

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

735 E Fillmore, Phoenix, AZ 85006

Phoenix Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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. John Ewing
Schedule : 07:00 AM to 06:00 PM
Grades : 7-8
2005 Enrollment : 86
Web Address : www.phelem.k12.az.us
Phone Number : (602) 257-4843
Fax Number : (602) 257-4852
E-mail : john.ewing@phxelem.k12.az.us

Mission

The Alternative Center for Education, ACE, serves a population of at-risk 7th and 8th graders. Many of the students are over-age or involved in the Juvenile Court System. Our goal is to transition the students back to a regular program or promote the them to high school. Students are permitted to take one elective on the Phoenix Prep campus. We offer a late start ACE, 10:00-4:15 and an evening ACE, 2:30-7:00.

School / Academic Goals

- ü Increase student test scores to grade level.
- ü Goal setting and goal achieving. We strive to move students to either a regular middle school or high school, ACE is not a permanent assignment
- ü Behavior modification and counseling
- ü Instruction in basic skills and writing.

Enrollment

October 1, 2004 School Year Student Enrollment : 98
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Small class size
- Individualized instruction
- Access to electives
- computer labs
- library
- transportation for both programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

We will provide a basic education for students who have been long term suspended, expelled or are over-age. With a focus on basic academic skills, our student should be prepared to return to middle school or be promoted to high school

Parents

Parents must sign an agreement with the student regarding behavior and attendance. Students should arrive to school wearing the school uniform ready to work. Attendance, completing of homework and adhering to behavioral rules are critical to student success.

Transportation Policy

We provide bus service for all students in ACE including the night school.

School Honors

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

Award/Honor

Year

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	47	710	78250	100	100	99	472	529	548	91	32	21	4	25	18	4	39	48	0	3	13
All Students (Prior Year)	--	274	75001	--	43	99	--	462	468	--	35	37	--	44	36	--	18	16	--	4	10
Female	21	382	38071	100	100	99	470	527	549	100	32	20	0	27	19	0	39	49	0	2	12
Male	25	327	40126	100	100	99	475	531	547	82	33	23	9	22	17	9	39	46	0	5	14
African American	NC	67	4058	NC	100	99	NC	526	523	NC	34	32	NC	23	22	NC	40	41	NC	2	5
Hispanic	41	586	29129	100	100	99	474	526	527	91	33	32	5	26	23	5	38	40	0	3	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	--	20	4996	--	71	100	--	536	518	--	28	36	--	33	25	--	39	36	--	0	4
White	--	36	38320	--	97	99	--	566	568	--	19	12	--	6	14	--	55	55	--	19	19
Students with Disabilities	--	87	9329	--	100	100	--	484	454	--	74	64	--	17	18	--	8	16	--	1	2
Students without Disabilities	46	623	68996	100	98	99	472	535	561	91	26	16	4	26	18	4	44	52	0	4	14
Limited English Proficient Students	26	343	10133	100	100	100	477	522	488	88	38	45	6	27	25	6	33	28	0	3	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	21	502	33388	100	98	94	479	528	530	86	33	32	7	26	22	7	39	40	0	3	5
Non-Economically Disadvantaged	26	208	44937	100	100	100	462	531	561	100	31	13	0	24	15	0	41	54	0	4	18

