

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3611 North 47th Ave, 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	Underperforming
2002-03	Underperforming

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

School Overview

Principal/Administrator : Mr. Daniel Lopez
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 671
 Web Address :
 Phone Number : (623) 691-4200
 Fax Number : (623) 691-4220
 E-mail : dlopez@mail.cartwright.k12.az.us

Mission

We believe in effective education where staff, students, parents and community share a desire for high academic excellence and achievement. We believe our students will be safe and given every opportunity to succeed in life and learning while at Glenn L. Downs Elementary.

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	N/A
2002-03	N/A

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

School / Academic Goals

- ü To increase student achievement with a balanced literacy and inquiry mathematics programs with emphasis on state standards using formative assessment to guide individual instruction and a teacher coaching model to improve teaching practices.
- ü To continue improving test scores through focused instructional learning, parental educational programs and involvement, afterschool intervention and enrichment programming while working with community partnerships.
- ü Focused staff development efforts to increase students success in English Language Development for all ELL students through vocabulary with emphasis on building comprehension through content material.
- ü Continue professional staff development to increase instructional practices, build leadership capacity, welcoming community involvement and student success.

Enrollment

October 1, 2004 School Year Student Enrollment : 727
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 31

Instructional Programs

- ü TERC - Investigative Math Program
- ü Balanced Literacy
- ü Language Acquisition Programs (ESL)
- ü On-site Special Education
- ü 21st Century Community Learning Program
- ü Music/Art/PE/Band/Chorus
- ü Operation Quality Time
- ü Partners in Print/ESL Adult Education

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

We create a climate that is safe, open, helpful and friendly. Communication is clear and frequent about school policies, programs, and the child's educational progress. State standards are taught with emphasis on English Language Development. We treat parents as partners in the educational process and encourage participation in decision making. We participate in before and after school intervention and enrichment programming for students as well as adult education.

Parents

Parents work hand-in-hand with the school to assure the educational success of their child through support of school policies. Parents are responsible for regular student attendance, providing proper clothing (uniforms) and nourishment. Parents work cooperatively with the school and participate in classroom/school activities. We encourage parents to model learning by participating in adult programming as well as partnering with their own children.

Transportation Policy

Students who are resident within a school attendance area and live more than one (1) radius mile from the school. Students with disabilities who require transportation, as indicated in the respective individual education program.

School Honors

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

Award/Honor	Year
ü Recipient of 21st Century CLCC Grant	2004
ü Recipient of Operation QT, Inc Grant	2004
ü 2 Student Teacher of the Year Finalist	2004

