

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4407 North 55th. Avenue, 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)

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

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

School Overview

Principal/Administrator : Mrs. Shelby Jasmer
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 Web Address : www.cartwright.k12.az.us
 Phone Number : (623) 691-4300
 Fax Number : (623) 691-4320
 E-mail : sjasmer@mail.cartwright.k12.az.us

Mission

John F. Long School has the philosophy that effective education occurs where staff, students, parents and community work together for the education of our children and share in the effort to ensure the children's well being and safety.

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	Out of Improvement

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

School / Academic Goals

- ü To provide students with a solid academic foundation emphasizing reading, writing and mathematics.
- ü To encourage and motivate students to reach their academic, physical and social potential.

Enrollment

October 1, 2005 School Year Student Enrollment : 976
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 27

Instructional Programs

- Ü On-site Special Education
- Ü Structured English Immersion
- Ü After School instruction
- Ü Arts and Physical Education
- Ü Reading Recovery
- Ü Balanced Literacy
- Ü Standards Based Mathematics
- Ü Instrumental Music

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

At John F. Long School, we share with parents a desire for high academic standards, positive school climate and an environment which is safe for students. Our methods of communication include, newsletters, meetings, telephone, and school marquee.

Parents

The school expects parents to send their children to school as required by the state of Arizona. Parents are responsible for guidelines described in the school handbook. The parents and staff cooperate for the best needs of the child.

Transportation Policy

John F. Long School does not have busing for students. All students live within walking distance of the school campus. Students with disabilities who require transportation, as indicated in their respective individual education program

