



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7960 W. Osborn Road, 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2005-06	Performing
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. Elizabeth Meyers  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-5  
 Web Address : www.cartwright.k12.az.us/starlight/index.htm  
 Phone Number : (623) 691-4700  
 Fax Number : (623) 691-4720  
 E-mail : emeyers@star.cartwright.k12.az.us

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.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü School leadership ensures that time is protected and allocated to focus on curricular an instructional issues.
- ü Differentiation makes appropriate instruction available to all students.
- ü A multiple formative and summative assessments and evaluation strategies are used systemically to inform instruction.
- ü Family and community are active partners in education process and work to promote programs and services.

Enrollment

October 1, 2005 School Year Student Enrollment : 957  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 47

Instructional Programs

- Ü Language Acqutsition Specialist
- Ü School Wide Title I
- Ü On-site Special Education
- Ü All-day Kindergarten
- Ü Responsible Thinking Classroom
- Ü Reading Intervention
- Ü Functional Academics
- Ü Balanced Literacy

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Our desire is for high academic standards, positive attitudes and a safe environment. Our methods of communication include: our school mission statement, student/parent handbook, student agendas with daily reflections, newsletter, parent/teacher conferences, and our website.

Parents

Parents have the responsiblity of making sure their children get enough sleep, eat nutritiously, come to school on time and clean. They also have the responsibility of helping their children complete homework and signing the agenda nightly.

Parents have the responsibility to attend the Parent Information Nights and Parent/Teacher conferences so they can stay informed.

Parents are welcome at Starlight Park and should feel comfortable talking over any questions they may have.

Transportation Policy

District bus transportation is available for field trips and for students with special transportation needs.