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	112	2374	79306	95	98	99	435	433	445	15	14	10	27	22	18	43	53	51	14	11	20
All Students (Prior Year)	106	2216	75509	100	99	100	492	501	521	23	21	13	34	30	23	31	30	33	11	19	31
Female	64	1136	38691	96	98	99	429	433	446	17	13	10	29	23	18	44	53	52	10	11	20
Male	48	1236	40583	94	98	99	442	433	445	14	15	11	25	21	18	42	52	50	19	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	97	2060	32869	94	99	99	433	432	429	17	14	15	28	22	25	41	52	51	14	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	471	447	463	0	11	5	0	17	11	80	52	53	20	20	31
Students with Disabilities	NC	295	10321	NC	100	100	NC	381	389	NC	41	30	NC	30	27	NC	26	34	NC	3	9
Students without Disabilities	105	2079	69060	94	98	98	438	441	454	11	10	7	29	21	17	44	57	54	15	13	22
Limited English Proficient Students	59	1191	15509	92	98	100	427	421	406	18	19	20	36	26	30	34	48	45	12	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	96	1999	39415	94	93	96	434	432	431	17	15	15	28	23	25	39	52	50	16	11	10
Non-Economically Disadvantaged	16	375	39966	100	100	100	443	438	459	0	10	6	25	16	12	75	56	52	0	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	112	2381	79395	95	0	99	424	421	446	17	18	9	42	38	25	38	42	55	4	3	11
All Students (Prior Year)	106	2220	75492	100	100	100	517	507	519	3	20	12	23	20	16	63	46	47	11	14	24
Female	64	1140	38743	96	0	100	422	427	451	19	14	7	48	37	24	29	46	57	4	3	12
Male	48	1239	40618	94	0	99	427	415	440	14	22	11	33	38	27	50	38	53	3	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	97	2064	32915	94	0	99	422	419	426	18	19	15	44	38	35	35	41	47	4	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	459	442	465	0	11	4	0	30	15	100	50	63	0	10	17
Students with Disabilities	NC	298	10331	NC	0	100	NC	368	388	NC	42	25	NC	43	37	NC	15	34	NC	0	4
Students without Disabilities	105	2083	69139	94	0	99	427	429	454	14	14	7	43	37	24	39	46	58	4	3	11
Limited English Proficient Students	59	1194	15545	92	0	100	410	405	399	22	25	21	56	43	42	22	31	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	96	2006	39484	94	0	96	422	419	429	17	19	14	46	39	35	33	40	47	4	2	4
Non-Economically Disadvantaged	16	375	39986	100	0	100	441	433	461	13	10	4	0	27	16	88	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	112	2244	78869	95	93	99	409	412	442	7	10	6	48	34	21	45	54	63	0	2	10
All Students (Prior Year)	106	2211	75053	100	99	99	533	546	597	11	11	7	20	22	12	69	65	72	0	3	9
Female	64	1078	38536	96	93	99	411	428	458	8	7	4	48	29	15	44	62	67	0	3	14
Male	48	1164	40302	94	92	99	406	396	428	6	14	8	47	38	26	47	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	97	1943	32606	94	93	98	406	411	426	8	10	8	50	34	27	42	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	455	417	459	0	9	4	0	31	16	100	57	66	0	3	14
Students with Disabilities	NC	278	10246	NC	95	100	NC	325	367	NC	34	18	NC	42	39	NC	23	40	NC	0	4
Students without Disabilities	105	1966	68697	94	93	98	412	425	454	5	7	4	48	32	18	47	58	67	0	3	11
Limited English Proficient Students	59	1123	15339	92	92	100	394	395	399	10	14	11	58	39	31	32	46	54	0	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	96	1887	39106	94	88	95	405	411	427	8	11	8	50	35	28	42	52	59	0	2	5
Non-Economically Disadvantaged	16	357	39837	100	100	100	446	419	457	0	7	4	25	23	14	75	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	98	2212	78906	96	99	99	480	483	498	28	17	13	17	24	19	47	49	48	7	10	20
All Students (Prior Year)	88	2133	76019	100	99	100	464	482	499	26	16	14	62	51	39	8	14	14	4	18	33
Female	52	1117	38644	93	99	99	486	486	500	24	16	12	18	26	19	49	50	49	9	9	19
Male	46	1095	40236	100	100	99	473	481	497	33	19	15	17	22	19	44	49	46	6	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	88	1905	31938	95	99	99	483	483	481	26	17	19	17	24	25	49	49	46	8	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	13	264	10664	100	100	100	427	412	430	89	53	42	0	30	27	11	15	26	0	2	5
Students without Disabilities	85	1951	68310	94	98	98	487	493	509	21	12	9	19	23	18	51	54	51	8	11	22
Limited English Proficient Students	39	896	12573	91	99	100	461	461	454	38	25	27	27	30	30	32	42	38	3	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	91	1906	38679	95	95	96	479	484	483	29	18	20	18	25	25	46	49	45	8	9	10
Non-Economically Disadvantaged	NC	309	40295	NC	100	100	NC	480	513	NC	12	7	NC	19	13	NC	52	50	NC	16	30

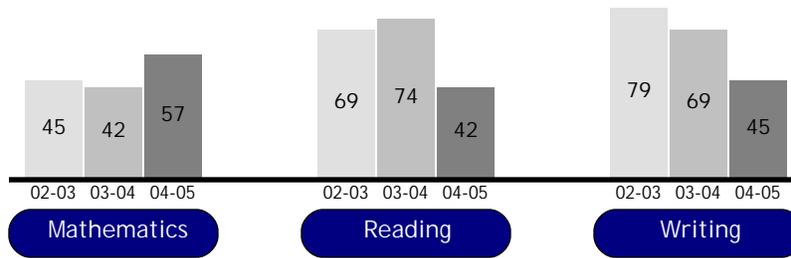
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2211	78908	96	0	99	455	464	484	30	15	10	28	31	23	40	51	58	2	2	9
All Students (Prior Year)	88	2131	76020	100	99	100	492	493	503	29	35	25	38	31	23	33	30	40	0	5	12
Female	52	1118	38648	93	0	99	462	469	489	22	12	8	29	31	22	47	55	61	2	2	10
Male	46	1093	40233	100	0	99	447	457	479	39	19	12	28	32	25	31	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	88	1904	31940	95	0	99	456	462	465	29	16	16	29	32	32	39	50	49	3	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	13	264	10665	100	0	100	417	400	423	78	44	30	11	39	36	11	16	31	0	0	2
Students without Disabilities	85	1950	68312	94	0	98	460	473	493	24	11	7	31	30	21	43	56	62	3	3	10
Limited English Proficient Students	39	895	12556	91	0	100	438	439	436	41	25	24	41	42	40	19	32	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	91	1905	38662	95	0	96	454	464	468	30	16	16	29	32	32	38	50	49	3	2	3
Non-Economically Disadvantaged	NC	309	40315	NC	0	100	NC	464	498	NC	7	5	NC	26	15	NC	61	66	NC	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	98	2210	78750	96	99	99	466	474	500	15	10	6	40	40	29	46	50	63	0	0	2
All Students (Prior Year)	88	2119	75673	100	99	100	478	494	530	20	18	12	35	34	25	46	47	58	0	1	4
Female	52	1121	38586	93	99	99	471	489	515	16	7	4	31	33	22	53	60	71	0	0	3
Male	46	1089	40135	100	99	99	460	458	486	14	13	8	50	48	35	36	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	88	1903	31841	95	99	99	468	474	483	14	10	8	37	40	36	49	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	13	262	10622	100	100	100	439	382	415	22	33	21	67	53	50	11	13	28	0	0	1
Students without Disabilities	85	1951	68196	94	98	98	469	487	513	14	6	3	36	39	25	50	55	69	0	0	3
Limited English Proficient Students	39	894	12504	91	99	100	435	444	451	27	16	12	41	50	44	32	34	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	91	1905	38558	95	95	96	464	474	485	15	10	8	41	41	37	44	49	54	0	0	1
Non-Economically Disadvantaged	NC	308	40260	NC	100	100	NC	472	514	NC	8	3	NC	34	21	NC	57	72	NC	1	4