School Honors

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

Award/Honor

Year

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	155	2329	80010	100	100	99	428	431	447	15	15	10	26	26	18	53	51	53	6	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	1172	38935	100	99	99	426	432	447	12	13	9	29	27	19	55	53	55	4	8	17
Male	79	1150	40974	100	100	98	429	430	448	19	17	11	23	25	18	51	49	52	8	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	143	2074	34545	100	100	99	426	430	432	16	15	14	26	26	24	54	51	53	4	8	9
Asian/Pacific Islander	--	15	2068	--	100	99	--	446	474	--	7	4	--	33	10	--	40	50	--	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	11	283	10161	85	99	93	388	399	419	55	40	28	27	36	28	18	22	36	NA	3	8
Students without Disabilities	144	2046	69849	100	100	100	431	435	451	13	11	7	26	25	17	56	55	56	6	9	19
Limited English Proficient Students	84	964	14013	100	100	97	411	410	413	26	25	24	33	36	34	39	36	39	1	2	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	114	1802	39029	98	99	98	430	430	432	11	15	14	29	27	25	54	51	52	5	7	9
Non-Economically Disadvantaged	41	527	40981	100	100	100	421	435	462	27	15	6	17	24	13	49	49	54	7	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	147	2279	79438	96	98	98	420	427	451	19	20	9	41	32	24	37	44	56	3	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	1157	38775	96	98	99	425	432	457	10	16	7	47	31	22	40	48	58	3	4	13
Male	75	1115	40560	96	97	97	414	422	446	28	23	12	35	33	25	35	40	54	3	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	136	2029	34297	96	98	98	417	426	434	20	20	14	42	33	31	38	44	50	1	3	5
Asian/Pacific Islander	--	15	2063	--	100	99	--	436	475	--	20	3	--	20	15	--	60	63	--	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	NC	239	9588	NC	84	88	NC	383	416	NC	56	30	NC	28	32	NC	14	34	NC	2	5
Students without Disabilities	144	2040	69850	100	100	100	420	432	456	19	15	7	41	33	23	38	48	59	3	4	12
Limited English Proficient Students	77	931	13856	92	97	96	399	398	407	29	35	27	55	44	43	17	20	29	NA	1	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	107	1760	38685	92	96	97	421	426	435	17	20	14	44	33	32	37	44	50	2	3	5
Non-Economically Disadvantaged	40	519	40753	100	100	99	417	432	467	25	18	5	33	30	16	38	46	62	5	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	156	2329	79971	100	100	99	380	397	423	17	14	8	54	51	41	29	35	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1176	38974	100	100	99	395	409	437	12	10	5	52	46	33	36	43	57	NA	1	4
Male	79	1147	40895	100	100	98	366	384	410	22	17	10	57	57	47	22	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	144	2072	34481	100	100	99	381	396	410	17	14	10	56	51	46	28	35	43	NA	1	1
Asian/Pacific Islander	--	15	2067	--	100	99	--	416	449	--	NA	4	--	67	28	--	33	60	--	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	13	288	10258	100	100	94	296	328	377	46	44	23	46	46	51	8	10	25	NA	0	1
Students without Disabilities	143	2041	69713	100	100	100	388	406	429	14	9	5	55	52	39	31	38	52	NA	1	3
Limited English Proficient Students	86	964	13985	100	100	97	361	366	382	23	24	18	58	58	54	19	19	27	NA	0	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	116	1805	38994	100	99	98	385	398	409	14	13	10	59	52	47	28	34	41	NA	1	1
Non-Economically Disadvantaged	40	524	40977	100	100	100	368	393	437	25	16	5	43	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	147	2306	80147	96	99	99	456	461	482	22	18	11	18	24	17	50	47	49	9	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1105	39281	100	99	99	454	462	483	25	17	9	16	24	17	52	48	50	6	11	24
Male	80	1195	40780	93	99	98	459	461	482	20	18	12	20	24	17	49	46	48	11	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	130	2028	33494	96	99	99	455	460	466	23	18	15	18	25	23	51	47	49	8	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	10	164	36122	100	99	99	NA	477	501	NA	12	5	NA	18	10	NA	51	50	NA	20	35
Students with Disabilities	19	319	10295	73	97	92	432	423	443	32	50	33	42	28	26	21	21	33	5	2	8
Students without Disabilities	128	1987	69852	100	100	100	460	467	488	21	12	7	15	23	16	55	51	51	9	13	26
Limited English Proficient Students	61	884	12722	90	97	97	435	436	441	38	31	27	25	34	33	38	32	37	NA	2	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	122	1814	38371	94	98	97	456	460	465	22	18	15	19	25	23	50	47	49	9	11	13
Non-Economically Disadvantaged	25	492	41776	100	100	100	458	468	498	24	17	6	16	20	11	52	48	49	8	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	141	2296	79686	92	99	98	446	445	470	17	20	11	34	35	24	48	43	57	1	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1102	39163	99	99	99	445	450	475	20	15	9	30	37	22	47	45	60	3	3	10
Male	75	1188	40438	87	99	97	446	440	465	15	25	13	37	33	25	48	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	126	2023	33299	93	99	98	444	444	452	18	21	17	34	36	32	47	41	47	1	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	13	289	9808	50	88	87	429	410	432	15	51	35	54	33	32	31	16	30	NA	0	3
Students without Disabilities	128	2007	69878	100	100	100	447	450	475	17	16	8	32	35	23	49	46	61	2	2	9
Limited English Proficient Students	57	885	12594	84	97	96	418	416	422	32	39	34	53	47	45	16	14	21	NA	NA	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	116	1805	38095	89	97	97	447	443	452	15	21	17	37	36	32	47	42	48	2	2	3
Non-Economically Disadvantaged	25	491	41591	100	100	99	441	452	486	28	19	6	20	30	16	52	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	154	2331	80372	100	100	99	444	450	475	9	8	4	44	45	30	47	47	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	1118	39452	100	100	99	451	465	488	9	5	3	32	36	22	59	58	72	NA	1	3
Male	86	1207	40836	100	100	98	439	436	464	9	11	6	53	53	37	37	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	136	2051	33608	100	100	99	445	449	462	8	8	6	43	44	36	49	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	10	164	36213	100	99	99	NA	454	489	NA	8	2	NA	49	22	NA	42	72	NA	1	3
Students with Disabilities	26	329	10526	100	100	94	384	397	427	35	26	15	54	58	53	12	15	31	NA	0	1
Students without Disabilities	128	2002	69846	100	100	100	456	458	482	4	5	3	42	42	26	54	52	69	NA	0	2
Limited English Proficient Students	67	907	12747	99	100	97	412	419	432	16	15	12	61	62	52	22	23	36	NA	NA	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	129	1840	38521	99	99	98	443	449	461	10	8	6	43	46	38	47	46	55	NA	0	1
Non-Economically Disadvantaged	25	491	41851	100	100	100	449	451	489	4	10	3	52	40	22	44	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	172	2249	79306	99	100	99	470	487	504	31	20	13	30	24	20	35	46	49	3	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	1112	38845	100	100	99	472	486	505	31	19	11	27	25	20	39	47	50	4	9	18
Male	87	1134	40383	98	100	98	467	487	504	31	20	14	33	24	19	32	46	47	3	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	153	1952	32673	99	100	99	467	486	487	32	20	18	32	25	25	33	46	46	3	10	10
Asian/Pacific Islander	NC	13	2147	NC	100	99	NC	524	539	NC	8	5	NC	NA	10	NC	69	46	NC	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	18	300	10286	86	100	91	437	447	462	67	51	41	17	31	27	17	17	27	NA	1	5
Students without Disabilities	154	1949	69020	100	100	100	473	492	510	27	15	9	32	23	18	38	51	52	4	11	21
Limited English Proficient Students	55	667	10291	98	100	96	437	456	458	65	39	38	20	34	34	15	25	26	NA	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	137	1730	37437	98	98	97	468	485	486	34	20	19	31	24	26	31	46	46	4	9	9
Non-Economically Disadvantaged	35	519	41869	100	100	100	477	493	521	20	17	7	26	24	14	54	46	51	NA	12	27

