

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Starlight Park School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Cartwright Elementary District  
7960 W. Osborn Road, Phoenix, AZ 85033-3599

**Principal:** Mrs. Elizabeth Meyers

**Schedule:** 7:30 AM to 4:00 PM

**Web Address:** Unpublished or Unavailable

**E-mail:** [emeyers@star.cartwright.k12.az.us](mailto:emeyers@star.cartwright.k12.az.us)

**Grades:** Pre-K-6

**2002 Enrollment:** 1330

**Phone:** (623) 691-4700

**Fax:** (623) 691-4720

## ∨ School Overview ∨

### Mission

The mission of Starlight Park School is to educate the whole child in a safe, positive and supportive environment, preparing them to be lifelong learners and productive members of society.

### Organization and Philosophy

- w Self-contained Classrooms
- w Traditional
- w High Academic Expectations
- w Block Scheduling

### Instructional Programs

- w ELL Classrooms
- w School Wide Title I
- w On-site Special Education
- w Half-day Kindergarten
- w Instructional Computer Lab Classes
- w Afterschool Tutoring (Grades 1-6)
- w Band/Chorus/Strings
- w Drama/Dance

### School/Academic Goals

- w All students shall achieve one year of academic growth for each year they attend Starlight Park School.
- w Develop at Starlight Park an advanced technology plan for staff, students and parents in the areas of training, exposure and usage.
- w Starlight Park students will develop responsible behavior choices.
- w Increase parent, staff and community awareness and involvement.

### Enrollment

October 1, 2001 School Year Student Enrollment:	1368
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	53

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w School Goals
- w Communication
- w School Safety Issues
- w Parent Concerns
- w Community Resources
- w Academic Focus of School

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	64.00
Other Professional Staff	3.00	Teacher Aide	26.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	3	0	0
4 to 6 years	5	4	0	0
7 to 9 years	5	2	0	0
10 or more years	11	15	1	0

∨ **Shared Responsibilities** ∨

**School**

We consistently communicate our desire for high academic standards, positive attitude and a safe environment. Our methods of communication include our school mission statement; student/parent handbook; newsletter; quarterly grade reports; grade notices; parent/teacher conferences; and individually initiated conferences by administrators, teachers or parents. Discussions about services we provide are conducted at our school site council and PTA functions.

**Parents**

The school expects parents to send their children to school as required by the state of Arizona. Parents need to make sure their children get enough sleep so they come to school ready to learn. Parents are expected to help their children complete homework and to sign the agenda nightly. Parents need to attend the Parent Information Night and Parent/Teacher conferences so they can stay informed. Parents must ensure that their child's behavior follows the policies found in the school's handbook.

∨ **Transportation Policy** ∨

The transportation of students who are accepted on a variance is the responsibility of the parents. District bus transportation is provided for non-variance students if they live more than one mile from the school, or if they have special transportation needs, or if unique safety situations exist. District transportation is also available for field trips.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/5/02
<b>Average Daily Instruction Time:</b>	5 hrs. 30 min.	<b>Last Day of School:</b>	5/30/03

**Operates on Extended Schedule**

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#### Report Card Release Dates

10/3/02	1/10/03	3/28/03	5/30/03
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#### Additional Calendar/Report Card Information

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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#### Special Facilities

W Computer Lab	W Library
W Band/Music Rooms	W PE Facility

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#### Extracurricular Activities

W Student Council	W Dance
W Peer Mediation	W Afterschool Tutoring
W Social Skills Classes	W Computer Lab
W Drama	W Children's Choirs

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#### School/Community Resources

W Afterschool Quality Time	W Breakfast/Lunch Programs
W PTA	W Summer Recreation
W Social Skills Classes	W Volunteer Training Program
W Clothing/Food Banks	W Neighborhood Association

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |   |  |
|---|--|
| <p>w All teachers retrained in literacy or Math. Grade K-3 Teachers focusing on either literacy or math. Intermediate grades departmentalizing to provide indepth instruction in math, literacy, science, and social studies.</p> | <p>w All teachers and staff part of School Improvement Team that works to improve every aspect of academics, community involvement, and staff development.</p> |
| <p>w High parent satisfaction as indicated in the district's and school's parent surveys.</p>   | <p>w We communication between the school and the parents through the use of school-provided homework agendas.</p>  |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	19.7 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.1 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	4.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.6 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.4 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

