trips
- Ü Tutoring Lab

Social Services

- Ü Home Base Youth Services
- Ü Community Bridges
- Ü Jewish Family and Children's Services
- Ü Salt River Project Mentoring Program
- Ü Creative Women of Pinnacle Peak
- Ü Private Citizen Volunteers
- Ü Chicano Por La Casa
- Ü Out Reach Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü A new school library was established to assist students with their individual reading skills. The Coca Cola Foundation made a large donation of books to both the student body and the school library.
  
- ü A student science fair was introduced and held for both the parents and students. Additional educational science field trips were conducted to re-enforce and increase their individual scientific knowledge.
  
- ü The Saturday Wakeup Club was an activity where students were involved in projects for the betterment of the local community.
  
- ü Papa Johns and Pizza Hut reading incentive programs were implemented for the student body.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	91	95	94	95
Transfers Out Rates <sup>5</sup>	44	12	12	17
Transfers In Rate <sup>6</sup>	218	28	28	37
Stability Rate <sup>7</sup>	55	87	87	82
Promotion Rate <sup>8</sup>	66	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	22	0	1	6
Status Unknown <sup>11</sup>	21	0	1	4
Graduation Rate <sup>12</sup>	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

This school year we have continued to increase the level of adult supervision among the students. We continue to recognize students who make an exceptional effort on a regular basis. We have also continued to initiate tutoring sessions which we have found to have led to a reduction in discipline. The addition of an in- school student behavioral program has had a very positive impact upon students making positive choices while on the school campus.

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) :

25
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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	Rich Rundhaug	(602) 452-4737
Transportation Policy	Bee Line Transportation	(602) 452-4725
Community Resources	Erin Dowling	(602) 452-4737
School Nutrition Programs	Marc Frazier	(602) 452-4704
Parent Organization	Shaela Offord	(602) 452-4737
Student Health/Nurse	Ana Miller	(602) 452-4737

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

ACHIEVEMENT PROFILES

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](http://www.ade.az.gov/azlearns).

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

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

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

5 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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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