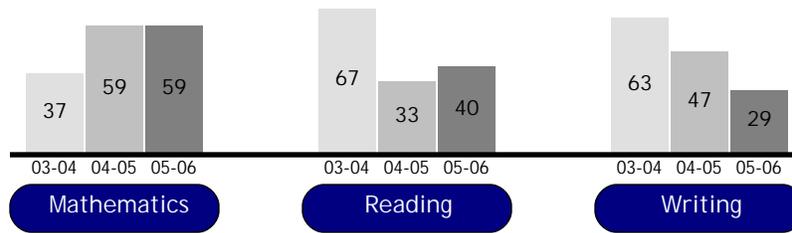
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	165	2221	79000	95	99	98	459	468	489	19	16	10	40	35	24	41	47	58	NA	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	1101	38774	96	100	99	463	471	494	20	13	7	35	35	22	46	49	61	NA	3	10
Male	84	1118	40150	94	99	98	456	466	485	18	19	12	45	35	25	37	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	146	1926	32508	95	99	98	459	467	472	20	16	15	40	36	33	40	46	49	NA	2	3
Asian/Pacific Islander	NC	13	2142	NC	100	99	NC	496	510	NC	8	4	NC	15	14	NC	62	67	NC	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	11	273	9991	52	91	88	443	429	449	27	48	33	55	40	36	18	12	29	NA	NA	2
Students without Disabilities	154	1948	69009	100	100	100	460	473	495	18	11	6	39	34	22	43	51	62	NA	3	10
Limited English Proficient Students	49	647	10199	88	97	95	426	436	439	49	37	35	45	50	47	6	13	18	NA	0	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	130	1704	37234	93	97	97	460	466	472	18	17	15	41	36	33	41	45	50	NA	2	3
Non-Economically Disadvantaged	35	517	41766	100	100	99	458	475	505	20	14	5	37	31	16	43	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	175	2258	79611	100	100	99	451	469	496	18	12	7	59	52	37	22	36	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	1115	39016	100	100	99	458	482	511	18	8	4	53	48	29	29	44	66	NA	NA	1
Male	90	1141	40519	100	100	98	444	456	482	19	16	10	66	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	156	1961	32855	100	100	99	455	469	481	17	12	10	61	53	43	22	35	47	NA	0	0
Asian/Pacific Islander	NC	13	2149	NC	100	100	NC	477	519	NC	8	4	NC	46	24	NC	46	70	NC	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	21	307	10664	100	100	94	380	418	440	57	32	23	38	58	54	5	9	22	NA	0	1
Students without Disabilities	154	1951	68947	100	100	100	460	476	504	13	9	4	62	51	34	25	40	61	NA	NA	1
Limited English Proficient Students	58	670	10362	100	100	97	391	422	438	45	28	22	50	61	57	5	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	140	1741	37626	100	99	98	450	468	479	19	12	10	59	54	45	22	35	45	NA	0	0
Non-Economically Disadvantaged	35	517	41985	100	100	100	454	472	511	14	13	4	63	48	30	23	39	65	NA	NA	1

