



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1938 E. Apache Blvd., Tempe, AZ 85382

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 LEARNS¹

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.

School Overview

Principal/Administrator : Ms. Vanessa Bonilla
Schedule : 07:00 AM to 04:00 PM
Grades : K-6
Web Address : www.mcrsd.org
Phone Number : (480) 557-6211
Fax Number : (480) 557-6249
E-mail : vanessa.bonilla@mcrsd.org

Mission

The mission of Thomas J. Pappas School is to educate all students to achieve mastery of the Arizona Academic Standards, while fostering positive growth in social/ emotional behaviors through Character Counts.

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 / Academic Goals

- To achieve mastery of the Arizona Academic Standards in reading, language arts, and mathematics.
To emphasize the basics of reading, written language, and mathematics through a meaningful, integrated instructional approach.
To meet the basic needs of food, clothing and shelter so that homeless children are ready and able to learn. To provide counseling and social services necessary for success in school.
To provide a safe, nurturing, learning environment where students will be able to maximize their potential for learning.

Enrollment

October 1, 2005 School Year Student Enrollment : 203
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 No
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Reading Across the Curriculum
- Mathematics Across the Grade Levels
- Thematic, Integrated Instruction
- Multiage Classrooms

Calendar Information

Number of Instruction Days : 200
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 9/6/2005
Last Day of School : 7/22/2006

Shared Responsibilities

School

Thomas J. Pappas Elementary, Tempe has a shared responsibility with parents to promote mastery of Arizona Academic Standards, daily school attendance, and responsible student behavior.

Parents

Parents are responsible for notifying the school of any address changes so that the children may be picked up for school. Parents are also responsible for notifying the school of student absences.

Transportation Policy

Our transportation policy is to provide transportation for children so that they may get to school and be educated. The transportation routes are flexible and change daily, depending on where the children have moved the night before.

