

**ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07**

2252 North 55th Avenue, Phoenix, AZ 85035

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 Underperforming  
2004-05 Performing  
2003-04 Underperforming

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

**School Overview**

Principal/Administrator : Dr. Rita R. Martinez  
Schedule : 07:30 AM to 04:00 PM  
Grades : K-5  
Web Address : members.cox.net/harriselementary/home.htm  
Phone Number : (623) 691-4800  
Fax Number : (623) 691-4820  
E-mail : rmatinez@harr.cartwright.k12.az.us

**Mission**

Our Mission at Charles W. Harris Elementary School is to give every child an equal opportunity to acquire, develop, and master the knowledge, skills, and attitudes essential to become a responsible, responsive member of society. We are committed to accomplishing this task by providing a safe, positive, and orderly learning environment.

**No Child Left Behind**

**Adequate Yearly Progress (b)**

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

**School Improvement Status (b)**

2005-06 SI Year 2  
2004-05 SI Year 2  
2003-04 Year 2

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

**School / Academic Goals**

- ü To provide students with a solid academic foundation focused on reading, writing and mathematics through research-based instructional strategies and curriculum aligned to state standards.
- ü To provide each student with opportunities to acquire instruction and knowledge in the fine arts and physical education through regular classes and extra-curricular activities.
- ü To emphasize English Language Learning for all students by providing research based instruction based on the Stages of English Language Development and English Language State Standards.
- ü To focus staff efforts on student achievement by establishing and maintaining regular, systematic communication with between the home and school

**Enrollment**

October 1, 2005 School Year Student Enrollment : 999  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 32

Instructional Programs

- ü On-site Special Education
- ü Second-Step Character Education
- ü Before/After School Tutoring
- ü Rise and Read Program
- ü General Music, Art, PE
- ü Chorus/Band/Strings
- ü Before/After School Intervention Program
- ü Technology-Based Education/Computers

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

The school has the responsibility of providing a safe, orderly environment for all students. Staff align their instruction to state academic standards at all grade levels. Support for students who are English Language Learners is provided across all content areas. Parents of students attending our school can expect that their children will be treated with respect and that high standards for their conduct and high expectations for their learning are the norm at their school.

Parents

By choosing our school, parents understand it is expected that they will be actively involved together with the staff to maximize the opportunity for their children's success. Parents are expected to make sure their children attend school regularly. Parents will support their student's learning by checking homework, attending parent-teacher conferences and volunteering to serve as volunteers for classrooms, field trips and other school related activities.

Transportation Policy

Bus transportation is provided only for special needs children requiring transportation.

School Honors

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

Award/Honor	Year
ü Disney Award/Sixth Grade Teacher	2003
ü Sams Club Environmental Grant	2003
ü Western Growers Grant Recipient/Growing With Children	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 3