School Honors

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

Award/Honor	Year
Ü Phoenix Fire Department	2005
Ü Well Fargo Award	2004
Ü Classified Employee of the Month	2005
Ü Quality Time Grant	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	154	2329	80010	100	100	99	440	431	447	16	15	10	19	26	18	51	51	53	14	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1172	38935	100	99	99	440	432	447	14	13	9	20	27	19	54	53	55	11	8	17
Male	84	1150	40974	100	100	98	441	430	448	17	17	11	19	25	18	49	49	52	15	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	137	2074	34545	100	100	99	438	430	432	15	15	14	21	26	24	50	51	53	13	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	10	128	35142	100	97	99	NA	450	465	NA	10	5	NA	20	11	NA	51	56	NA	20	28
Students with Disabilities	25	283	10161	100	99	93	389	399	419	48	40	28	44	36	28	8	22	36	NA	3	8
Students without Disabilities	129	2046	69849	100	100	100	449	435	451	9	11	7	15	25	17	60	55	56	16	9	19
Limited English Proficient Students	64	964	14013	100	100	97	417	410	413	25	25	24	28	36	34	44	36	39	3	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	121	1802	39029	100	99	98	444	430	432	14	15	14	17	27	25	53	51	52	16	7	9
Non-Economically Disadvantaged	33	527	40981	100	100	100	428	435	462	21	15	6	27	24	13	45	49	54	6	12	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	154	2279	79438	100	98	98	431	427	451	19	20	9	32	32	24	42	44	56	6	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1157	38775	100	98	99	435	432	457	19	16	7	27	31	22	44	48	58	10	4	13
Male	84	1115	40560	100	97	97	428	422	446	20	23	12	36	33	25	40	40	54	4	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	137	2029	34297	100	98	98	428	426	434	20	20	14	34	33	31	41	44	50	5	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	10	123	34887	100	93	98	NA	453	471	NA	12	4	NA	23	15	NA	49	63	NA	16	18
Students with Disabilities	25	239	9588	100	84	88	360	383	416	72	56	30	28	28	32	NA	14	34	NA	2	5
Students without Disabilities	129	2040	69850	100	100	100	444	432	456	9	15	7	33	33	23	50	48	59	8	4	12
Limited English Proficient Students	64	931	13856	100	97	96	401	398	407	30	35	27	52	44	43	16	20	29	3	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	121	1760	38685	100	96	97	435	426	435	17	20	14	34	33	32	42	44	50	7	3	5
Non-Economically Disadvantaged	33	519	40753	100	100	99	417	432	467	30	18	5	24	30	16	42	46	62	3	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	153	2329	79971	100	100	99	393	397	423	18	14	8	52	51	41	29	35	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1176	38974	100	100	99	407	409	437	13	10	5	40	46	33	46	43	57	1	1	4
Male	83	1147	40895	99	100	98	381	384	410	22	17	10	63	57	47	16	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	136	2072	34481	100	100	99	392	396	410	18	14	10	51	51	46	30	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	10	128	35150	100	97	99	NA	411	437	NA	8	5	NA	55	35	NA	37	56	NA	1	5
Students with Disabilities	25	288	10258	100	100	94	298	328	377	64	44	23	36	46	51	NA	10	25	NA	0	1
Students without Disabilities	128	2041	69713	100	100	100	409	406	429	9	9	5	55	52	39	35	38	52	1	1	3
Limited English Proficient Students	64	964	13985	100	100	97	362	366	382	28	24	18	53	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	121	1805	38994	100	99	98	399	398	409	15	13	10	52	52	47	32	34	41	1	1	1
Non-Economically Disadvantaged	32	524	40977	100	100	100	370	393	437	28	16	5	53	48	34	19	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	179	2306	80147	100	99	99	466	461	482	12	18	11	26	24	17	49	47	49	13	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	1105	39281	100	99	99	468	462	483	14	17	9	26	24	17	48	48	50	11	11	24
Male	91	1195	40780	100	99	98	464	461	482	11	18	12	26	24	17	48	46	48	14	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	163	2028	33494	100	99	99	465	460	466	11	18	15	28	25	23	50	47	49	12	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	11	164	36122	100	99	99	474	477	501	18	12	5	18	18	10	36	51	50	27	20	35
Students with Disabilities	31	319	10295	100	97	92	427	423	443	32	50	33	45	28	26	23	21	33	NA	2	8
Students without Disabilities	148	1987	69852	100	100	100	473	467	488	8	12	7	22	23	16	54	51	51	16	13	26
Limited English Proficient Students	63	884	12722	100	97	97	440	436	441	21	31	27	40	34	33	40	32	37	NA	2	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	146	1814	38371	100	98	97	464	460	465	12	18	15	26	25	23	49	47	49	12	11	13
Non-Economically Disadvantaged	33	492	41776	100	100	100	471	468	498	12	17	6	27	20	11	45	48	49	15	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	177	2296	79686	99	99	98	449	445	470	14	20	11	39	35	24	45	43	57	2	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	1102	39163	98	99	99	454	450	475	12	15	9	33	37	22	53	45	60	2	3	10
Male	91	1188	40438	100	99	97	444	440	465	15	25	13	45	33	25	37	40	54	2	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	161	2023	33299	99	99	98	449	444	452	14	21	17	40	36	32	45	41	47	2	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	11	160	35914	100	97	98	457	465	489	9	13	5	36	24	15	45	58	67	9	6	14
Students with Disabilities	29	289	9808	94	88	87	423	410	432	24	51	35	52	33	32	24	16	30	NA	0	3
Students without Disabilities	148	2007	69878	100	100	100	454	450	475	11	16	8	36	35	23	49	46	61	3	2	9
Limited English Proficient Students	62	885	12594	98	97	96	424	416	422	26	39	34	52	47	45	23	14	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	145	1805	38095	99	97	97	449	443	452	14	21	17	38	36	32	46	42	48	2	2	3
Non-Economically Disadvantaged	32	491	41591	100	100	99	452	452	486	9	19	6	44	30	16	44	46	65	3	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	179	2331	80372	100	100	99	454	450	475	7	8	4	47	45	30	46	47	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	1118	39452	100	100	99	465	465	488	5	5	3	44	36	22	52	58	72	NA	1	3
Male	91	1207	40836	100	100	98	443	436	464	9	11	6	51	53	37	41	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	163	2051	33608	100	100	99	453	449	462	7	8	6	46	44	36	47	47	57	NA	0	1
Asian/Pacific Islander	--	14	2098	--	100	99	--	491	500	--	NA	2	--	29	16	--	64	75	--	7	7
American Indian/Alaskan Native	NC	20	4128	NC	100	97	NC	445	464	NC	15	4	NC	45	39	NC	40	56	NC	NA	1
White	11	164	36213	100	99	99	463	454	489	NA	8	2	55	49	22	45	42	72	NA	1	3
Students with Disabilities	31	329	10526	100	100	94	409	397	427	19	26	15	65	58	53	16	15	31	NA	0	1
Students without Disabilities	148	2002	69846	100	100	100	462	458	482	4	5	3	43	42	26	53	52	69	NA	0	2
Limited English Proficient Students	63	907	12747	100	100	97	419	419	432	14	15	12	73	62	52	13	23	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	146	1840	38521	100	99	98	454	449	461	7	8	6	49	46	38	45	46	55	NA	0	1
Non-Economically Disadvantaged	33	491	41851	100	100	100	452	451	489	6	10	3	39	40	22	55	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	136	2249	79306	100	100	99	482	487	504	23	20	13	24	24	20	46	46	49	7	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	1112	38845	100	100	99	485	486	505	23	19	11	22	25	20	44	47	50	11	9	18
Male	63	1134	40383	100	100	98	479	487	504	22	20	14	27	24	19	48	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	119	1952	32673	100	100	99	481	486	487	23	20	18	27	25	25	43	46	46	8	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	11	159	36234	100	100	99	507	497	523	9	13	6	NA	21	13	82	56	52	9	10	28
Students with Disabilities	21	300	10286	100	100	91	442	447	462	52	51	41	43	31	27	5	17	27	NA	1	5
Students without Disabilities	115	1949	69020	100	100	100	488	492	510	17	15	9	21	23	18	53	51	52	9	11	21
Limited English Proficient Students	38	667	10291	100	100	96	446	456	458	53	39	38	32	34	34	13	25	26	3	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	104	1730	37437	100	98	97	479	485	486	24	20	19	26	24	26	43	46	46	7	9	9
Non-Economically Disadvantaged	32	519	41869	100	100	100	494	493	521	19	17	7	19	24	14	53	46	51	9	12	27