School Honors

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

Award/Honor	Year
• Phoenix Suns Teacher of the Year	2001

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	30	125	80010	94	95	99	417	396	447	10	42	10	47	32	18	43	26	53	NA	NA	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	67	38935	85	92	99	414	395	447	18	43	9	41	30	19	41	27	55	NA	NA	17
Male	12	57	40974	100	97	98	423	398	448	NA	40	11	50	33	18	50	26	52	NA	NA	19
African American	NC	14	4201	NC	93	99	NC	383	430	NC	64	17	NC	14	23	NC	21	51	NC	NA	9
Hispanic	21	71	34545	100	100	99	407	395	432	14	39	14	62	38	24	24	23	53	NA	NA	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	NC	16	3979	NC	94	96	NC	390	424	NC	50	17	NC	31	30	NC	19	47	NC	NA	6
White	NC	24	35142	NC	83	99	NC	411	465	NC	29	5	NC	25	11	NC	46	56	NC	NA	28
Students with Disabilities	NC	15	10161	NC	83	93	NC	373	419	NC	60	28	NC	40	28	NC	NA	36	NC	NA	8
Students without Disabilities	28	110	69849	97	96	100	418	399	451	11	39	7	43	31	17	46	30	56	NA	NA	19
Limited English Proficient Students	NC	14	14013	NC	100	97	NC	380	413	NC	57	24	NC	29	34	NC	14	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	23	69	39029	96	96	98	417	399	432	9	36	14	48	36	25	43	28	52	NA	NA	9
Non-Economically Disadvantaged	NC	56	40981	NC	93	100	NC	393	462	NC	48	6	NC	27	13	NC	25	54	NC	NA	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	114	79438	91	86	98	427	409	451	7	25	9	52	44	24	41	30	56	NA	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	64	38775	85	88	99	423	408	457	12	27	7	47	42	22	41	28	58	NA	3	13
Male	11	49	40560	92	83	97	435	411	446	NA	22	12	55	45	25	45	33	54	NA	NA	9
African American	NC	13	4178	NC	87	98	NC	390	439	NC	46	13	NC	31	29	NC	23	52	NC	NA	6
Hispanic	20	65	34297	95	92	98	416	410	434	10	22	14	65	49	31	25	26	50	NA	3	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	NC	14	3940	NC	82	95	NC	405	429	NC	21	14	NC	57	36	NC	21	47	NC	NA	3
White	NC	22	34887	NC	76	98	NC	421	471	NC	23	4	NC	27	15	NC	50	63	NC	NA	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	28	109	69850	97	96	100	429	411	456	4	22	7	54	45	23	43	31	59	NA	2	12
Limited English Proficient Students	NC	14	13856	NC	100	96	NC	389	407	NC	29	27	NC	64	43	NC	7	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	23	62	38685	96	86	97	426	406	435	9	29	14	48	42	32	43	27	50	NA	2	5
Non-Economically Disadvantaged	NC	52	40753	NC	87	99	NC	414	467	NC	19	5	NC	46	16	NC	33	62	NC	2	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	32	128	79971	100	97	99	374	362	423	16	27	8	56	53	41	28	20	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	69	38974	95	95	99	367	376	437	21	22	5	47	51	33	32	28	57	NA	NA	4
Male	12	58	40895	100	98	98	385	346	410	8	33	10	67	55	47	25	12	41	NA	NA	2
African American	NC	14	4203	NC	93	99	NC	383	411	NC	14	11	NC	64	45	NC	21	43	NC	NA	2
Hispanic	21	72	34481	100	100	99	374	367	410	14	24	10	62	57	46	24	19	43	NA	NA	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	NC	16	3995	NC	94	96	NC	326	409	NC	44	10	NC	31	47	NC	25	42	NC	NA	1
White	NC	26	35150	NC	90	99	NC	360	437	NC	31	5	NC	50	35	NC	19	56	NC	NA	5
Students with Disabilities	NC	17	10258	NC	94	94	NC	273	377	NC	71	23	NC	29	51	NC	NA	25	NC	NA	1
Students without Disabilities	29	111	69713	100	97	100	385	376	429	10	20	5	59	57	39	31	23	52	NA	NA	3
Limited English Proficient Students	NC	14	13985	NC	100	97	NC	377	382	NC	14	18	NC	64	54	NC	21	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	23	69	38994	96	96	98	384	360	409	9	25	10	70	59	47	22	16	41	NA	NA	1
Non-Economically Disadvantaged	NC	59	40977	NC	98	100	NC	364	437	NC	29	5	NC	46	34	NC	25	56	NC	NA	5

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

4th 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	32	116	80147	97	91	99	416	423	482	50	42	11	31	30	17	19	27	49	NA	1	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	63	39281	100	97	99	418	424	483	38	40	9	50	35	17	13	24	50	NA	2	24
Male	16	53	40780	94	85	98	413	422	482	63	45	12	13	25	17	25	30	48	NA	NA	24
African American	NC	20	4249	NC	100	99	NC	439	464	NC	25	17	NC	25	22	NC	50	48	NC	NA	13
Hispanic	22	59	33494	96	94	99	413	415	466	55	51	15	27	29	23	18	20	49	NA	NA	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	NC	10	4117	NC	71	96	NC	NA	456	NC	NA	19	NC	NA	27	NC	NA	46	NC	NA	8
White	NC	27	36122	NC	90	99	NC	423	501	NC	44	5	NC	26	10	NC	26	50	NC	4	35
Students with Disabilities	NC	11	10295	NC	85	92	NC	402	443	NC	55	33	NC	36	26	NC	9	33	NC	NA	8
Students without Disabilities	27	105	69852	96	92	100	417	426	488	52	41	7	26	30	16	22	29	51	NA	1	26
Limited English Proficient Students	NC	14	12722	NC	100	97	NC	412	441	NC	43	27	NC	50	33	NC	7	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	22	61	38371	96	90	97	415	426	465	50	41	15	32	30	23	18	28	49	NA	2	13
Non-Economically Disadvantaged	10	55	41776	100	93	100	NA	420	498	NA	44	6	NA	31	11	NA	25	49	NA	NA	33

