

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4417 N. 66th Ave., Phoenix, AZ 85033

Cartwright Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mrs. Deby Valadez
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 893
 Web Address :
 Phone Number : (623) 691-4500
 Fax Number : (623) 691-4520
 E-mail : dvaladez@holi.cartwright.k12.az.us

Mission

Our mission at Holiday Park is to teach students strategies and skills to meet and exceed academic and behavioral standards, in preparation for successful future educational experiences and responsible citizenship.

School / Academic Goals

- ü To use data as part of planning for diverse needs, communicate data analysis information to the staff, and systematically incorporate data into the school's planning process.
- ü To provide job-embedded professional development to update content knowledge and professional practices that are scientifically research-based to staff.
- ü To assess student learning through the use of multiple assessments and evaluation strategies to inform instruction and communicate these results to students and parents with respect to students' abilities to meet Arizona Academic Standards.
- ü To involve families and community as active partners in the educational process and work together with the school to promote programs and services for all students.

Enrollment

October 1, 2004 School Year Student Enrollment : 903
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 17

Instructional Programs

- Special Education w/Itinerant Services
- SEI Classrooms
- Tutoring and Summer Programs
- Music/PE/Art/Band and Strings

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Holiday Park provides a nurturing environment which assists each individual student in achieving social, emotional and cognitive potential. Holiday Park promotes an orderly approach to instruction free from distractions and disruptions.

Parents

Parent support is demonstrated by providing time and monitoring homework completion, encouraging daily reading, regular attendance, and parent participation in school activities and conferences.

Transportation Policy

Students in 4th and 5th grade who are residents within a school attendance area and live more than one (1) radius mile from the school.

Students in K-3 living within a one (1) mile radius of the school, where hazardous or difficult routes exist, and where other arrangements can not be provided.

