

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

#### High School Achievement Profile (a)

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

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Not Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 SI Year 1  
2004-05 Warning Year  
2003-04 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  
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

- ü 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.
- ü We will assist students in learning study skills. Students will improve skills in organizing work and identifying key concepts in material they read.
- ü 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.
- ü 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, 2005 School Year Student Enrollment : 230  
Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	125	79327	96	100	98	453	462	518	68	60	19	19	20	20	14	19	46	NA	1	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	60	38961	98	98	98	450	462	520	67	58	16	22	25	20	11	15	48	NA	2	16
Male	35	65	40295	95	100	97	457	462	516	69	62	21	14	15	19	17	23	44	NA	NA	16
African American	14	14	4247	93	88	98	468	468	499	50	50	27	29	29	24	21	21	41	NA	NA	8
Hispanic	47	73	32327	100	100	98	448	454	499	74	67	27	13	18	25	13	15	41	NA	NA	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	NC	14	4391	NC	93	96	NC	462	489	NC	50	32	NC	29	27	NC	21	36	NC	NA	4
White	10	22	36373	77	92	98	NA	481	538	NA	55	10	NA	14	14	NA	27	52	NA	5	25
Students with Disabilities	16	23	9321	84	88	87	430	426	467	94	96	54	6	4	22	NA	NA	21	NA	NA	3
Students without Disabilities	64	102	70006	100	100	100	459	470	524	61	52	14	22	24	19	17	24	49	NA	1	18
Limited English Proficient Students	16	20	9431	94	95	95	441	448	466	81	75	53	13	15	27	6	10	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	45	70	37097	94	97	97	454	465	498	64	57	27	22	23	25	13	19	41	NA	1	7
Non-Economically Disadvantaged	35	55	42230	100	100	99	452	458	535	71	64	11	14	16	15	14	20	50	NA	NA	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	120	79501	95	96	98	446	451	497	41	39	10	35	32	25	24	29	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	59	39062	98	97	99	446	454	502	36	34	8	40	37	23	24	29	64	NA	NA	5
Male	34	61	40368	92	95	98	445	449	491	47	44	13	29	26	27	24	30	57	NA	NA	3
African American	14	14	4279	93	88	99	457	457	485	29	29	14	43	43	30	29	29	54	NA	NA	2
Hispanic	47	71	32389	100	100	98	440	444	478	49	48	16	30	25	34	21	27	48	NA	NA	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	NC	14	4401	NC	93	96	NC	450	473	NC	29	17	NC	50	40	NC	21	43	NC	NA	1
White	NC	20	36446	NC	83	99	NC	475	516	NC	25	4	NC	30	15	NC	45	73	NC	NA	7
Students with Disabilities	15	19	9411	79	73	88	415	416	453	80	79	36	13	16	36	7	5	26	NA	NA	1
Students without Disabilities	64	101	70090	100	100	100	453	458	502	31	32	7	41	35	24	28	34	65	NA	NA	5
Limited English Proficient Students	16	20	9401	94	95	94	426	433	443	63	55	40	25	25	46	13	20	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	44	67	37183	92	93	97	449	457	479	34	33	16	41	33	34	25	34	49	NA	NA	1
Non-Economically Disadvantaged	35	53	42318	100	100	99	442	444	513	49	47	5	29	30	17	23	23	70	NA	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	127	80000	99	100	99	495	504	564	10	7	3	37	38	11	54	53	75	NA	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	59	39288	98	97	99	516	526	579	7	5	2	27	24	6	67	66	77	NA	5	16
Male	37	68	40644	100	100	98	470	485	549	14	9	4	49	50	15	38	41	74	NA	NA	7
African American	15	15	4307	100	94	99	506	506	551	7	7	4	33	33	13	60	60	75	NA	NA	7
Hispanic	47	74	32672	100	100	99	501	501	548	4	4	4	43	45	14	53	50	76	NA	1	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	NC	14	4424	NC	93	97	NC	529	549	NC	7	3	NC	14	14	NC	79	77	NC	NA	5
White	11	23	36602	85	96	99	445	496	579	36	17	2	27	30	7	36	43	75	NA	9	16
Students with Disabilities	18	25	9919	95	96	93	413	429	505	33	24	9	56	60	35	11	16	54	NA	NA	2
Students without Disabilities	64	102	70081	100	100	100	519	522	571	3	3	2	31	32	7	66	62	79	NA	3	12
Limited English Proficient Students	17	21	9571	100	100	96	468	469	502	12	14	10	41	38	29	47	48	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	47	73	37534	98	100	98	496	502	547	13	10	4	32	36	15	55	51	76	NA	4	5
Non-Economically Disadvantaged	35	54	42466	100	100	100	495	506	578	6	4	2	43	41	7	51	56	75	NA	NA	16