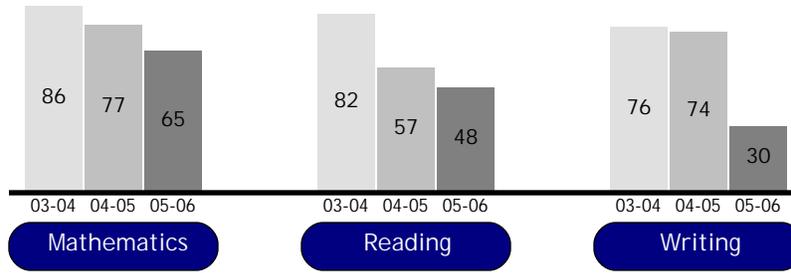
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	2221	79000	100	99	98	468	468	489	13	16	10	36	35	24	47	47	58	4	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	1101	38774	100	100	99	474	471	494	11	13	7	33	35	22	53	49	61	3	3	10
Male	63	1118	40150	100	99	98	461	466	485	16	19	12	40	35	25	40	44	55	5	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	119	1926	32508	100	99	98	465	467	472	13	16	15	39	36	33	46	46	49	2	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	11	158	36135	100	100	98	510	483	508	9	13	4	9	27	14	55	55	67	27	6	15
Students with Disabilities	21	273	9991	100	91	88	435	429	449	29	48	33	57	40	36	14	12	29	NA	NA	2
Students without Disabilities	115	1948	69009	100	100	100	473	473	495	10	11	6	32	34	22	53	51	62	4	3	10
Limited English Proficient Students	38	647	10199	100	97	95	434	436	439	37	37	35	50	50	47	13	13	18	NA	0	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	104	1704	37234	100	97	97	464	466	472	15	17	15	38	36	33	45	45	50	2	2	3
Non-Economically Disadvantaged	32	517	41766	100	100	99	483	475	505	6	14	5	31	31	16	53	50	65	9	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	136	2258	79611	100	100	99	470	469	496	10	12	7	48	52	37	42	36	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	1115	39016	100	100	99	486	482	511	7	8	4	41	48	29	52	44	66	NA	NA	1
Male	63	1141	40519	100	100	98	452	456	482	14	16	10	56	57	44	30	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	119	1961	32855	100	100	99	465	469	481	12	12	10	50	53	43	39	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	11	159	36380	100	100	99	508	475	511	NA	11	4	36	52	30	64	37	65	NA	NA	1
Students with Disabilities	21	307	10664	100	100	94	426	418	440	19	32	23	62	58	54	19	9	22	NA	0	1
Students without Disabilities	115	1951	68947	100	100	100	477	476	504	9	9	4	45	51	34	46	40	61	NA	NA	1
Limited English Proficient Students	38	670	10362	100	100	97	412	422	438	29	28	22	55	61	57	16	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	104	1741	37626	100	99	98	464	468	479	11	12	10	53	54	45	37	35	45	NA	0	0
Non-Economically Disadvantaged	32	517	41985	100	100	100	488	472	511	9	13	4	31	48	30	59	39	65	NA	NA	1