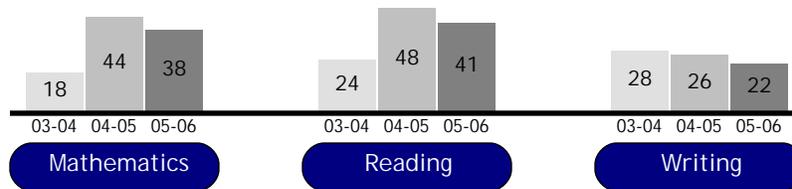
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	25	NA	58	99	22	30	47	100	17	24	46
	Language	98	17	28	50	99	20	34	47	100	20	28	48
	Mathematics	98	28	37	64	99	31	34	50	100	34	30	52
3	Reading	90	32	NA	55	97	22	28	44	94	20	24	46
	Language	93	31	40	61	97	26	32	44	100	24	28	46
	Mathematics	93	29	40	61	97	40	43	51	99	34	39	52
4	Reading	90	32	NA	56	97	31	34	48	92	34	34	52
	Language	96	30	34	52	97	34	38	49	100	32	37	52
	Mathematics	98	32	39	61	97	40	42	53	95	43	44	58
5	Reading	96	30	NA	55	97	34	38	50	94	32	37	56
	Language	99	29	36	49	97	34	40	50	99	30	35	54
	Mathematics	99	39	48	63	97	37	43	49	98	30	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/

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)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Communication Vehicle
- Ü Parent/Educator Relations
- Ü School Improvement
- Ü Community Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	56.50
Other Professional Staff	3.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	5	8	0	0
7 to 9 years	6	3	1	0
10 or more years	7	14	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	127
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	13%

Resources Available at School Site

Special Facilities

- Ü Media Center/Studio
- Ü Computer Stations in Library

Extracurricular Activities

- Ü Student Council
- Ü Chorus
- Ü Epworth Church After School Program

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü School-based Dental Clinic
- Ü After School Program
- Ü Parent Liasion
- Ü District Family Resource Center
- Ü District Level Nurse Practitioner

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü A detailed strategic plan was developed in correlation with the district strategic plan.

ü All certified teachers are given additional professional development beyond what is provided by the school district. This professional development was directly related to the Arizona Academic Standards.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

The building and grounds are under continued watch by adult personnel. Security fencing is installed along the east side of the school facilities. Zero-tolerance on weapons; behavioral policies; and emergency procedures are in place.

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) :

1

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	Shelby A. Jasmer	(623) 691-4300
Transportation Policy	Henry Mesa	(623) 691-4095
Community Resources	Meri Simmons	(623) 691-4003
School Nutrition Programs	Judy Sawyer	(623) 691-4040
Parent Organization	Aide Meza	(623) 691-4300
Student Health/Nurse	Judy Bluff	(623) 691-4315

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

ACHIEVEMENT PROFILES

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

Footnotes

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

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

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

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

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

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

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