

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3201 N 46th Dr., 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 Plus
2004-05	Performing Plus
2003-04	Performing

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

### School Overview

Principal/Administrator : Mrs. Patricia Lopez  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-5  
 Web Address : [www.cartwright.k12.az.us/Spitalny/inde](http://www.cartwright.k12.az.us/Spitalny/inde)  
 Phone Number : (623) 691-4400  
 Fax Number : (623) 691-4420  
 E-mail : [plopez@spit.cartwright.k12.az.us](mailto:plopez@spit.cartwright.k12.az.us)

### Mission

Our mission is to prepare students to become successful productive members of the community by maximizing each child's potential.

### 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 The students at Justine Spitalny Elementary School will meet or exceed the Arizona State Standards. We will improve academic achievement for every student in the areas of mathematics, reading and writing.
- ü Justine Spitalny Elementary School will improve the quality of its programs and services for students, staff, parents and the community. The PTSA will increase membership, help improve student achievement, and raise money for school programs.
- ü Justine Spitalny Elementary will improve leadership capacity for all staff, students, and parents.
- ü We will enhance our instruction by integrating the Fine Arts into the curriculum.

### Enrollment

October 1, 2005 School Year Student Enrollment : 696  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 12

## Instructional Programs

- Ü Standards-based Curriculum/Instruction
- Ü English Language Development Classes
- Ü On-site Special Education
- Ü Band/Strings/Chorus/Art
- Ü Fine Arts After-School Program
- Ü Literacy Intervention Classes
- Ü Full Day Kindergarten
- Ü After-school Intervention Classes

## Calendar Information

Number of Instruction Days :	180
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

- \*Support our students by holding high academic expectations and standards for student learning.
- \*Provide opportunities for parental involvement.
- \*Provide opportunities for stakeholders to participate in shared decision-making.
- \*Communicate effectively with members of the school community on a regular basis through monthly grade and school newsletters.
- \*Implement the School Improvement Plan.

### Parents

- \*Support education by participating in the school/classroom activities.
- \*Communicate with teachers on a regular basis.
- \*Attend all parent / teacher conferences.
- \*Ensure that attendance and being on time is a priority.
- \*Be involved in shared decision-making.
- \*Read with your child daily.

## Transportation Policy

Transportation will be provided to our K-6 grade students living within one (1) mile radius of the school where hazardous or difficult routes exist and where other arrangements can not be provided. This policy covers the area east side of 51st Ave. to 45th Ave south of Thomas Rd. to Virginia Ave.  
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
Ü Board Approved our Fine Arts Magnet School	2005
Ü Grants for enhancing the arts	2002
Ü Grants for enhancing the performing arts	2001
Ü Grants for enhancing reading	2000

