



**ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07**

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 LEARNS<sup>1</sup>**

**Elementary Achievement Profile (a)**

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

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

**School Improvement Status (b)**

2005-06 Warning Year  
2004-05 N/A  
2003-04 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, 2005 School Year Student Enrollment : 643  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 23

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
ü Rodel Teacher of the Year Finalist	2005

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	109	2329	80010	95	100	99	436	431	447	10	15	10	29	26	18	51	51	53	9	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1172	38935	93	99	99	432	432	447	11	13	9	30	27	19	51	53	55	9	8	17
Male	52	1150	40974	96	100	98	439	430	448	10	17	11	29	25	18	52	49	52	10	9	19
African American	NC	87	4201	NC	96	99	NC	424	430	NC	21	17	NC	26	23	NC	47	51	NC	6	9
Hispanic	96	2074	34545	95	100	99	437	430	432	9	15	14	28	26	24	53	51	53	9	8	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	446	474	NC	7	4	NC	33	10	NC	40	50	NC	20	36
American Indian/Alaskan Native	NC	25	3979	NC	100	96	NC	420	424	NC	20	17	NC	40	30	NC	32	47	NC	8	6
White	NC	128	35142	NC	97	99	NC	450	465	NC	10	5	NC	20	11	NC	51	56	NC	20	28
Students with Disabilities	10	283	10161	71	99	93	NA	399	419	NA	40	28	NA	36	28	NA	22	36	NA	3	8
Students without Disabilities	99	2046	69849	98	100	100	436	435	451	10	11	7	27	25	17	54	55	56	9	9	19
Limited English Proficient Students	44	964	14013	96	100	97	418	410	413	18	25	24	36	36	34	41	36	39	5	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	92	1802	39029	95	99	98	436	430	432	10	15	14	32	27	25	49	51	52	10	7	9
Non-Economically Disadvantaged	17	527	40981	94	100	100	435	435	462	12	15	6	18	24	13	65	49	54	6	12	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	110	2279	79438	96	98	98	414	427	451	25	20	9	39	32	24	35	44	56	1	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1157	38775	95	98	99	421	432	457	17	16	7	43	31	22	38	48	58	2	4	13
Male	52	1115	40560	96	97	97	407	422	446	35	23	12	35	33	25	31	40	54	NA	3	9
African American	NC	87	4178	NC	96	98	NC	427	439	NC	20	13	NC	33	29	NC	46	52	NC	1	6
Hispanic	97	2029	34297	96	98	98	415	426	434	25	20	14	38	33	31	36	44	50	1	3	5
Asian/Pacific Islander	NC	15	2063	NC	100	99	NC	436	475	NC	20	3	NC	20	15	NC	60	63	NC	NA	20
American Indian/Alaskan Native	NC	25	3940	NC	100	95	NC	416	429	NC	32	14	NC	28	36	NC	40	47	NC	NA	3
White	NC	123	34887	NC	93	98	NC	453	471	NC	12	4	NC	23	15	NC	49	63	NC	16	18
Students with Disabilities	10	239	9588	71	84	88	NA	383	416	NA	56	30	NA	28	32	NA	14	34	NA	2	5
Students without Disabilities	100	2040	69850	99	100	100	415	432	456	25	15	7	39	33	23	35	48	59	1	4	12
Limited English Proficient Students	44	931	13856	96	97	96	388	398	407	41	35	27	41	44	43	18	20	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	92	1760	38685	95	96	97	412	426	435	28	20	14	36	33	32	35	44	50	1	3	5
Non-Economically Disadvantaged	18	519	40753	100	100	99	425	432	467	11	18	5	56	30	16	33	46	62	NA	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	110	2329	79971	96	100	99	386	397	423	17	14	8	57	51	41	25	35	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1176	38974	95	100	99	396	409	437	14	10	5	62	46	33	24	43	57	NA	1	4
Male	52	1147	40895	96	100	98	374	384	410	21	17	10	52	57	47	27	26	41	NA	0	2
African American	NC	89	4203	NC	98	99	NC	393	411	NC	12	11	NC	55	45	NC	31	43	NC	1	2
Hispanic	97	2072	34481	96	100	99	387	396	410	19	14	10	54	51	46	28	35	43	NA	1	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	416	449	NC	NA	4	NC	67	28	NC	33	60	NC	NA	8
American Indian/Alaskan Native	NC	25	3995	NC	100	96	NC	398	409	NC	8	10	NC	68	47	NC	24	42	NC	NA	1
White	NC	128	35150	NC	97	99	NC	411	437	NC	8	5	NC	55	35	NC	37	56	NC	1	5
Students with Disabilities	10	288	10258	71	100	94	NA	328	377	NA	44	23	NA	46	51	NA	10	25	NA	0	1
Students without Disabilities	100	2041	69713	99	100	100	386	406	429	18	9	5	56	52	39	26	38	52	NA	1	3
Limited English Proficient Students	44	964	13985	96	100	97	360	366	382	34	24	18	52	58	54	14	19	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	92	1805	38994	95	99	98	387	398	409	15	13	10	61	52	47	24	34	41	NA	1	1
Non-Economically Disadvantaged	18	524	40977	100	100	100	377	393	437	28	16	5	39	48	34	33	36	56	NA	0	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	106	2306	80147	99	99	99	460	461	482	17	18	11	28	24	17	45	47	49	9	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1105	39281	100	99	99	459	462	483	19	17	9	31	24	17	40	48	50	10	11	24
Male	48	1195	40780	98	99	98	462	461	482	15	18	12	25	24	17	52	46	48	8	12	24
