

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5833 W. Thomas, Phoenix, AZ 85031

Cartwright Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Underperforming

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	Out of Improvement
2002-03	Year 1

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

School Overview

Principal/Administrator : Ms. Melissa Arnold
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-5
 2005 Enrollment : 1034
 Web Address : www.cartwright.k12.az.us
 Phone Number : (623) 691-4100
 Fax Number : (623) 691-4120
 E-mail : marnold@cart.cartwright.k12.az.us

Mission

We are dedicated to the pursuit of effective education in which every child is given the opportunity to achieve academic excellence and a positive self-image regardless of race, color, creed, gender or socioeconomic background.

School / Academic Goals

- ü To provide an atmosphere which encourages and motivates all children to reach their full academic, physical and social potential.
- ü To provide students with a strong academic foundation emphasizing reading, writing, mathematics and cooperative working skills.

Enrollment

October 1, 2004 School Year Student Enrollment : 1103
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 2

Instructional Programs

- Ü Structured English Immersion
- Ü On-site Special Education
- Ü Visual Art
- Ü General Music
- Ü Instructional Coaches
- Ü Literacy Intervention Program
- Ü Sheltered Immersion Observation Protocol

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/2/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

We have a responsibility to parents to provide a safe and caring environment and to provide an academic environment which emphasizes high standards to meet the individual needs of students.

Parents

The school expects the parents and the school staff to work as partners for the benefit of each child's education. Parents need to provide the child with nourishment, sleep and physical hygiene so that the child comes to school ready to learn.

Transportation Policy

Transportation to and from school is provided for students who live more than one mile from school; students living within a one-mile radius where hazardous or difficult routes exist; and students with special physical needs, on an individual basis.

School Honors

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

Award/Honor	Year
Ü Cartwright District Certified Employee of The Month	2004
Ü Project GOAL: Grade One At the Library	2004
Ü Cartwright District Teacher of The Month	2002