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	28	106	79686	85	83	98	411	427	470	43	36	11	43	39	24	14	22	57	NA	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	59	39163	94	91	99	420	430	475	27	27	9	53	44	22	20	25	60	NA	3	10
Male	13	47	40438	76	76	97	400	423	465	62	47	13	31	32	25	8	17	54	NA	4	7
African American	NC	19	4228	NC	95	98	NC	451	458	NC	21	15	NC	37	28	NC	37	53	NC	5	4
Hispanic	20	52	33299	87	83	98	407	413	452	45	48	17	45	35	32	10	15	47	NA	2	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	NC	10	4087	NC	71	96	NC	NA	446	NC	NA	16	NC	NA	38	NC	NA	44	NC	NA	2
White	NC	25	35914	NC	83	98	NC	430	489	NC	28	5	NC	44	15	NC	24	67	NC	4	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	27	104	69878	96	91	100	411	427	475	41	36	8	44	39	23	15	21	61	NA	4	9
Limited English Proficient Students	NC	14	12594	NC	100	96	NC	407	422	NC	50	34	NC	36	45	NC	14	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	18	55	38095	78	81	97	411	434	452	44	33	17	33	35	32	22	25	48	NA	7	3
Non-Economically Disadvantaged	10	51	41591	100	86	99	NA	419	486	NA	39	6	NA	43	16	NA	18	65	NA	NA	13

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	33	120	80372	100	94	99	426	435	475	9	10	4	61	57	30	30	33	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	64	39452	100	98	99	424	439	488	13	11	3	50	47	22	38	41	72	NA	2	3
Male	17	55	40836	100	89	98	428	430	464	6	9	6	71	69	37	24	22	56	NA	NA	1
African American	NC	20	4264	NC	100	99	NC	465	465	NC	NA	5	NC	50	35	NC	50	59	NC	NA	1
Hispanic	23	60	33608	100	95	99	418	421	462	13	15	6	61	57	36	26	28	57	NA	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	12	4128	NC	86	97	NC	444	464	NC	8	4	NC	58	39	NC	33	56	NC	NA	1
White	NC	28	36213	NC	93	99	NC	442	489	NC	7	2	NC	61	22	NC	29	72	NC	4	3
Students with Disabilities	NC	13	10526	NC	100	94	NC	376	427	NC	31	15	NC	69	53	NC	NA	31	NC	NA	1
Students without Disabilities	28	107	69846	100	94	100	431	443	482	11	7	3	54	55	26	36	36	69	NA	1	2
Limited English Proficient Students	NC	14	12747	NC	100	97	NC	418	432	NC	14	12	NC	64	52	NC	21	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	23	63	38521	100	93	98	411	431	461	13	14	6	65	49	38	22	35	55	NA	2	1
Non-Economically Disadvantaged	10	57	41851	100	97	100	NA	441	489	NA	5	3	NA	65	22	NA	30	72	NA	NA	4