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

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	84	78546	91	88	97	495	490	543	38	45	15	35	31	18	25	23	52	2	1	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	36	38645	91	80	98	503	501	545	32	36	13	35	33	18	29	28	54	3	3	15
Male	31	47	39792	89	92	97	489	483	542	42	51	17	35	30	17	23	19	50	NA	NA	15
African American	10	13	4205	100	100	97	NA	493	524	NA	46	22	NA	23	22	NA	31	49	NA	NA	7
Hispanic	36	45	31177	92	90	97	494	491	524	36	40	22	36	36	23	25	22	48	3	2	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	12	19	36450	75	66	97	489	481	563	50	58	7	33	26	12	17	16	57	NA	NA	23
Students with Disabilities	11	15	8093	79	79	82	470	472	489	73	73	50	18	13	24	9	13	23	NA	NA	2
Students without Disabilities	52	69	70453	95	90	100	500	494	549	31	39	11	38	35	17	29	25	56	2	1	16
Limited English Proficient Students	12	12	9323	86	80	94	492	492	491	42	42	47	33	33	28	25	25	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	33	44	34694	80	76	96	499	496	524	33	39	23	33	32	23	30	27	48	3	2	7
Non-Economically Disadvantaged	30	40	43852	100	100	99	490	483	559	43	53	10	37	30	13	20	18	56	NA	NA	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	84	79045	91	88	98	466	464	512	33	37	10	41	37	25	25	26	58	NA	NA	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	37	38860	91	82	98	475	477	519	19	19	7	45	38	22	35	43	62	NA	NA	8
Male	31	46	40075	89	90	97	458	453	505	45	50	12	39	37	28	16	13	54	NA	NA	6
African American	10	13	4250	100	100	98	NA	468	500	NA	31	12	NA	46	31	NA	23	54	NA	NA	3
Hispanic	36	46	31314	92	92	98	464	462	493	33	37	16	44	39	34	22	24	48	NA	NA	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	12	19	36730	75	66	98	465	463	532	42	42	4	25	26	16	33	32	68	NA	NA	12
Students with Disabilities	11	16	8552	79	84	87	448	454	463	55	50	35	27	25	40	18	25	23	NA	NA	1
Students without Disabilities	52	68	70493	95	88	100	470	466	517	29	34	7	44	40	24	27	26	62	NA	NA	8
Limited English Proficient Students	12	12	9355	86	80	95	459	459	456	42	42	37	42	42	48	17	17	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	33	44	34922	80	76	96	475	476	493	30	30	15	42	36	34	27	34	48	NA	NA	3
Non-Economically Disadvantaged	30	40	44123	100	100	99	456	450	527	37	45	6	40	38	18	23	18	66	NA	NA	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	68	93	79657	99	97	99	491	493	566	16	17	3	31	29	8	53	54	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	41	39120	100	91	99	512	517	580	11	10	2	17	17	4	71	73	92	NA	NA	2
Male	32	51	40423	91	100	98	470	475	553	22	24	5	44	37	12	34	39	83	NA	NA	1
African American	10	13	4290	100	100	99	NA	521	560	NA	15	4	NA	8	9	NA	77	86	NA	NA	1
Hispanic	38	50	31642	97	100	99	487	499	552	13	10	5	37	36	11	50	54	84	NA	NA	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	15	23	36929	94	79	99	472	469	579	33	35	2	27	26	5	40	39	91	NA	NA	2
Students with Disabilities	14	20	9069	100	100	92	466	465	508	21	25	11	43	40	30	36	35	58	NA	NA	1
Students without Disabilities	54	73	70588	98	95	100	497	501	573	15	15	2	28	26	5	57	59	91	NA	NA	1
Limited English Proficient Students	13	13	9521	93	87	96	423	423	507	38	38	13	38	38	24	23	23	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	36	48	35341	88	83	97	481	489	551	22	21	5	28	27	12	50	52	83	NA	NA	0
Non-Economically Disadvantaged	32	45	44316	100	100	100	502	497	578	9	13	2	34	31	5	56	56	90	NA	NA	2