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	164	2374	79306	99	98	99	423	433	445	26	14	10	20	22	18	49	53	51	5	11	20
All Students (Prior Year)	140	2216	75509	97	99	100	492	501	521	23	21	13	33	30	23	31	30	33	13	19	31
Female	81	1136	38691	100	98	99	425	433	446	23	13	10	18	23	18	55	53	52	5	11	20
Male	83	1236	40583	98	98	99	421	433	445	30	15	11	21	21	18	43	52	50	6	12	21
African American	NC	97	4041	NC	94	99	NC	420	426	NC	15	17	NC	28	23	NC	55	50	NC	2	10
Hispanic	145	2060	32869	99	99	99	423	432	429	27	14	15	18	22	25	51	52	51	4	11	10
Asian/Pacific Islander	--	15	1935	--	100	99	--	424	474	--	0	3	--	14	9	--	64	48	--	21	40
American Indian/Alaskan Native	--	12	4264	--	86	100	--	424	419	--	22	19	--	22	30	--	44	45	--	11	6
White	10	190	36197	100	97	99	423	447	463	30	11	5	30	17	11	20	52	53	20	20	31
Students with Disabilities	23	295	10321	100	100	100	385	381	389	71	41	30	19	30	27	5	26	34	5	3	9
Students without Disabilities	141	2079	69060	98	98	98	430	441	454	18	10	7	20	21	17	57	57	54	5	13	22
Limited English Proficient Students	90	1191	15509	98	98	100	414	421	406	34	19	20	20	26	30	43	48	45	2	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	142	1999	39415	97	93	96	422	432	431	28	15	15	18	23	25	50	52	50	4	11	10
Non-Economically Disadvantaged	22	375	39966	100	100	100	436	438	459	14	10	6	36	16	12	36	56	52	14	19	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	164	2381	79395	99	0	99	414	421	446	26	18	9	36	38	25	36	42	55	1	3	11
All Students (Prior Year)	141	2220	75492	98	100	100	503	507	519	25	20	12	20	20	16	46	46	47	10	14	24
Female	81	1140	38743	100	0	100	418	427	451	20	14	7	39	37	24	39	46	57	2	3	12
Male	83	1239	40618	98	0	99	409	415	440	33	22	11	33	38	27	33	38	53	1	3	9
African American	NC	100	4052	NC	0	100	NC	414	434	NC	14	11	NC	52	29	NC	35	54	NC	0	6
Hispanic	145	2064	32915	99	0	99	413	419	426	28	19	15	34	38	35	38	41	47	1	2	4
Asian/Pacific Islander	--	15	1936	--	0	99	--	411	468	--	14	3	--	21	14	--	57	63	--	7	19
American Indian/Alaskan Native	--	12	4271	--	0	100	--	415	420	--	33	15	--	22	42	--	44	41	--	0	2
White	10	190	36221	100	0	99	430	442	465	20	11	4	40	30	15	30	50	63	10	10	17
Students with Disabilities	23	298	10331	100	0	100	379	368	388	71	42	25	19	43	37	10	15	34	0	0	4
Students without Disabilities	141	2083	69139	98	0	99	420	429	454	18	14	7	39	37	24	41	46	58	2	3	11
Limited English Proficient Students	90	1194	15545	98	0	100	401	405	399	35	25	21	37	43	42	28	31	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	142	2006	39484	97	0	96	411	419	429	27	19	14	38	39	35	34	40	47	2	2	4
Non-Economically Disadvantaged	22	375	39986	100	0	100	432	433	461	21	10	4	21	27	16	57	57	63	0	6	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	163	2244	78869	98	93	99	394	412	442	16	10	6	41	34	21	44	54	63	0	2	10
All Students (Prior Year)	141	2211	75053	98	99	99	513	546	597	13	11	7	30	22	12	56	65	72	2	3	9
Female	81	1078	38536	100	93	99	417	428	458	5	7	4	36	29	15	59	62	67	0	3	14
Male	82	1164	40302	96	92	99	372	396	428	26	14	8	45	38	26	29	47	60	0	1	7
African American	NC	94	4015	NC	91	99	NC	406	430	NC	10	8	NC	37	24	NC	50	61	NC	3	7
Hispanic	144	1943	32606	98	93	98	393	411	426	16	10	8	41	34	27	43	54	60	0	2	5
Asian/Pacific Islander	--	14	1925	--	100	99	--	394	471	--	8	3	--	15	11	--	69	64	--	8	22
American Indian/Alaskan Native	--	10	4245	--	71	100	--	403	423	--	0	9	--	57	26	--	43	61	--	0	4
White	10	183	36078	100	94	99	393	417	459	20	9	4	30	31	16	50	57	66	0	3	14
Students with Disabilities	23	278	10246	100	95	100	325	325	367	48	34	18	33	42	39	19	23	40	0	0	4
Students without Disabilities	140	1966	68697	97	93	98	406	425	454	10	7	4	42	32	18	48	58	67	0	3	11
Limited English Proficient Students	89	1123	15339	97	92	100	380	395	399	21	14	11	45	39	31	34	46	54	0	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	141	1887	39106	96	88	95	393	411	427	15	11	8	44	35	28	41	52	59	0	2	5
Non-Economically Disadvantaged	22	357	39837	100	100	100	398	419	457	21	7	4	14	23	14	64	67	67	0	3	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	159	2212	78906	99	99	99	489	483	498	12	17	13	22	24	19	51	49	48	15	10	20
All Students (Prior Year)	145	2133	76019	100	99	100	492	482	499	10	16	14	51	51	39	13	14	14	26	18	33
Female	68	1117	38644	99	99	99	496	486	500	11	16	12	25	26	19	51	50	49	13	9	19
Male	91	1095	40236	99	100	99	483	481	497	13	19	15	19	22	19	51	49	46	17	10	20
African American	NC	112	4087	NC	100	99	NC	465	481	NC	24	20	NC	29	24	NC	43	45	NC	4	11
Hispanic	146	1905	31938	99	99	99	494	483	481	13	17	19	21	24	25	52	49	46	14	9	10
Asian/Pacific Islander	--	11	1805	--	100	98	--	523	536	--	0	5	--	11	8	--	67	45	--	22	42
American Indian/Alaskan Native	NC	24	4593	NC	96	100	NC	467	467	NC	14	26	NC	19	29	NC	62	39	NC	5	6
White	NC	160	36483	NC	98	99	NC	499	517	NC	14	7	NC	18	13	NC	49	51	NC	19	30
Students with Disabilities	15	264	10664	100	100	100	359	412	430	62	53	42	23	30	27	15	15	26	0	2	5
Students without Disabilities	144	1951	68310	98	98	98	502	493	509	7	12	9	21	23	18	55	54	51	17	11	22
Limited English Proficient Students	93	896	12573	100	99	100	467	461	454	18	25	27	28	30	30	49	42	38	5	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	148	1906	38679	100	95	96	488	484	483	13	18	20	20	25	25	52	49	45	15	9	10
Non-Economically Disadvantaged	11	309	40295	85	100	100	508	480	513	0	12	7	44	19	13	33	52	50	22	16	30