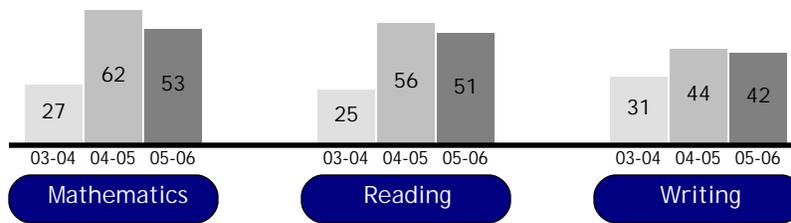
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	35	NA	58	96	30	30	47	96	20	24	46
	Language	96	25	28	50	96	33	34	47	96	22	28	48
	Mathematics	95	28	37	64	96	37	34	50	96	32	30	52
3	Reading	96	51	NA	55	98	34	28	44	99	30	24	46
	Language	96	58	40	61	98	39	32	44	99	34	28	46
	Mathematics	96	65	40	61	98	53	43	51	99	46	39	52
4	Reading	96	33	NA	56	97	35	34	48	97	37	34	52
	Language	96	34	34	52	97	40	38	49	98	43	37	52
	Mathematics	96	40	39	61	97	45	42	53	98	46	44	58
5	Reading	95	32	NA	55	96	40	38	50	96	37	37	56
	Language	95	28	36	49	96	40	40	50	96	35	35	54
	Mathematics	95	43	48	63	96	44	43	49	96	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

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	60.00
Other Professional Staff	2.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

- Ü Primary Computer Lab
- Ü Intermediate Computer Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Dance
- Ü Primary Chorus
- Ü Chess and Mind Games
- Ü Sign Language
- Ü Computer Club
- Ü Intermediate Chorus
- Ü Excited Reading

Social Services

- Ü Afterschool Quality Time
- Ü Breakfast/Lunch Programs
- Ü PTA
- Ü Afterschool Tutoring
- Ü Structured Recess
- Ü Responsibility Thinking Classroom
- Ü Computers for Adults
- Ü Partners in Print

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü All teachers have been retrained in literacy and math. Teachers now understand how to work collaboratively to use data to plan lessons and ensure that all students are learning.
  
- ü All teachers and staff are part of a School Improvement Team that works to improve every aspect of academics, community involvement, and staff development.
  
- ü Five Academic coaches have been trained to work with staff. These coaches work with all teachers to increase their effectiveness focusing on the goal of increasing student achievement.
  
- ü After school programs have been upgraded to meaningful life-changing instruction. Students must qualify through attendance and appropriate behavior to participate.

Student Activity Rates for School Year 2005-06

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

Starlight Park Elementary School uses the Responsible Thinking Process. RTP teaches students to be accountable for their own behavior and is a program that works closely with parents. We are a uniform school and have zero-tolerance for violence.

We work actively to eliminate bullying behavior with proactive education and counseling with students and parents.

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

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	Elizabeth Meyers	(623) 691-4700
Transportation Policy	Henry Meza	(623) 691-4095
Community Resources	Kris Kurtz	(623) 691-4700
School Nutrition Programs	Alea Washington	(623) 691-4730
Parent Organization	Nellie Granados	(623) 691-4729
Student Health/Nurse	Sonya Collins	(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. "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.