African American	NC	81	4249	NC	99	99	NC	446	464	NC	31	17	NC	23	22	NC	40	48	NC	6	13
Hispanic	89	2028	33494	100	99	99	463	460	466	15	18	15	29	25	23	46	47	49	10	11	14
Asian/Pacific Islander	--	14	2103	--	100	99	--	508	515	--	NA	4	--	7	8	--	71	44	--	21	45
American Indian/Alaskan Native	NC	19	4117	NC	100	96	NC	451	456	NC	26	19	NC	21	27	NC	37	46	NC	16	8
White	NC	164	36122	NC	99	99	NC	477	501	NC	12	5	NC	18	10	NC	51	50	NC	20	35
Students with Disabilities	NC	319	10295	NC	97	92	NC	423	443	NC	50	33	NC	28	26	NC	21	33	NC	2	8
Students without Disabilities	97	1987	69852	100	100	100	464	467	488	13	12	7	29	23	16	47	51	51	10	13	26
Limited English Proficient Students	42	884	12722	95	97	97	441	436	441	26	31	27	40	34	33	29	32	37	5	2	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	91	1814	38371	97	98	97	460	460	465	16	18	15	31	25	23	43	47	49	10	11	13
Non-Economically Disadvantaged	15	492	41776	100	100	100	461	468	498	20	17	6	13	20	11	60	48	49	7	15	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	107	2296	79686	100	99	98	436	445	470	25	20	11	34	35	24	41	43	57	NA	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1102	39163	100	99	99	435	450	475	26	15	9	34	37	22	40	45	60	NA	3	10
Male	49	1188	40438	100	99	97	437	440	465	24	25	13	33	33	25	43	40	54	NA	2	7
African American	NC	80	4228	NC	98	98	NC	441	458	NC	21	15	NC	38	28	NC	40	53	NC	1	4
Hispanic	90	2023	33299	100	99	98	437	444	452	26	21	17	33	36	32	41	41	47	NA	2	3
Asian/Pacific Islander	--	14	2097	--	100	99	--	477	490	--	7	5	--	14	13	--	71	68	--	7	14
American Indian/Alaskan Native	NC	19	4087	NC	100	96	NC	439	446	NC	26	16	NC	26	38	NC	47	44	NC	NA	2
White	NC	160	35914	NC	97	98	NC	465	489	NC	13	5	NC	24	15	NC	58	67	NC	6	14
Students with Disabilities	10	289	9808	77	88	87	NA	410	432	NA	51	35	NA	33	32	NA	16	30	NA	0	3
Students without Disabilities	97	2007	69878	100	100	100	441	450	475	20	16	8	35	35	23	45	46	61	NA	2	9
Limited English Proficient Students	43	885	12594	98	97	96	409	416	422	47	39	34	44	47	45	9	14	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	91	1805	38095	97	97	97	434	443	452	27	21	17	33	36	32	40	42	48	NA	2	3
Non-Economically Disadvantaged	16	491	41591	100	100	99	445	452	486	13	19	6	38	30	16	50	46	65	NA	4	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	107	2331	80372	100	100	99	446	450	475	11	8	4	45	45	30	44	47	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1118	39452	100	100	99	465	465	488	7	5	3	31	36	22	62	58	72	NA	1	3
Male	49	1207	40836	100	100	98	423	436	464	16	11	6	61	53	37	22	36	56	NA	0	1
African American	NC	82	4264	NC	100	99	NC	447	465	NC	10	5	NC	51	35	NC	39	59	NC	NA	1
Hispanic	90	2051	33608	100	100	99	447	449	462	11	8	6	42	44	36	47	47	57	NA	0	1
Asian/Pacific Islander	--	14	2098	--	100	99	--	491	500	--	NA	2	--	29	16	--	64	75	--	7	7
American Indian/Alaskan Native	NC	20	4128	NC	100	97	NC	445	464	NC	15	4	NC	45	39	NC	40	56	NC	NA	1
White	NC	164	36213	NC	99	99	NC	454	489	NC	8	2	NC	49	22	NC	42	72	NC	1	3
Students with Disabilities	10	329	10526	77	100	94	NA	397	427	NA	26	15	NA	58	53	NA	15	31	NA	0	1
Students without Disabilities	97	2002	69846	100	100	100	453	458	482	6	5	3	45	42	26	48	52	69	NA	0	2
Limited English Proficient Students	43	907	12747	98	100	97	422	419	432	16	15	12	53	62	52	30	23	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	91	1840	38521	97	99	98	449	449	461	10	8	6	44	46	38	46	46	55	NA	0	1
Non-Economically Disadvantaged	16	491	41851	100	100	100	427	451	489	19	10	3	50	40	22	31	49	72	NA	1	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	110	2249	79306	97	100	99	494	487	504	8	20	13	32	24	20	52	46	49	8	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1112	38845	96	100	99	489	486	505	9	19	11	28	25	20	55	47	50	8	9	18
Male	56	1134	40383	97	100	98	499	487	504	7	20	14	34	24	19	50	46	47	9	10	19
African American	NC	102	4171	NC	100	98	NC	475	485	NC	29	20	NC	25	26	NC	41	44	NC	5	10
Hispanic	99	1952	32673	98	100	99	495	486	487	7	20	18	34	25	25	49	46	46	9	10	10
Asian/Pacific Islander	--	13	2147	--	100	99	--	524	539	--	8	5	--	NA	10	--	69	46	--	23	40
American Indian/Alaskan Native	NC	21	4034	NC	100	97	NC	481	479	NC	38	22	NC	14	29	NC	43	43	NC	5	7
White	NC	159	36234	NC	100	99	NC	497	523	NC	13	6	NC	21	13	NC	56	52	NC	10	28
Students with Disabilities	NC	300	10286	NC	100	91	NC	447	462	NC	51	41	NC	31	27	NC	17	27	NC	1	5
Students without Disabilities	102	1949	69020	100	100	100	497	492	510	7	15	9	30	23	18	54	51	52	9	11	21
Limited English Proficient Students	36	667	10291	97	100	96	472	456	458	11	39	38	64	34	34	22	25	26	3	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	79	1730	37437	93	98	97	492	485	486	9	20	19	33	24	26	51	46	46	8	9	9
Non-Economically Disadvantaged	31	519	41869	100	100	100	498	493	521	6	17	7	29	24	14	55	46	51	10	12	27