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	30	122	79306	97	98	99	450	447	504	40	50	13	37	29	20	23	20	49	NA	2	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	64	38845	100	100	99	449	443	505	40	53	11	35	28	20	25	19	50	NA	NA	18
Male	10	57	40383	91	92	98	NA	450	504	NA	47	14	NA	30	19	NA	19	47	NA	4	19
African American	NC	18	4171	NC	100	98	NC	440	485	NC	61	20	NC	17	26	NC	22	44	NC	NA	10
Hispanic	14	67	32673	100	100	99	449	444	487	36	54	18	36	27	25	29	16	46	NA	3	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	NC	13	4034	NC	81	97	NC	442	479	NC	54	22	NC	38	29	NC	8	43	NC	NA	7
White	NC	23	36234	NC	92	99	NC	460	523	NC	30	6	NC	39	13	NC	30	52	NC	NA	28
Students with Disabilities	NC	23	10286	NC	100	91	NC	420	462	NC	87	41	NC	13	27	NC	NA	27	NC	NA	5
Students without Disabilities	23	99	69020	96	97	100	459	453	510	26	41	9	43	32	18	30	24	52	NA	2	21
Limited English Proficient Students	NC	19	10291	NC	100	96	NC	435	458	NC	58	38	NC	26	34	NC	16	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	25	71	37437	96	95	97	453	451	486	40	46	19	32	25	26	28	27	46	NA	1	9
Non-Economically Disadvantaged	NC	51	41869	NC	100	100	NC	442	521	NC	55	7	NC	33	14	NC	10	51	NC	2	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	98	79000	81	78	98	449	450	489	16	27	10	56	46	24	28	27	58	NA	1	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	52	38774	80	83	99	455	450	494	13	21	7	50	50	22	38	29	61	NA	NA	10
Male	NC	45	40150	NC	73	98	NC	449	485	NC	33	12	NC	42	25	NC	22	55	NC	2	8
African American	NC	11	4153	NC	61	98	NC	446	476	NC	18	13	NC	64	30	NC	18	53	NC	NA	4
Hispanic	13	54	32508	93	82	98	442	447	472	31	31	15	46	41	33	23	28	49	NA	NA	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	NC	12	4016	NC	75	96	NC	436	467	NC	25	14	NC	67	37	NC	8	46	NC	NA	2
White	NC	20	36135	NC	80	98	NC	465	508	NC	20	4	NC	40	14	NC	35	67	NC	5	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	23	94	69009	96	92	100	450	450	495	17	27	6	52	45	22	30	28	62	NA	1	10
Limited English Proficient Students	NC	17	10199	NC	89	95	NC	435	439	NC	47	35	NC	35	47	NC	18	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	21	56	37234	81	75	97	451	451	472	14	21	15	52	46	33	33	30	50	NA	2	3
Non-Economically Disadvantaged	NC	42	41766	NC	84	99	NC	449	505	NC	33	5	NC	45	16	NC	21	65	NC	NA	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	30	121	79611	97	97	99	455	446	496	7	18	7	73	61	37	20	21	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	64	39016	100	100	99	467	457	511	5	13	4	65	59	29	30	28	66	NA	NA	1
Male	10	56	40519	91	90	98	NA	432	482	NA	25	10	NA	63	44	NA	13	46	NA	NA	0
African American	NC	18	4188	NC	100	98	NC	437	486	NC	11	9	NC	78	40	NC	11	50	NC	NA	0
Hispanic	14	67	32855	100	100	99	444	436	481	14	25	10	71	55	43	14	19	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	NC	13	3992	NC	81	96	NC	472	478	NC	8	10	NC	62	46	NC	31	44	NC	NA	0
White	NC	22	36380	NC	88	99	NC	465	511	NC	9	4	NC	64	30	NC	27	65	NC	NA	1
Students with Disabilities	NC	23	10664	NC	100	94	NC	407	440	NC	39	23	NC	52	54	NC	9	22	NC	NA	1
Students without Disabilities	23	98	68947	96	96	100	459	455	504	4	13	4	78	63	34	17	23	61	NA	NA	1
Limited English Proficient Students	NC	19	10362	NC	100	97	NC	421	438	NC	32	22	NC	58	57	NC	11	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	25	70	37626	96	93	98	461	444	479	4	19	10	72	59	45	24	23	45	NA	NA	0
Non-Economically Disadvantaged	NC	51	41985	NC	100	100	NC	448	511	NC	18	4	NC	65	30	NC	18	65	NC	NA	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	125	79327	100	100	98	459	462	518	58	60	19	29	20	20	13	19	46	NA	1	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	60	38961	NC	98	98	NC	462	520	NC	58	16	NC	25	20	NC	15	48	NC	2	16
Male	16	65	40295	100	100	97	454	462	516	69	62	21	19	15	19	13	23	44	NA	NA	16
African American	--	14	4247	--	88	98	--	468	499	--	50	27	--	29	24	--	21	41	--	NA	8
Hispanic	17	73	32327	94	100	98	457	454	499	59	67	27	29	18	25	12	15	41	NA	NA	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	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	NC	22	36373	NC	92	98	NC	481	538	NC	55	10	NC	14	14	NC	27	52	NC	5	25
Students with Disabilities	NC	23	9321	NC	88	87	NC	426	467	NC	96	54	NC	4	22	NC	NA	21	NC	NA	3
Students without Disabilities	20	102	70006	100	100	100	467	470	524	50	52	14	35	24	19	15	24	49	NA	1	18
Limited English Proficient Students	NC	20	9431	NC	95	95	NC	448	466	NC	75	53	NC	15	27	NC	10	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	16	70	37097	100	97	97	467	465	498	50	57	27	31	23	25	19	19	41	NA	1	7
Non-Economically Disadvantaged	NC	55	42230	NC	100	99	NC	458	535	NC	64	11	NC	16	15	NC	20	50	NC	NA	24