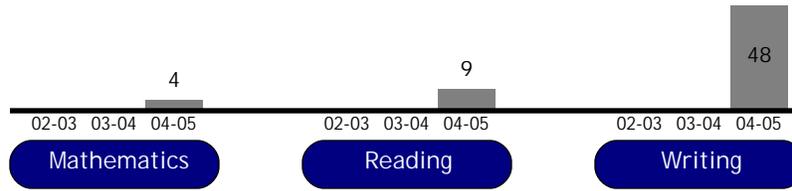
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	717	78302	100	0	99	459	499	512	30	15	11	61	33	25	9	51	57	0	2	7
All Students (Prior Year)	--	272	74918	--	43	99	--	493	497	--	31	32	--	20	19	--	39	35	--	9	15
Female	22	383	38082	100	0	99	455	500	518	25	11	8	67	36	24	8	51	61	0	2	7
Male	26	333	40166	100	0	99	463	496	507	36	20	14	55	28	26	9	50	54	0	1	6
African American	NC	69	4064	NC	0	100	NC	501	498	NC	9	14	NC	32	29	NC	60	54	NC	0	3
Hispanic	42	588	29152	100	0	99	460	496	492	32	16	17	59	33	34	9	49	46	0	1	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	21	4993	--	0	100	--	502	484	--	6	19	--	39	38	--	56	42	--	0	1
White	--	38	38347	--	0	99	--	536	531	--	6	5	--	22	17	--	59	68	--	13	10
Students with Disabilities	--	89	9353	--	0	100	--	470	429	--	35	40	--	39	38	--	26	22	--	0	1
Students without Disabilities	48	628	69024	100	0	99	459	503	524	30	12	7	61	32	23	9	54	62	0	2	7
Limited English Proficient Students	26	344	10140	100	0	100	462	489	451	35	20	28	53	37	43	12	43	29	0	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	21	506	33398	100	0	94	455	498	495	36	15	18	57	33	35	7	51	46	0	1	2
Non-Economically Disadvantaged	28	211	44979	100	0	100	466	502	525	22	14	6	67	32	18	11	51	66	0	3	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	703	78094	100	100	99	465	528	545	24	5	3	29	27	18	48	68	77	0	0	2
All Students (Prior Year)	--	265	74503	--	42	99	--	478	491	--	11	9	--	37	32	--	46	51	--	5	8
Female	19	376	38025	100	100	99	447	536	558	25	3	2	42	25	13	33	72	82	0	0	2
Male	22	326	40013	100	100	99	488	519	534	22	7	5	11	30	23	67	63	71	0	0	1
African American	NC	68	4037	NC	100	99	NC	534	532	NC	4	4	NC	21	22	NC	74	73	NC	0	1
Hispanic	36	576	29068	100	100	99	466	526	523	25	5	5	25	29	27	50	67	67	0	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	--	21	4981	--	75	100	--	536	526	--	0	4	--	33	25	--	67	70	--	0	0
White	--	37	38265	--	100	99	--	554	564	--	6	2	--	16	11	--	78	84	--	0	3
Students with Disabilities	--	87	9275	--	100	100	--	465	444	--	19	14	--	55	46	--	26	39	--	0	1
Students without Disabilities	41	616	68892	100	97	98	465	538	559	24	2	2	29	24	14	48	74	82	0	0	2
Limited English Proficient Students	25	340	10084	100	100	100	465	515	474	24	6	10	24	35	39	53	59	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	20	504	33296	100	99	94	465	527	527	29	5	5	21	28	27	50	67	67	0	0	0
Non-Economically Disadvantaged	22	199	44871	100	100	100	465	534	559	14	5	2	43	25	12	43	70	84	0	0	3

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

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

8th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	--	--	33	51	--	--	NA	54	89	24	38	50
	Language	--	--	37	54	--	--	40	58	89	22	41	52
	Mathematics	--	--	43	58	--	--	48	62	89	18	35	50
8	Reading	--	--	35	53	--	--	NA	55	100	20	40	51
	Language	--	--	32	49	--	--	36	52	100	23	44	50
	Mathematics	--	--	48	58	--	--	50	61	100	17	42	53

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

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

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.50	Teacher	5.00
Other Professional Staff	1.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	8
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

Ü Computer labs	Ü gym
Ü library	Ü auditorium

Extracurricular Activities

Ü Can participate with Prep sports

Social Services

Ü School Nurse
Ü Free lunch
Ü Full time counselor
Ü On site PO

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Significant progress on behavioral referrals

ü All 8th graders promoted to high school

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	88	95	94	95
Transfers Out Rates ⁵	48	12	12	17
Transfers In Rate ⁶	223	28	28	37
Stability Rate ⁷	51	87	87	82
Promotion Rate ⁸	65	96	95	81
Retention Rate ⁹	6	1	1	3
Dropout Rate ¹⁰	19	0	1	6
Status Unknown ¹¹	3	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

ACE is located on the campus of Phoenix Prep Academy. Although the two student bodies do not intermingle nor ride the same buses, the services of Prep are available to ACE including the SRO's. Most incidents with ACE involved drugs (marijuana) in small quantities. We have zero tolerance for drugs or weapons and the offender is referred to the court system. We also have an effective silent witness program which led to nearly every police intervention.

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

8

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	John Ewing	(602) 257-4843
Transportation Policy	Emily Rivera	(602) 257-3800
Community Resources	Becky Arroyo	(602) 257-3911
School Nutrition Programs	Michelle Burkhart	(602) 257-3743
Parent Organization	Burke Whitfield	(602) 257-4858
Student Health/Nurse	Gloria Johnstone	(602) 257-4845

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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** 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.