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	115	2329	80010	100	100	99	421	431	447	26	15	10	21	26	18	45	51	53	8	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1172	38935	100	99	99	422	432	447	27	13	9	22	27	19	44	53	55	8	8	17
Male	51	1150	40974	100	100	98	419	430	448	25	17	11	20	25	18	47	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	106	2074	34545	100	100	99	421	430	432	25	15	14	22	26	24	45	51	53	8	8	9
Asian/Pacific Islander	--	15	2068	--	100	99	--	446	474	--	7	4	--	33	10	--	40	50	--	20	36
American Indian/Alaskan Native	--	25	3979	--	100	96	--	420	424	--	20	17	--	40	30	--	32	47	--	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	21	283	10161	100	99	93	375	399	419	71	40	28	14	36	28	14	22	36	NA	3	8
Students without Disabilities	94	2046	69849	99	100	100	430	435	451	16	11	7	22	25	17	52	55	56	10	9	19
Limited English Proficient Students	49	964	14013	100	100	97	393	410	413	49	25	24	29	36	34	22	36	39	NA	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	98	1802	39029	100	99	98	420	430	432	30	15	14	16	27	25	45	51	52	9	7	9
Non-Economically Disadvantaged	17	527	40981	100	100	100	425	435	462	6	15	6	47	24	13	47	49	54	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	115	2279	79438	100	98	98	421	427	451	23	20	9	35	32	24	42	44	56	1	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1157	38775	100	98	99	424	432	457	20	16	7	34	31	22	45	48	58	NA	4	13
Male	51	1115	40560	100	97	97	418	422	446	25	23	12	35	33	25	37	40	54	2	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	106	2029	34297	100	98	98	421	426	434	23	20	14	35	33	31	42	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	--	25	3940	--	100	95	--	416	429	--	32	14	--	28	36	--	40	47	--	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	21	239	9588	100	84	88	379	383	416	71	56	30	14	28	32	14	14	34	NA	2	5
Students without Disabilities	94	2040	69850	99	100	100	429	432	456	12	15	7	39	33	23	48	48	59	1	4	12
Limited English Proficient Students	49	931	13856	100	97	96	387	398	407	41	35	27	49	44	43	10	20	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	98	1760	38685	100	96	97	420	426	435	23	20	14	35	33	32	41	44	50	1	3	5
Non-Economically Disadvantaged	17	519	40753	100	100	99	430	432	467	18	18	5	35	30	16	47	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	115	2329	79971	100	100	99	383	397	423	17	14	8	53	51	41	30	35	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1176	38974	100	100	99	395	409	437	13	10	5	50	46	33	36	43	57	2	1	4
Male	51	1147	40895	100	100	98	367	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	106	2072	34481	100	100	99	386	396	410	16	14	10	52	51	46	31	35	43	1	1	1
Asian/Pacific Islander	--	15	2067	--	100	99	--	416	449	--	NA	4	--	67	28	--	33	60	--	NA	8
American Indian/Alaskan Native	--	25	3995	--	100	96	--	398	409	--	8	10	--	68	47	--	24	42	--	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	21	288	10258	100	100	94	276	328	377	62	44	23	38	46	51	NA	10	25	NA	0	1
Students without Disabilities	94	2041	69713	99	100	100	403	406	429	6	9	5	56	52	39	36	38	52	1	1	3
Limited English Proficient Students	49	964	13985	100	100	97	339	366	382	31	24	18	59	58	54	10	19	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	98	1805	38994	100	99	98	381	398	409	18	13	10	49	52	47	32	34	41	1	1	1
Non-Economically Disadvantaged	17	524	40977	100	100	100	398	393	437	6	16	5	76	48	34	18	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	116	2306	80147	100	99	99	459	461	482	17	18	11	24	24	17	51	47	49	8	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1105	39281	100	99	99	460	462	483	18	17	9	25	24	17	47	48	50	11	11	24
Male	58	1195	40780	100	99	98	458	461	482	17	18	12	24	24	17	53	46	48	5	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	105	2028	33494	100	99	99	459	460	466	18	18	15	23	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	NC	164	36122	NC	99	99	NC	477	501	NC	12	5	NC	18	10	NC	51	50	NC	20	35
Students with Disabilities	16	319	10295	100	97	92	433	423	443	50	50	33	19	28	26	25	21	33	6	2	8
Students without Disabilities	100	1987	69852	100	100	100	463	467	488	12	12	7	25	23	16	55	51	51	8	13	26
Limited English Proficient Students	55	884	12722	98	97	97	436	436	441	31	31	27	33	34	33	33	32	37	4	2	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	95	1814	38371	100	98	97	458	460	465	19	18	15	24	25	23	48	47	49	8	11	13
Non-Economically Disadvantaged	21	492	41776	100	100	100	461	468	498	10	17	6	24	20	11	62	48	49	5	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	116	2296	79686	100	99	98	443	445	470	20	20	11	37	35	24	42	43	57	1	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1102	39163	100	99	99	445	450	475	18	15	9	42	37	22	39	45	60	2	3	10
Male	58	1188	40438	100	99	97	440	440	465	22	25	13	33	33	25	45	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	105	2023	33299	100	99	98	443	444	452	20	21	17	36	36	32	43	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	16	289	9808	100	88	87	428	410	432	31	51	35	38	33	32	25	16	30	6	0	3
Students without Disabilities	100	2007	69878	100	100	100	445	450	475	18	16	8	37	35	23	45	46	61	NA	2	9
Limited English Proficient Students	55	885	12594	98	97	96	420	416	422	35	39	34	45	47	45	20	14	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	95	1805	38095	100	97	97	441	443	452	20	21	17	38	36	32	42	42	48	NA	2	3
Non-Economically Disadvantaged	21	491	41591	100	100	99	449	452	486	19	19	6	33	30	16	43	46	65	5	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	115	2331	80372	100	100	99	454	450	475	4	8	4	50	45	30	44	47	64	1	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1118	39452	100	100	99	461	465	488	4	5	3	44	36	22	51	58	72	2	1	3
Male	57	1207	40836	98	100	98	447	436	464	5	11	6	58	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	104	2051	33608	100	100	99	454	449	462	5	8	6	48	44	36	46	47	57	1	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	16	329	10526	100	100	94	437	397	427	13	26	15	56	58	53	25	15	31	6	0	1
Students without Disabilities	99	2002	69846	99	100	100	457	458	482	3	5	3	49	42	26	47	52	69	NA	0	2
Limited English Proficient Students	54	907	12747	96	100	97	433	419	432	7	15	12	67	62	52	26	23	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	94	1840	38521	99	99	98	452	449	461	5	8	6	50	46	38	45	46	55	NA	0	1
Non-Economically Disadvantaged	21	491	41851	100	100	100	462	451	489	NA	10	3	52	40	22	43	49	72	5	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	128	2249	79306	100	100	99	482	487	504	23	20	13	23	24	20	46	46	49	7	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1112	38845	100	100	99	479	486	505	25	19	11	21	25	20	49	47	50	5	9	18
Male	67	1134	40383	100	100	98	485	487	504	22	20	14	25	24	19	43	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	111	1952	32673	100	100	99	482	486	487	22	20	18	25	25	25	47	46	46	6	10	10
Asian/Pacific Islander	--	13	2147	--	100	99	--	524	539	--	8	5	--	NA	10	--	69	46	--	23	40
American Indian/Alaskan Native	--	21	4034	--	100	97	--	481	479	--	38	22	--	14	29	--	43	43	--	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	24	300	10286	100	100	91	432	447	462	67	51	41	21	31	27	13	17	27	NA	1	5
Students without Disabilities	104	1949	69020	95	100	100	491	492	510	13	15	9	24	23	18	54	51	52	9	11	21
Limited English Proficient Students	33	667	10291	100	100	96	453	456	458	45	39	38	27	34	34	24	25	26	3	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	102	1730	37437	100	98	97	480	485	486	23	20	19	25	24	26	46	46	46	6	9	9
Non-Economically Disadvantaged	26	519	41869	100	100	100	493	493	521	27	17	7	15	24	14	46	46	51	12	12	27