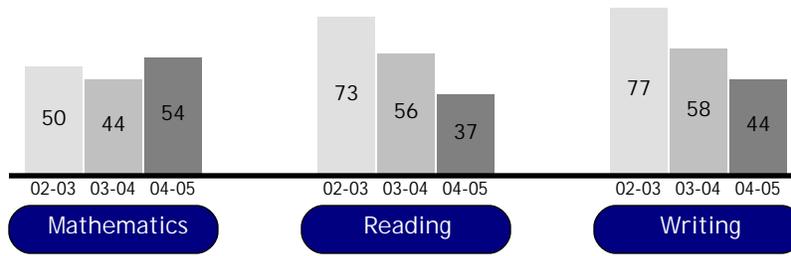
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	159	2211	78908	99	0	99	462	464	484	18	15	10	24	31	23	55	51	58	3	2	9
All Students (Prior Year)	145	2131	76020	100	99	100	492	493	503	33	35	25	37	31	23	25	30	40	5	5	12
Female	68	1118	38648	99	0	99	473	469	489	11	12	8	28	31	22	57	55	61	3	2	10
Male	91	1093	40233	99	0	99	454	457	479	23	19	12	22	32	25	53	47	55	3	2	8
African American	NC	112	4092	NC	0	99	NC	457	473	NC	12	12	NC	40	28	NC	46	54	NC	1	5
Hispanic	146	1904	31940	99	0	99	467	462	465	20	16	16	25	32	32	53	50	49	2	2	3
Asian/Pacific Islander	--	11	1805	--	0	98	--	494	507	--	0	4	--	22	13	--	67	65	--	11	18
American Indian/Alaskan Native	NC	24	4569	NC	0	100	NC	455	457	NC	14	18	NC	14	39	NC	62	41	NC	10	2
White	NC	160	36502	NC	0	99	NC	484	502	NC	9	4	NC	22	14	NC	62	67	NC	6	15
Students with Disabilities	15	264	10665	100	0	100	356	400	423	46	44	30	38	39	36	15	16	31	0	0	2
Students without Disabilities	144	1950	68312	98	0	98	473	473	493	15	11	7	23	30	21	59	56	62	3	3	10
Limited English Proficient Students	93	895	12556	100	0	100	440	439	436	28	25	24	32	42	40	40	32	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	148	1905	38662	100	0	96	461	464	468	18	16	16	25	32	32	54	50	49	2	2	3
Non-Economically Disadvantaged	11	309	40315	85	0	100	478	464	498	11	7	5	11	26	15	67	61	66	11	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	159	2210	78750	99	99	99	457	474	500	15	10	6	43	40	29	42	50	63	0	0	2
All Students (Prior Year)	145	2119	75673	100	99	100	499	494	530	18	18	12	30	34	25	52	47	58	0	1	4
Female	68	1121	38586	99	99	99	478	489	515	11	7	4	41	33	22	48	60	71	0	0	3
Male	91	1089	40135	99	99	99	441	458	486	18	13	8	45	48	35	37	39	56	0	0	1
African American	NC	113	4081	NC	100	99	NC	451	488	NC	14	8	NC	42	32	NC	43	59	NC	0	2
Hispanic	146	1903	31841	99	99	99	462	474	483	16	10	8	44	40	36	40	50	55	0	0	1
Asian/Pacific Islander	--	11	1802	--	100	98	--	531	533	--	0	2	--	33	16	--	56	75	--	11	7
American Indian/Alaskan Native	NC	24	4586	NC	96	100	NC	480	481	NC	0	8	NC	38	37	NC	62	54	NC	0	1
White	NC	159	36440	NC	97	99	NC	485	516	NC	7	3	NC	41	22	NC	52	71	NC	0	4
Students with Disabilities	15	262	10622	100	100	100	310	382	415	54	33	21	31	53	50	15	13	28	0	0	1
Students without Disabilities	144	1951	68196	98	98	98	472	487	513	11	6	3	44	39	25	44	55	69	0	0	3
Limited English Proficient Students	93	894	12504	100	99	100	427	444	451	24	16	12	48	50	44	28	34	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	148	1905	38558	100	95	96	454	474	485	15	10	8	45	41	37	40	49	54	0	0	1
Non-Economically Disadvantaged	11	308	40260	85	100	100	502	472	514	11	8	3	22	34	21	67	57	72	0	1	4