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
• Wells Fargo Grant	2005
• Walmart Teacher of the Year	2005
• Phoenix Suns/Southwest Airlines Grant	2005
• Arizona Learn and Serve Grant	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	155	2374	79306	94	98	99	457	433	445	7	14	10	13	22	18	50	53	51	30	11	20
All Students (Prior Year)	148	2216	75509	100	99	100	543	501	521	13	21	13	13	30	23	29	30	33	46	19	31
Female	70	1136	38691	92	98	99	462	433	446	6	13	10	10	23	18	54	53	52	30	11	20
Male	85	1236	40583	96	98	99	452	433	445	8	15	11	15	21	18	46	52	50	30	12	21
African American	NC	97	4041	NC	94	99	NC	420	426	NC	15	17	NC	28	23	NC	55	50	NC	2	10
Hispanic	134	2060	32869	93	99	99	457	432	429	8	14	15	14	22	25	48	52	51	30	11	10
Asian/Pacific Islander	NC	15	1935	NC	100	99	NC	424	474	NC	0	3	NC	14	9	NC	64	48	NC	21	40
American Indian/Alaskan Native	--	12	4264	--	86	100	--	424	419	--	22	19	--	22	30	--	44	45	--	11	6
White	16	190	36197	100	97	99	453	447	463	7	11	5	7	17	11	50	52	53	36	20	31
Students with Disabilities	25	295	10321	93	100	100	375	381	389	43	41	30	22	30	27	30	26	34	4	3	9
Students without Disabilities	130	2079	69060	94	98	98	474	441	454	0	10	7	11	21	17	54	57	54	35	13	22
Limited English Proficient Students	75	1191	15509	93	98	100	442	421	406	13	19	20	17	26	30	43	48	45	28	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	129	1999	39415	94	93	96	456	432	431	7	15	15	13	23	25	50	52	50	29	11	10
Non-Economically Disadvantaged	26	375	39966	93	100	100	463	438	459	10	10	6	10	16	12	48	56	52	33	19	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	158	2381	79395	96	0	99	436	421	446	15	18	9	26	38	25	50	42	55	9	3	11
All Students (Prior Year)	148	2220	75492	100	100	100	525	507	519	11	20	12	19	20	16	49	46	47	21	14	24
Female	71	1140	38743	93	0	100	444	427	451	9	14	7	27	37	24	52	46	57	13	3	12
Male	87	1239	40618	98	0	99	428	415	440	21	22	11	25	38	27	48	38	53	7	3	9
African American	NC	100	4052	NC	0	100	NC	414	434	NC	14	11	NC	52	29	NC	35	54	NC	0	6
Hispanic	137	2064	32915	95	0	99	437	419	426	15	19	15	27	38	35	48	41	47	10	2	4
Asian/Pacific Islander	NC	15	1936	NC	0	99	NC	411	468	NC	14	3	NC	21	14	NC	57	63	NC	7	19
American Indian/Alaskan Native	--	12	4271	--	0	100	--	415	420	--	33	15	--	22	42	--	44	41	--	0	2
White	16	190	36221	100	0	99	424	442	465	21	11	4	7	30	15	64	50	63	7	10	17
Students with Disabilities	27	298	10331	100	0	100	355	368	388	56	42	25	24	43	37	20	15	34	0	0	4
Students without Disabilities	131	2083	69139	95	0	99	454	429	454	6	14	7	26	37	24	56	46	58	12	3	11
Limited English Proficient Students	77	1194	15545	95	0	100	417	405	399	23	25	21	31	43	42	37	31	35	9	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	132	2006	39484	96	0	96	432	419	429	16	19	14	28	39	35	46	40	47	10	2	4
Non-Economically Disadvantaged	26	375	39986	93	0	100	455	433	461	10	10	4	14	27	16	71	57	63	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	157	2244	78869	95	93	99	430	412	442	9	10	6	25	34	21	60	54	63	7	2	10
All Students (Prior Year)	148	2211	75053	100	99	99	609	546	597	1	11	7	19	22	12	69	65	72	11	3	9
Female	72	1078	38536	95	93	99	441	428	458	9	7	4	12	29	15	71	62	67	8	3	14
Male	85	1164	40302	96	92	99	419	396	428	8	14	8	36	38	26	50	47	60	6	1	7
African American	NC	94	4015	NC	91	99	NC	406	430	NC	10	8	NC	37	24	NC	50	61	NC	3	7
Hispanic	136	1943	32606	94	93	98	431	411	426	8	10	8	27	34	27	60	54	60	6	2	5
Asian/Pacific Islander	NC	14	1925	NC	100	99	NC	394	471	NC	8	3	NC	15	11	NC	69	64	NC	8	22
American Indian/Alaskan Native	--	10	4245	--	71	100	--	403	423	--	0	9	--	57	26	--	43	61	--	0	4
White	16	183	36078	100	94	99	417	417	459	14	9	4	14	31	16	64	57	66	7	3	14
Students with Disabilities	28	278	10246	100	95	100	334	325	367	38	34	18	42	42	39	19	23	40	0	0	4
Students without Disabilities	129	1966	68697	93	93	98	452	425	454	2	7	4	21	32	18	69	58	67	8	3	11
Limited English Proficient Students	78	1123	15339	96	92	100	411	395	399	12	14	11	32	39	31	51	46	54	5	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	131	1887	39106	96	88	95	429	411	427	9	11	8	27	35	28	59	52	59	5	2	5
Non-Economically Disadvantaged	26	357	39837	93	100	100	433	419	457	10	7	4	14	23	14	62	67	67	14	3	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	155	2212	78906	96	99	99	478	483	498	19	17	13	23	24	19	56	49	48	2	10	20
All Students (Prior Year)	153	2133	76019	99	99	100	483	482	499	14	16	14	49	51	39	20	14	14	17	18	33
Female	72	1117	38644	92	99	99	478	486	500	18	16	12	29	26	19	49	50	49	4	9	19
Male	83	1095	40236	100	100	99	478	481	497	19	19	15	19	22	19	61	49	46	1	10	20
African American	NC	112	4087	NC	100	99	NC	465	481	NC	24	20	NC	29	24	NC	43	45	NC	4	11
Hispanic	130	1905	31938	97	99	99	477	483	481	20	17	19	21	24	25	57	49	46	2	9	10
Asian/Pacific Islander	NC	11	1805	NC	100	98	NC	523	536	NC	0	5	NC	11	8	NC	67	45	NC	22	42
American Indian/Alaskan Native	--	24	4593	--	96	100	--	467	467	--	14	26	--	19	29	--	62	39	--	5	6
White	14	160	36483	100	98	99	491	499	517	8	14	7	33	18	13	50	49	51	8	19	30
Students with Disabilities	21	264	10664	100	100	100	413	412	430	58	53	42	37	30	27	5	15	26	0	2	5
Students without Disabilities	134	1951	68310	95	98	98	489	493	509	11	12	9	21	23	18	65	54	51	3	11	22
Limited English Proficient Students	55	896	12573	96	99	100	450	461	454	30	25	27	37	30	30	30	42	38	2	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	117	1906	38679	89	95	96	474	484	483	19	18	20	27	25	25	51	49	45	3	9	10
Non-Economically Disadvantaged	38	309	40295	100	100	100	492	480	513	17	12	7	8	19	13	75	52	50	0	16	30