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	124	78400	96	93	97	489	485	554	67	73	21	23	19	19	8	7	47	2	1	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	51	38686	97	85	98	484	483	554	76	76	20	21	18	20	3	6	49	NA	NA	12
Male	30	72	39636	94	97	96	494	485	554	57	69	23	27	21	18	13	8	46	3	1	13
African American	NC	18	4193	NC	100	97	NC	475	533	NC	83	32	NC	11	23	NC	NA	40	NC	6	5
Hispanic	35	59	30732	100	97	97	485	482	534	74	78	31	17	15	24	9	7	40	NA	NA	5
Asian/Pacific Islander	--	NC	1827	--	NC	99	--	NC	594	--	NC	8	--	NC	12	--	NC	49	--	NC	31
American Indian/Alaskan Native	NC	12	4536	NC	67	95	NC	498	528	NC	50	35	NC	33	25	NC	17	37	NC	NA	4
White	14	29	37038	100	76	97	490	492	575	64	59	11	29	31	14	7	10	56	NA	NA	19
Students with Disabilities	NC	14	7840	NC	70	81	NC	470	498	NC	86	60	NC	14	18	NC	NA	20	NC	NA	2
Students without Disabilities	55	110	70560	100	96	99	493	486	560	62	71	17	27	20	19	9	8	50	2	1	14
Limited English Proficient Students	11	15	8956	100	83	95	474	475	502	82	80	56	9	13	25	9	7	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	34	59	33014	85	63	95	491	486	534	59	68	31	32	24	24	6	7	40	3	2	5
Non-Economically Disadvantaged	30	65	45386	100	100	99	486	483	569	77	77	15	13	15	15	10	8	52	NA	NA	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	64	129	79179	96	96	98	465	463	519	41	42	11	36	36	27	23	22	58	NA	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	52	38974	97	87	99	466	470	524	38	35	8	35	38	25	26	27	61	NA	NA	5
Male	30	76	40124	94	100	97	465	459	513	43	46	13	37	36	28	20	18	54	NA	NA	4
African American	NC	20	4243	NC	100	98	NC	467	506	NC	35	14	NC	35	32	NC	30	51	NC	NA	3
Hispanic	35	59	30987	100	97	98	461	457	498	49	51	17	26	31	36	26	19	45	NA	NA	1
Asian/Pacific Islander	--	NC	1832	--	NC	99	--	NC	543	--	NC	4	--	NC	17	--	NC	69	--	NC	10
American Indian/Alaskan Native	NC	12	4573	NC	67	96	NC	467	494	NC	33	16	NC	50	41	NC	17	42	NC	NA	1
White	14	32	37467	100	84	98	468	472	539	36	28	5	43	47	17	21	25	70	NA	NA	8
Students with Disabilities	NC	18	8567	NC	90	88	NC	456	467	NC	39	39	NC	50	38	NC	11	22	NC	NA	1
Students without Disabilities	55	111	70612	100	97	99	469	464	524	38	42	7	35	34	25	27	23	62	NA	NA	5
Limited English Proficient Students	11	15	9013	100	83	95	454	450	461	45	47	40	45	47	48	9	7	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	34	63	33345	85	67	96	467	464	499	35	38	17	41	40	36	24	22	46	NA	NA	1
Non-Economically Disadvantaged	30	66	45834	100	100	99	463	462	533	47	45	7	30	33	19	23	21	67	NA	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	140	79734	100	100	99	502	496	554	11	10	3	44	49	19	45	41	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	57	39243	100	95	99	517	509	568	5	7	2	41	40	12	54	53	85	NA	NA	1
Male	34	82	40413	100	100	98	486	488	541	18	12	4	47	54	26	35	34	70	NA	NA	0
African American	NC	20	4285	NC	100	99	NC	521	548	NC	5	3	NC	45	22	NC	50	74	NC	NA	0
Hispanic	37	63	31254	100	100	99	498	494	539	11	11	5	46	46	25	43	43	70	NA	NA	0
Asian/Pacific Islander	--	NC	1837	--	NC	99	--	NC	579	--	NC	1	--	NC	9	--	NC	87	--	NC	2
American Indian/Alaskan Native	NC	14	4613	NC	78	97	NC	513	535	NC	7	4	NC	29	29	NC	64	67	NC	NA	0
White	16	36	37668	100	95	99	495	491	569	13	8	1	56	58	13	31	33	85	NA	NA	1
Students with Disabilities	13	21	8943	100	100	92	452	468	495	23	14	11	62	67	51	15	19	38	NA	NA	1
Students without Disabilities	58	119	70791	100	100	100	513	501	561	9	9	2	40	45	15	52	45	83	NA	NA	0
Limited English Proficient Students	11	15	9138	100	83	97	478	487	492	9	7	13	73	67	46	18	27	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	40	70	33718	100	74	97	498	491	538	13	13	5	45	50	26	43	37	69	NA	NA	0
Non-Economically Disadvantaged	31	70	46016	100	100	100	507	502	567	10	7	2	42	47	14	48	46	84	NA	NA	1