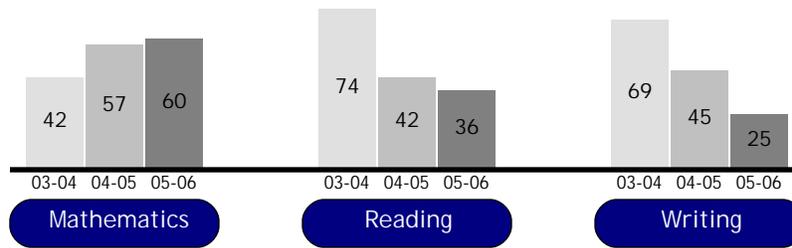
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	2221	79000	97	99	98	461	468	489	17	16	10	36	35	24	45	47	58	1	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1101	38774	96	100	99	462	471	494	15	13	7	36	35	22	47	49	61	2	3	10
Male	56	1118	40150	97	99	98	461	466	485	18	19	12	38	35	25	45	44	55	NA	3	8
African American	NC	101	4153	NC	99	98	NC	467	476	NC	15	13	NC	41	30	NC	43	53	NC	2	4
Hispanic	99	1926	32508	98	99	98	461	467	472	18	16	15	36	36	33	44	46	49	1	2	3
Asian/Pacific Islander	--	13	2142	--	100	99	--	496	510	--	8	4	--	15	14	--	62	67	--	15	16
American Indian/Alaskan Native	NC	21	4016	NC	100	96	NC	466	467	NC	29	14	NC	19	37	NC	52	46	NC	NA	2
White	NC	158	36135	NC	100	98	NC	483	508	NC	13	4	NC	27	14	NC	55	67	NC	6	15
Students with Disabilities	NC	273	9991	NC	91	88	NC	429	449	NC	48	33	NC	40	36	NC	12	29	NC	NA	2
Students without Disabilities	102	1948	69009	100	100	100	464	473	495	14	11	6	36	34	22	49	51	62	1	3	10
Limited English Proficient Students	36	647	10199	97	97	95	434	436	439	42	37	35	44	50	47	14	13	18	NA	0	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	79	1704	37234	93	97	97	460	466	472	20	17	15	34	36	33	44	45	50	1	2	3
Non-Economically Disadvantaged	31	517	41766	100	100	99	464	475	505	10	14	5	42	31	16	48	50	65	NA	5	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	110	2258	79611	97	100	99	459	469	496	11	12	7	63	52	37	26	36	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1115	39016	96	100	99	482	482	511	4	8	4	58	48	29	38	44	66	NA	NA	1
Male	56	1141	40519	97	100	98	438	456	482	16	16	10	68	57	44	16	27	46	NA	0	0
African American	NC	102	4188	NC	100	98	NC	469	486	NC	16	9	NC	42	40	NC	42	50	NC	NA	0
Hispanic	99	1961	32855	98	100	99	459	469	481	12	12	10	61	53	43	27	35	47	NA	0	0
Asian/Pacific Islander	--	13	2149	--	100	100	--	477	519	--	8	4	--	46	24	--	46	70	--	NA	2
American Indian/Alaskan Native	NC	21	3992	NC	100	96	NC	454	478	NC	19	10	NC	52	46	NC	29	44	NC	NA	0
White	NC	159	36380	NC	100	99	NC	475	511	NC	11	4	NC	52	30	NC	37	65	NC	NA	1
Students with Disabilities	NC	307	10664	NC	100	94	NC	418	440	NC	32	23	NC	58	54	NC	9	22	NC	0	1
Students without Disabilities	102	1951	68947	100	100	100	464	476	504	8	9	4	64	51	34	28	40	61	NA	NA	1
Limited English Proficient Students	36	670	10362	97	100	97	422	422	438	25	28	22	64	61	57	11	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	79	1741	37626	93	99	98	460	468	479	11	12	10	59	54	45	29	35	45	NA	0	0
Non-Economically Disadvantaged	31	517	41985	100	100	100	456	472	511	10	13	4	71	48	30	19	39	65	NA	NA	1