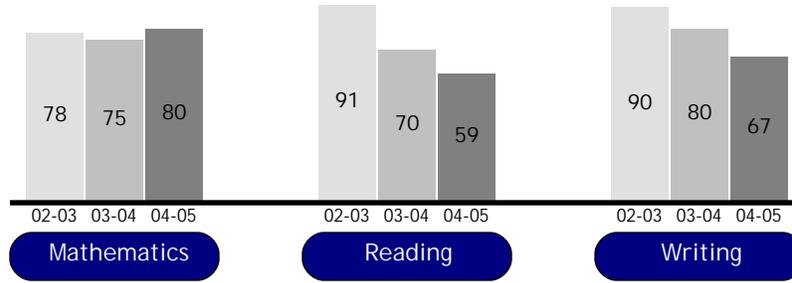
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	155	2211	78908	96	0	99	456	464	484	25	15	10	31	31	23	42	51	58	2	2	9
All Students (Prior Year)	152	2131	76020	99	99	100	500	493	503	24	35	25	25	31	23	43	30	40	9	5	12
Female	72	1118	38648	92	0	99	466	469	489	18	12	8	35	31	22	45	55	61	2	2	10
Male	83	1093	40233	100	0	99	449	457	479	30	19	12	29	32	25	39	47	55	1	2	8
African American	NC	112	4092	NC	0	99	NC	457	473	NC	12	12	NC	40	28	NC	46	54	NC	1	5
Hispanic	130	1904	31940	97	0	99	455	462	465	24	16	16	33	32	32	41	50	49	2	2	3
Asian/Pacific Islander	NC	11	1805	NC	0	98	NC	494	507	NC	0	4	NC	22	13	NC	67	65	NC	11	18
American Indian/Alaskan Native	--	24	4569	--	0	100	--	455	457	--	14	18	--	14	39	--	62	41	--	10	2
White	14	160	36502	100	0	99	471	484	502	33	9	4	8	22	14	58	62	67	0	6	15
Students with Disabilities	21	264	10665	100	0	100	391	400	423	68	44	30	32	39	36	0	16	31	0	0	2
Students without Disabilities	134	1950	68312	95	0	98	468	473	493	17	11	7	31	30	21	50	56	62	2	3	10
Limited English Proficient Students	55	895	12556	96	0	100	421	439	436	50	25	24	37	42	40	13	32	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	117	1905	38662	89	0	96	452	464	468	29	16	16	32	32	32	37	50	49	2	2	3
Non-Economically Disadvantaged	38	309	40315	100	0	100	475	464	498	8	7	5	29	26	15	63	61	66	0	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	160	2210	78750	99	99	99	464	474	500	16	10	6	40	40	29	45	50	63	0	0	2
All Students (Prior Year)	152	2119	75673	99	99	100	523	494	530	18	18	12	26	34	25	52	47	58	4	1	4
Female	77	1121	38586	99	99	99	473	489	515	15	7	4	32	33	22	53	60	71	0	0	3
Male	83	1089	40135	100	99	99	455	458	486	16	13	8	46	48	35	38	39	56	0	0	1
African American	NC	113	4081	NC	100	99	NC	451	488	NC	14	8	NC	42	32	NC	43	59	NC	0	2
Hispanic	134	1903	31841	100	99	99	464	474	483	17	10	8	38	40	36	45	50	55	0	0	1
Asian/Pacific Islander	NC	11	1802	NC	100	98	NC	531	533	NC	0	2	NC	33	16	NC	56	75	NC	11	7
American Indian/Alaskan Native	--	24	4586	--	96	100	--	480	481	--	0	8	--	38	37	--	62	54	--	0	1
White	14	159	36440	100	97	99	475	485	516	0	7	3	67	41	22	33	52	71	0	0	4
Students with Disabilities	21	262	10622	100	100	100	363	382	415	47	33	21	47	53	50	5	13	28	0	0	1
Students without Disabilities	139	1951	68196	99	98	98	481	487	513	10	6	3	38	39	25	52	55	69	0	0	3
Limited English Proficient Students	57	894	12504	100	99	100	423	444	451	29	16	12	46	50	44	25	34	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	122	1905	38558	93	95	96	456	474	485	17	10	8	41	41	37	42	49	54	0	0	1
Non-Economically Disadvantaged	38	308	40260	100	100	100	496	472	514	8	8	3	33	34	21	58	57	72	0	1	4