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	--	205	71130	--	90	95	--	652	701	--	76	23	--	8	13	--	15	51	--	0	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	55	35465	--	74	96	--	659	702	--	67	21	--	15	13	--	18	53	--	NA	13
Male	--	148	35648	--	97	94	--	649	701	--	80	24	--	5	12	--	14	50	--	1	14
African American	--	32	3868	--	97	95	--	653	686	--	75	33	--	13	17	--	13	45	--	NA	6
Hispanic	--	82	25103	--	87	95	--	644	685	--	88	34	--	5	16	--	7	45	--	NA	5
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	731	--	NC	9	--	NC	7	--	NC	50	--	NC	34
American Indian/Alaskan Native	--	11	4241	--	61	90	--	642	679	--	100	39	--	NA	19	--	NA	39	--	NA	3
White	--	76	36075	--	96	95	--	660	715	--	64	12	--	12	9	--	22	58	--	1	21
Students with Disabilities	--	18	5862	--	82	71	--	635	658	--	94	63	--	NA	15	--	6	20	--	NA	2
Students without Disabilities	--	187	65268	--	91	98	--	654	705	--	74	19	--	9	12	--	16	54	--	1	15
Limited English Proficient Students	--	10	4859	--	91	93	--	NA	662	--	NA	64	--	NA	15	--	NA	20	--	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	109	22957	--	69	93	--	647	685	--	83	34	--	6	17	--	11	44	--	NA	5
Non-Economically Disadvantaged	--	96	48173	--	100	96	--	657	709	--	69	17	--	10	11	--	20	55	--	1	18