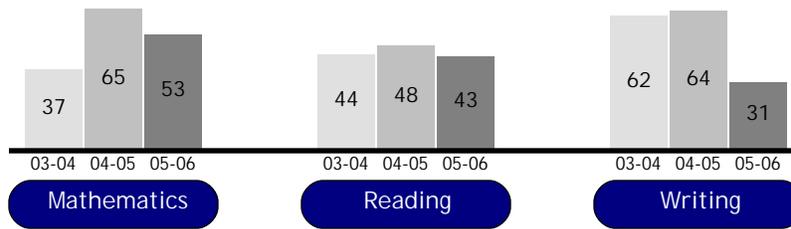
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2221	79000	99	99	98	470	468	489	13	16	10	34	35	24	51	47	58	2	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1101	38774	100	100	99	468	471	494	13	13	7	38	35	22	49	49	61	NA	3	10
Male	65	1118	40150	97	99	98	473	466	485	14	19	12	31	35	25	52	44	55	3	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	110	1926	32508	100	99	98	469	467	472	13	16	15	36	36	33	49	46	49	2	2	3
Asian/Pacific Islander	--	13	2142	--	100	99	--	496	510	--	8	4	--	15	14	--	62	67	--	15	16
American Indian/Alaskan Native	--	21	4016	--	100	96	--	466	467	--	29	14	--	19	37	--	52	46	--	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	22	273	9991	100	91	88	423	429	449	45	48	33	36	40	36	18	12	29	NA	NA	2
Students without Disabilities	104	1948	69009	95	100	100	478	473	495	7	11	6	34	34	22	58	51	62	2	3	10
Limited English Proficient Students	33	647	10199	100	97	95	440	436	439	24	37	35	55	50	47	21	13	18	NA	0	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	100	1704	37234	98	97	97	469	466	472	13	17	15	36	36	33	49	45	50	2	2	3
Non-Economically Disadvantaged	26	517	41766	100	100	99	477	475	505	15	14	5	27	31	16	58	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	128	2258	79611	100	100	99	474	469	496	7	12	7	55	52	37	38	36	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1115	39016	100	100	99	486	482	511	5	8	4	46	48	29	49	44	66	NA	NA	1
Male	67	1141	40519	100	100	98	463	456	482	9	16	10	64	57	44	27	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	111	1961	32855	100	100	99	475	469	481	7	12	10	55	53	43	38	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	--	21	3992	--	100	96	--	454	478	--	19	10	--	52	46	--	29	44	--	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	24	307	10664	100	100	94	423	418	440	13	32	23	79	58	54	8	9	22	NA	0	1
Students without Disabilities	104	1951	68947	95	100	100	483	476	504	6	9	4	50	51	34	44	40	61	NA	NA	1
Limited English Proficient Students	33	670	10362	100	100	97	437	422	438	21	28	22	58	61	57	21	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	102	1741	37626	100	99	98	476	468	479	5	12	10	58	54	45	37	35	45	NA	0	0
Non-Economically Disadvantaged	26	517	41985	100	100	100	466	472	511	15	13	4	46	48	30	38	39	65	NA	NA	1