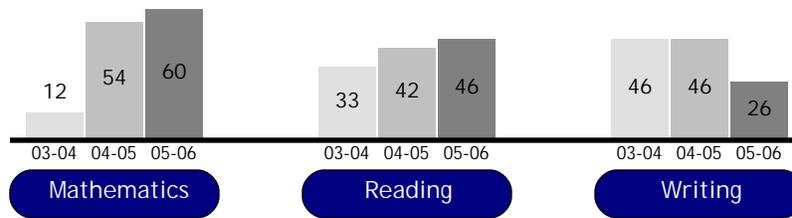
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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	90	38	NA	58	98	29	30	47	99	21	24	46
	Language	94	39	28	50	98	30	34	47	99	25	28	48
	Mathematics	96	44	37	64	99	29	34	50	99	25	30	52
3	Reading	95	25	NA	55	95	26	28	44	97	17	24	46
	Language	97	24	40	61	95	29	32	44	97	20	28	46
	Mathematics	95	21	40	61	95	38	43	51	97	32	39	52
4	Reading	98	26	NA	56	97	31	34	48	99	25	34	52
	Language	100	26	34	52	97	36	38	49	99	35	37	52
	Mathematics	100	21	39	61	97	35	42	53	99	39	44	58
5	Reading	100	31	NA	55	96	29	38	50	96	28	37	56
	Language	100	30	36	49	96	32	40	50	96	30	35	54
	Mathematics	100	37	48	63	96	33	43	49	96	39	39	52

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

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

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 Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly 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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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

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

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

School Safety

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

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

2
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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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

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

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

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

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