**Awards or special recognition honors received by the school, staff or students:**

Award/Honor	Year
Teacher of the Month	2001
Recipient of Wells Fargo Grant	2002
Math Award	1999
Track Meet Winners	2002

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>145</b>	<b>514</b>	<b>6%</b>	<b>30%</b>	<b>48%</b>	<b>17%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>146</b>	<b>527</b>	<b>9%</b>	<b>22%</b>	<b>63%</b>	<b>6%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>147</b>	<b>506</b>	<b>10%</b>	<b>39%</b>	<b>34%</b>	<b>17%</b>
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

<b>Reading</b>	<b>School</b>	<b>138</b>	<b>494</b>	<b>35%</b>	<b>26%</b>	<b>33%</b>	<b>6%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>137</b>	<b>484</b>	<b>28%</b>	<b>39%</b>	<b>28%</b>	<b>6%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>142</b>	<b>463</b>	<b>29%</b>	<b>49%</b>	<b>7%</b>	<b>15%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

**∨ Academic Achievement Indicators ∨**

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	55	59	60	--	--	--
2	Reading	--	--	--	100	47	50	75	44	52	50	50	53	49	46	57
	Language	--	--	--	100	32	40	83	29	43	50	40	44	53	32	48
	Mathematics	--	--	--	100	42	51	80	39	55	50	49	57	53	52	61
3	Reading	100	32	47	100	47	47	81	41	48	63	37	50	70	37	50
	Language	100	42	49	100	58	51	81	50	54	64	44	56	73	47	57
	Mathematics	100	42	46	100	51	49	82	44	52	60	39	54	72	46	56
4	Reading	100	35	53	100	40	54	82	46	54	68	44	55	70	32	55
	Language	100	35	47	100	37	49	86	48	48	68	43	50	73	30	50
	Mathematics	100	31	51	100	42	54	85	53	55	68	49	57	73	36	58
5	Reading	98	38	51	100	33	51	83	37	51	79	39	51	83	37	53
	Language	98	31	42	100	32	44	87	35	45	81	36	45	84	33	47
	Mathematics	98	42	51	100	38	54	82	44	55	80	50	57	87	39	59
6	Reading	100	40	53	100	37	54	92	34	53	70	44	54	78	43	56
	Language	100	32	41	100	28	44	96	29	44	70	35	45	78	35	47
	Mathematics	100	47	57	100	41	59	89	43	60	69	59	63	81	49	65

## ∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>47</b>	<b>56</b>
<b>Grades 3-4</b>	<b>65</b>	<b>74</b>
<b>Grades 4-5</b>	<b>60</b>	<b>59</b>
<b>Grades 5-6</b>	<b>74</b>	<b>70</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Starlight Park has many incentives for good behavior. In addition, we work with the neighborhood association, SPARC, to make our parents more aware of what is happening in our community. We are a uniform school and a zero-tolerance for violence school. Lastly, we provide many in-service opportunities to our staff in Assertive Discipline. Therefore, our expectations are high and our students rise to this high level of self-control.

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

0

**School uniforms are required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,574	\$3,245,198
Classroom Supplies	\$21	\$25,941
Administration	\$286	\$360,523
Support Services-Students	\$111	\$140,229
Other Support Services and Operations	\$394	\$496,504
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,385</b>	<b>\$4,268,395</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Elizabeth Meyers	(623) 691-4700	
<b>Transportation Policy</b>	Henry Meza	(623) 691-4095	
<b>Community Resources</b>	Jeff Gruener	(623) 691-4700	
<b>School Nutrition Programs</b>	Alea Washington	(623) 691-4730	
<b>Parent Organization</b>	Brandi Lansberry	(623) 691-4700	
<b>Student Health/Nurse</b>	Chris Sullivan	(623) 691-4715	

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.

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