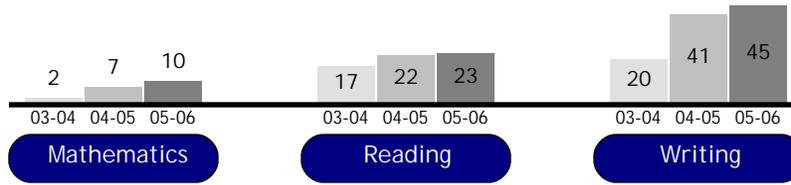
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	169	73018	--	77	97	--	650	703	--	33	6	--	38	23	--	29	64	--	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	57	36181	--	85	97	--	664	708	--	19	4	--	42	21	--	39	65	--	NA	9
Male	--	112	36816	--	74	96	--	643	699	--	39	7	--	36	24	--	24	62	--	1	7
African American	--	20	3976	--	65	96	--	655	689	--	10	8	--	65	29	--	25	59	--	NA	3
Hispanic	--	67	25801	--	81	96	--	641	683	--	48	10	--	25	34	--	27	53	--	NA	3
Asian/Pacific Islander	--	NC	1812	--	NC	98	--	NC	722	--	NC	3	--	NC	15	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	13	4389	--	100	93	--	625	675	--	46	9	--	54	42	--	NA	47	--	NA	1
White	--	65	37024	--	72	97	--	662	721	--	22	2	--	40	12	--	37	73	--	2	13
Students with Disabilities	--	15	7170	--	68	85	--	629	654	--	53	23	--	20	47	--	27	29	--	NA	1
Students without Disabilities	--	154	65848	--	78	98	--	652	708	--	31	4	--	40	20	--	29	67	--	1	9
Limited English Proficient Students	--	NC	5099	--	NC	95	--	NC	641	--	NC	29	--	NC	59	--	NC	12	--	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	--	89	23912	--	57	94	--	642	681	--	42	10	--	34	36	--	24	52	--	1	2
Non-Economically Disadvantaged	--	80	49106	--	100	98	--	659	714	--	23	4	--	43	16	--	35	69	--	NA	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	--	176	72810	--	80	96	--	638	685	--	28	6	--	43	30	--	28	58	--	1	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	57	36111	--	85	97	--	664	695	--	16	4	--	39	23	--	44	65	--	2	8
Male	--	119	36678	--	78	95	--	625	674	--	34	9	--	45	36	--	21	52	--	NA	3
African American	--	19	3962	--	61	96	--	650	675	--	11	8	--	53	33	--	37	55	--	NA	3
Hispanic	--	69	25735	--	83	96	--	619	669	--	42	10	--	39	41	--	17	48	--	1	2
Asian/Pacific Islander	--	NC	1809	--	NC	97	--	NC	704	--	NC	4	--	NC	19	--	NC	65	--	NC	13
American Indian/Alaskan Native	--	10	4370	--	83	92	--	NA	670	--	NA	9	--	NA	39	--	NA	50	--	NA	2
White	--	74	36915	--	82	97	--	655	697	--	19	3	--	41	21	--	41	67	--	NA	8
Students with Disabilities	--	18	7071	--	82	84	--	604	634	--	61	24	--	22	53	--	17	21	--	NA	1
Students without Disabilities	--	158	65739	--	80	98	--	642	689	--	24	4	--	46	27	--	30	62	--	1	6
Limited English Proficient Students	--	NC	5046	--	NC	94	--	NC	621	--	NC	31	--	NC	56	--	NC	12	--	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	--	96	23814	--	62	94	--	631	667	--	32	10	--	44	41	--	24	47	--	NA	2
Non-Economically Disadvantaged	--	80	48996	--	100	97	--	647	693	--	23	4	--	43	24	--	34	64	--	1	7

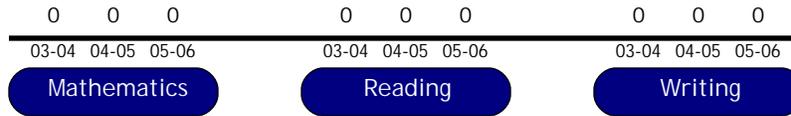
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2005-06

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

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	97	30	NA	56	100	29	30	51	95	21	21	56
	Language	100	19	19	48	100	25	25	47	100	13	16	50
	Mathematics	100	31	33	66	100	24	26	52	96	14	14	58
7	Reading	80	17	NA	54	99	27	27	50	94	21	21	54
	Language	83	21	20	58	99	32	33	52	99	20	20	58
	Mathematics	78	23	23	62	98	20	21	50	94	20	20	54
8	Reading	80	22	NA	55	99	28	30	51	100	28	27	58
	Language	85	13	12	52	99	29	28	50	100	24	22	56
	Mathematics	85	18	20	61	99	22	21	53	100	17	16	58
9	Reading	--	--	NA	42	--	--	21	51	--	--	17	52
	Language	--	--	14	42	--	--	22	50	--	--	15	50
	Mathematics	--	--	27	63	--	--	20	50	--	--	13	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."

# Phoenix Thomas J. Pappas Regional Middle School

## 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 Certification.	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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	88	95	94	95
Promotion Rate <sup>5</sup>	19	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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

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

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

School Safety

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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

25
----

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

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