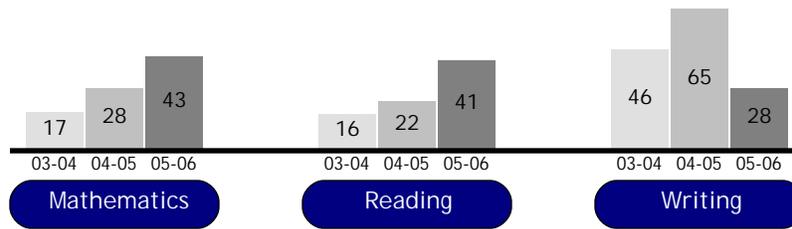
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	120	79501	88	96	98	449	451	497	38	39	10	33	32	25	29	29	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	59	39062	NC	97	99	NC	454	502	NC	34	8	NC	37	23	NC	29	64	NC	NA	5
Male	13	61	40368	87	95	98	440	449	491	46	44	13	31	26	27	23	30	57	NA	NA	3
African American	--	14	4279	--	88	99	--	457	485	--	29	14	--	43	30	--	29	54	--	NA	2
Hispanic	15	71	32389	83	100	98	446	444	478	47	48	16	20	25	34	33	27	48	NA	NA	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	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	NC	19	9411	NC	73	88	NC	416	453	NC	79	36	NC	16	36	NC	5	26	NC	NA	1
Students without Disabilities	20	101	70090	100	100	100	449	458	502	40	32	7	30	35	24	30	34	65	NA	NA	5
Limited English Proficient Students	NC	20	9401	NC	95	94	NC	433	443	NC	55	40	NC	25	46	NC	20	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	14	67	37183	93	93	97	459	457	479	29	33	16	29	33	34	43	34	49	NA	NA	1
Non-Economically Disadvantaged	NC	53	42318	NC	100	99	NC	444	513	NC	47	5	NC	30	17	NC	23	70	NC	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	24	127	80000	100	100	99	491	504	564	4	7	3	54	38	11	42	53	75	NA	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	59	39288	NC	97	99	NC	526	579	NC	5	2	NC	24	6	NC	66	77	NC	5	16
Male	16	68	40644	100	100	98	471	485	549	6	9	4	69	50	15	25	41	74	NA	NA	7
African American	--	15	4307	--	94	99	--	506	551	--	7	4	--	33	13	--	60	75	--	NA	7
Hispanic	17	74	32672	94	100	99	490	501	548	6	4	4	53	45	14	41	50	76	NA	1	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	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	NC	23	36602	NC	96	99	NC	496	579	NC	17	2	NC	30	7	NC	43	75	NC	9	16
Students with Disabilities	NC	25	9919	NC	96	93	NC	429	505	NC	24	9	NC	60	35	NC	16	54	NC	NA	2
Students without Disabilities	20	102	70081	100	100	100	495	522	571	5	3	2	50	32	7	45	62	79	NA	3	12
Limited English Proficient Students	NC	21	9571	NC	100	96	NC	469	502	NC	14	10	NC	38	29	NC	48	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	16	73	37534	100	100	98	484	502	547	6	10	4	56	36	15	38	51	76	NA	4	5
Non-Economically Disadvantaged	NC	54	42466	NC	100	100	NC	506	578	NC	4	2	NC	41	7	NC	56	75	NC	NA	16