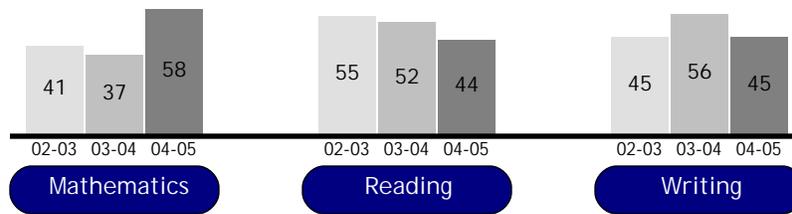
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	63	34	50	97	53	NA	58	98	35	30	47
	Language	99	57	25	43	100	39	28	50	98	37	34	47
	Mathematics	97	48	33	57	100	50	37	64	99	35	34	50
3	Reading	98	37	29	47	100	49	NA	55	95	38	28	44
	Language	97	53	38	54	100	54	40	61	95	43	32	44
	Mathematics	98	52	36	54	100	58	40	61	93	57	43	51
4	Reading	99	34	33	52	96	29	NA	56	99	34	34	48
	Language	100	36	33	48	99	29	34	52	99	36	38	49
	Mathematics	100	39	37	57	99	37	39	61	99	41	42	53
5	Reading	96	35	31	50	99	44	NA	55	96	35	38	50
	Language	99	32	32	46	100	42	36	49	96	37	40	50
	Mathematics	97	48	41	57	99	52	48	63	96	44	43	49

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Communication Between Stakeholders
- Ü Parent/Staff Relations
- Ü Academic Focus
- Ü Brainstorming Ideas for School Direction
- Ü Safety Issues and Program Needs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	51.50
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	44
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Computer Lab
- Ü Kinder Kids Extended Care
- Ü Lightspan Lab

Extracurricular Activities

- Ü Student Council
- Ü Chorus
- Ü After School Sports Club
- Ü Young Reporters
- Ü After School Tutoring
- Ü Piano Club
- Ü Peer Mediation

Social Services

- Ü Day Care
- Ü Dental Care
- Ü Breakfast/Lunch Programs
- Ü Business Partnerships
- Ü Clothing/Food Banks

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Academic achievement meeting the criteria in at least one of four areas of academic growth.

- ü Ongoing implementation of research based Literacy and math instruction. Upgrading of Computer Lab with state-of-the-art computer services and Internet access.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	37	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

Holiday Park's Schoolwide Discipline Plan holds all students accountable for their choices and actions. Holiday Park participates in monthly fire and crisis drills. All visitors to the campus must check-in at the office before entering any classroom.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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	Deby Valadez	(623) 691-4500
Transportation Policy	Henry Meza	(623) 691-4095
Community Resources	Irene Rivera	(623) 691-1983
School Nutrition Programs	Margaret Hughes	(623) 691-4530
Parent Organization	Liz Corralejo	(623) 691-4500
Student Health/Nurse	Theresa Burkhart	(623) 691-4515

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

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

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

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

Total cost of printing: 12 Pages X .0318 Per page X 893 Copies = \$341.00

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

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