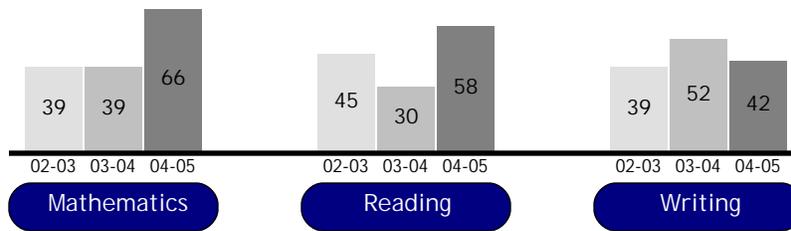
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	32	34	50	92	29	NA	58	96	26	30	47
	Language	96	24	25	43	100	23	28	50	96	28	34	47
	Mathematics	96	33	33	57	100	32	37	64	96	29	34	50
3	Reading	95	23	29	47	96	30	NA	55	99	24	28	44
	Language	97	33	38	54	99	34	40	61	99	29	32	44
	Mathematics	99	28	36	54	99	35	40	61	99	35	43	51
4	Reading	97	29	33	52	99	33	NA	56	96	34	34	48
	Language	99	30	33	48	100	35	34	52	96	36	38	49
	Mathematics	98	33	37	57	100	37	39	61	96	38	42	53
5	Reading	98	34	31	50	100	34	NA	55	98	39	38	50
	Language	100	39	32	46	100	40	36	49	98	39	40	50
	Mathematics	98	49	41	57	100	53	48	63	98	45	43	49

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

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

Council Duties

- Ü Advisory to School Administration
- Ü Solicit Input of Parents and Community
- Ü Monitor Implementation/Goals/Objectives
- Ü Give Input to Strategic Planning Teams

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	52.00
Other Professional Staff	3.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	4	0	0
4 to 6 years	5	1	0	0
7 to 9 years	0	1	0	0
10 or more years	6	23	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	123
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü KdStr TV
- Ü Heritage House (Museum)
- Ü 2 Mobile Computer Labs

Extracurricular Activities

- Ü Student Council
- Ü 5th & 6th Grade Chorus
- Ü Kidscourt
- Ü Beautifiers Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks
- Ü Counseling Services
- Ü Parks and Recreation

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We have successfully implemented afterschool academies which motivate our students to remain after school to receive small group instruction. This goal was achieved by using high interest activities in the areas of academics and social skills.

- ü We continued using instructional aides to assist with making our students English proficient. We have a plan to provide additional intervention for students who are progressing slower than expected in their acquisition of English Language

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	39	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

We have made all staff members accountable for all students' behavior. We enforce a schoolwide zero-tolerance for violence policy. We are employing the use of a discipline rubric for different levels and categories of offenses which then allows us the opportunity to provide interventions appropriate to the behaviors students exhibit.

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) :

4

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	Melissa Arnold	(623) 691-4100
Transportation Policy	Henry Meza	(623) 691-4093
Community Resources	Connie Watson	(623) 691-4101
School Nutrition Programs	Isabel Herrera	(623) 691-4130
Parent Organization	Judy Weide	(623) 691-4100
Student Health/Nurse	Laura Smith	(623) 691-4115

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 1000 Copies = \$382.00

** 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.