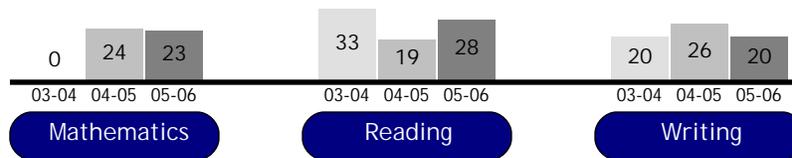
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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?	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	14	NA	58	100	32	29	47	100	41	22	46
	Language	100	13	19	50	100	27	25	47	100	35	18	48
	Mathematics	96	14	26	64	100	27	25	50	100	39	21	52
3	Reading	100	NA	NA	55	80	18	22	44	97	20	18	46
	Language	100	18	26	61	80	18	25	44	100	25	20	46
	Mathematics	100	9	18	61	77	27	30	51	100	24	16	52
4	Reading	100	NA	NA	56	91	22	25	48	88	15	22	52
	Language	100	NA	27	52	91	23	27	49	100	14	17	52
	Mathematics	100	NA	27	61	91	30	28	53	100	9	16	58
5	Reading	94	36	NA	55	81	22	26	50	81	27	27	56
	Language	100	18	20	49	81	24	23	50	97	20	15	54
	Mathematics	100	16	21	63	81	22	23	49	97	14	13	52
6	Reading	100	NA	NA	56	100	27	30	51	92	25	21	56
	Language	100	NA	19	48	100	21	25	47	100	24	16	50
	Mathematics	100	NA	33	66	100	27	26	52	100	15	14	58

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

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

Tempe Thomas J. Pappas Regional Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum
- Ü School Safety
- Ü Discipline
- Ü School Events
- Ü Field Trips
- Ü Parent Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	11.00
Other Professional Staff	3.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	22%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Technology Lab
- Ü Food Room/Clothing Closet
- Ü Media Center

Extracurricular Activities

- Ü After School Tutoring
- Ü After School Math Program
- Ü After School Educational Field Trips
- Ü After School Community Bridges Program
- Ü Native American Culture
- Ü Fire Pals Lessons
- Ü Weekly (summer) swimming lessons
- Ü Mentor/Theatrics w/ Senior Citizens

Social Services

- Ü ASU Nutrition Dept.
- Ü Tempe Public Library
- Ü Tempe Fire Dept.
- Ü The Assistance League of the East Valley
- Ü Tempe Community Council
- Ü Devereux Arizona
- Ü Escalante Center
- Ü Empact Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü To have opened a Tempe Thomas J. Pappas Elementary School for children of homeless families in the East Valley.

- ü To have added an instructional aide, a physical education program, a music program, an arts program, a volunteer mentoring program, and expansion of special education services.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	0	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

T.J. Pappas, Tempe is dedicated to providing a safe and nurturing learning environment for all students of homeless families. We teach tolerance and character counts education as a part of our daily curriculum.

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) :

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	Vanessa Bonilla	(480) 557-6211
Transportation Policy	Pat Betancourt	(480) 557-6211
Community Resources	Diane Fernichio	(480) 557-6269
School Nutrition Programs	Terri Reynard-Cole	(480) 318-8662
Parent Organization	Vanessa Bonilla	(480) 557-6211
Student Health/Nurse	Cara Palmer	(480) 557-6211

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."

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.

Footnotes

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

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

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

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

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

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

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

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