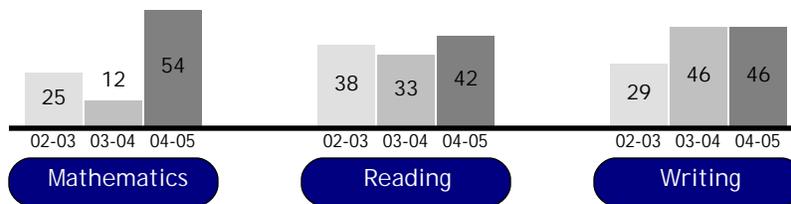
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	92	23	34	50	90	38	NA	58	98	29	30	47
	Language	94	16	25	43	94	39	28	50	98	30	34	47
	Mathematics	98	25	33	57	96	44	37	64	99	29	34	50
3	Reading	87	17	29	47	95	25	NA	55	95	26	28	44
	Language	98	10	38	54	97	24	40	61	95	29	32	44
	Mathematics	99	15	36	54	95	21	40	61	95	38	43	51
4	Reading	99	30	33	52	98	26	NA	56	97	31	34	48
	Language	100	29	33	48	100	26	34	52	97	36	38	49
	Mathematics	100	30	37	57	100	21	39	61	97	35	42	53
5	Reading	98	26	31	50	100	31	NA	55	96	29	38	50
	Language	100	27	32	46	100	30	36	49	96	32	40	50
	Mathematics	99	29	41	57	100	37	48	63	96	33	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

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

Council Duties

- Ü Curriculum Development
- Ü Parent/Educator Relations
- Ü Title I Programs/21st CLCC Grant
- Ü School Improvement
- Ü School Safety Issues
- Ü Parental Involvement Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	39.00
Other Professional Staff	3.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	1	0	0
4 to 6 years	2	2	0	0
7 to 9 years	2	1	0	0
10 or more years	1	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
Teachers with Emergency Certificaton.	14
Percent of teachers in the school with Emergency/Provisional Certification	35%
Percent of core classes not taught by Hightly Qualified Teachers	13%

Resources Available at School Site

Special Facilities

- Ü Computer Lab with Internet Access
- Ü Media Center
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Math Club
- Ü Chorus Program
- Ü Instrumental and String Music Program
- Ü 21st Century Grant Programming
- Ü After school Intervention
- Ü Intermural Sports
- Ü Library Book Club

Social Services

- Ü School-based Health Services
- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks
- Ü Parent Resource Room
- Ü School Uniform Vouchers
- Ü After School Enrichment Programs

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Implementation of literacy coaching model to increase teaching practices and skill level in the classroom resulting in increased improvement in reading and writing AIMS scores in 5th Grade.

- ü Implementation of math coaching model to increase teaching practices and skill level in the classroom resulting in an average of 35% increase in math scores in both 3rd and 5th grades.

- ü Teacher increased participation in professional development has manifested itself in schoolwide pride and participation.

- ü Afterschool intervention and enrichment clubs and activities have begun to affect school spirit including partnerships with Make a Difference Foundation, Cesar Chavez Foundation, and Operation QT, Inc.

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	17	12	12	17
Transfers In Rate ⁶	52	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	2	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

All members of the Downs' community are made aware of our School Discipline Plan and emergency procedures. Students are instructed in conflict resolution strategies throughout the year. Fire and lock-down drills are conducted on a regular basis.

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) :

2

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	Daniel Lopez	(623) 691-4200
Transportation Policy	Henry Meza	(623) 691-4063
Community Resources	Meri Simmons	(623) 691-4003
School Nutrition Programs	Judy Sawyer	(623) 691-4045
Parent Organization	Martha Hernandez	(623) 691-4200
Student Health/Nurse	Linda Singleton	(623) 691-4200

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.

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