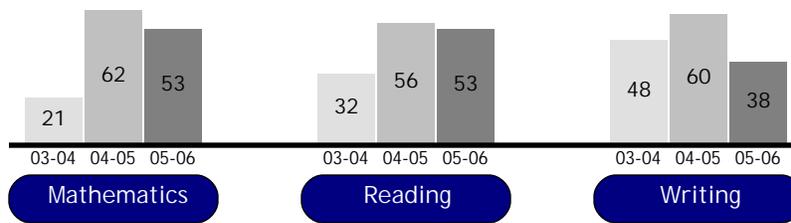
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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	92	30	NA	58	97	33	30	47	98	27	24	46
	Language	91	19	28	50	97	38	34	47	98	41	28	48
	Mathematics	94	30	37	64	98	36	34	50	98	35	30	52
3	Reading	96	26	NA	55	96	28	28	44	97	21	24	46
	Language	98	28	40	61	96	34	32	44	97	24	28	46
	Mathematics	98	30	40	61	96	49	43	51	97	30	39	52
4	Reading	95	34	NA	56	99	34	34	48	100	32	34	52
	Language	98	38	34	52	99	37	38	49	100	41	37	52
	Mathematics	95	49	39	61	98	41	42	53	100	39	44	58
5	Reading	97	37	NA	55	98	40	38	50	95	35	37	56
	Language	100	33	36	49	98	43	40	50	97	35	35	54
	Mathematics	99	51	48	63	97	42	43	49	97	34	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Develop School Improvement Plan
- Ü Support the Cartwright Strategic Plan
- Ü Increase Parental Involvement
- Ü Budget Planning
- Ü Shared Decision Making
- Ü Curriculum and Instruction

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	39.00
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	100%

Resources Available at School Site

Special Facilities

- Ü Mobile Computer Lab / wireless Internet
- Ü Media Center and Studio
- Ü Band / Music / PE room
- Ü Parent Room for Parent Classes

Extracurricular Activities

- Ü Student Council
- Ü Band/Strings
- Ü Chorus
- Ü Intersession Academies
- Ü After-School Intervention Classes
- Ü School Yearbook Committee
- Ü Fine Arts After-school Classes

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing and Uniform Bank
- Ü After- School Care
- Ü RIF: Read Across America
- Ü Adult English Classes
- Ü Dental Program on Site

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Spitalny School provides students with standards- based curriculum and instructions, as well as computer and Internet training, art, general music and instrumental music.
  
- ü Spitalny School is proud of its efforts to generate partnerships with our school community through PTSA as well as with youth sports clubs.
  
- ü Spitalny School hosts well known authors who work with students and staff in developing our students writing and teachers' understanding of authentic writing.
  
- ü Spitalny School is proud of its Fine Arts Program which consists of after-school fine arts classes and a large beginning band and strings program.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	93	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

Spitalny School sets high standards for school safety and student behavior:

- \* Safety/conduct handbook
- \* Closed campus all day, visitors must enter the campus through the front office.
- \* Bus evacuation, fire and lockdown drills are regularly practiced
  
- \* School uniforms
- \* Safety Committee meets monthly to discuss solutions to any concerns that may arise

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) :

0
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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	Patricia Lopez	(623) 691-4400
Transportation Policy	Henry Meza	(623) 691-4095
Community Resources	Sandy Coryell	(623) 691-4400
School Nutrition Programs	Lydia Campos	(623) 691-4400
Parent Organization	Cathy Garza	(623) 691-4400
Student Health/Nurse	Angela Noriega	(623) 691-4400

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."

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](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.