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	173	2329	80010	99	100	99	429	431	447	14	15	10	27	26	18	54	51	53	5	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	1172	38935	98	99	99	428	432	447	17	13	9	24	27	19	54	53	55	4	8	17
Male	83	1150	40974	100	100	98	430	430	448	12	17	11	29	25	18	53	49	52	6	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	160	2074	34545	99	100	99	429	430	432	15	15	14	26	26	24	54	51	53	5	8	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	446	474	NC	7	4	NC	33	10	NC	40	50	NC	20	36
American Indian/Alaskan Native	NC	25	3979	NC	100	96	NC	420	424	NC	20	17	NC	40	30	NC	32	47	NC	8	6
White	NC	128	35142	NC	97	99	NC	450	465	NC	10	5	NC	20	11	NC	51	56	NC	20	28
Students with Disabilities	17	283	10161	100	99	93	410	399	419	35	40	28	29	36	28	29	22	36	6	3	8
Students without Disabilities	156	2046	69849	99	100	100	431	435	451	12	11	7	26	25	17	56	55	56	5	9	19
Limited English Proficient Students	74	964	14013	100	100	97	409	410	413	28	25	24	36	36	34	35	36	39	NA	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	151	1802	39029	97	99	98	428	430	432	15	15	14	28	27	25	52	51	52	5	7	9
Non-Economically Disadvantaged	22	527	40981	100	100	100	430	435	462	14	15	6	18	24	13	64	49	54	5	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	173	2279	79438	99	98	98	423	427	451	18	20	9	36	32	24	43	44	56	2	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	1157	38775	98	98	99	426	432	457	17	16	7	34	31	22	48	48	58	1	4	13
Male	83	1115	40560	100	97	97	421	422	446	20	23	12	39	33	25	37	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	160	2029	34297	99	98	98	424	426	434	18	20	14	36	33	31	43	44	50	3	3	5
Asian/Pacific Islander	NC	15	2063	NC	100	99	NC	436	475	NC	20	3	NC	20	15	NC	60	63	NC	NA	20
American Indian/Alaskan Native	NC	25	3940	NC	100	95	NC	416	429	NC	32	14	NC	28	36	NC	40	47	NC	NA	3
White	NC	123	34887	NC	93	98	NC	453	471	NC	12	4	NC	23	15	NC	49	63	NC	16	18
Students with Disabilities	17	239	9588	100	84	88	397	383	416	35	56	30	53	28	32	6	14	34	6	2	5
Students without Disabilities	156	2040	69850	99	100	100	426	432	456	17	15	7	35	33	23	47	48	59	2	4	12
Limited English Proficient Students	74	931	13856	100	97	96	402	398	407	34	35	27	43	44	43	20	20	29	3	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	151	1760	38685	97	96	97	423	426	435	20	20	14	34	33	32	44	44	50	2	3	5
Non-Economically Disadvantaged	22	519	40753	100	100	99	427	432	467	9	18	5	50	30	16	36	46	62	5	6	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	173	2329	79971	99	100	99	400	397	423	10	14	8	53	51	41	36	35	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	1176	38974	98	100	99	409	409	437	9	10	5	47	46	33	44	43	57	NA	1	4
Male	83	1147	40895	100	100	98	389	384	410	12	17	10	60	57	47	27	26	41	1	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	160	2072	34481	99	100	99	400	396	410	11	14	10	51	51	46	37	35	43	1	1	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	416	449	NC	NA	4	NC	67	28	NC	33	60	NC	NA	8
American Indian/Alaskan Native	NC	25	3995	NC	100	96	NC	398	409	NC	8	10	NC	68	47	NC	24	42	NC	NA	1
White	NC	128	35150	NC	97	99	NC	411	437	NC	8	5	NC	55	35	NC	37	56	NC	1	5
Students with Disabilities	17	288	10258	100	100	94	348	328	377	29	44	23	65	46	51	6	10	25	NA	0	1
Students without Disabilities	156	2041	69713	99	100	100	405	406	429	8	9	5	52	52	39	39	38	52	1	1	3
Limited English Proficient Students	74	964	13985	100	100	97	373	366	382	20	24	18	62	58	54	16	19	27	1	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	151	1805	38994	97	99	98	400	398	409	11	13	10	52	52	47	37	34	41	NA	1	1
Non-Economically Disadvantaged	22	524	40977	100	100	100	399	393	437	9	16	5	59	48	34	27	36	56	5	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	162	2306	80147	100	99	99	439	461	482	30	18	11	31	24	17	36	47	49	3	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1105	39281	100	99	99	442	462	483	28	17	9	31	24	17	39	48	50	1	11	24
Male	95	1195	40780	100	99	98	436	461	482	31	18	12	31	24	17	35	46	48	4	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	147	2028	33494	100	99	99	438	460	466	30	18	15	31	25	23	36	47	49	3	11	14
Asian/Pacific Islander	NC	14	2103	NC	100	99	NC	508	515	NC	NA	4	NC	7	8	NC	71	44	NC	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	19	319	10295	100	97	92	406	423	443	74	50	33	16	28	26	11	21	33	NA	2	8
Students without Disabilities	143	1987	69852	100	100	100	443	467	488	24	12	7	33	23	16	40	51	51	3	13	26
Limited English Proficient Students	70	884	12722	100	97	97	419	436	441	51	31	27	26	34	33	21	32	37	1	2	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	137	1814	38371	99	98	97	439	460	465	28	18	15	33	25	23	37	47	49	2	11	13
Non-Economically Disadvantaged	25	492	41776	100	100	100	436	468	498	40	17	6	20	20	11	32	48	49	8	15	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	162	2296	79686	100	99	98	428	445	470	30	20	11	46	35	24	24	43	57	1	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1102	39163	100	99	99	435	450	475	19	15	9	52	37	22	28	45	60	NA	3	10
Male	95	1188	40438	100	99	97	423	440	465	37	25	13	41	33	25	21	40	54	1	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	147	2023	33299	100	99	98	427	444	452	30	21	17	47	36	32	22	41	47	1	2	3
Asian/Pacific Islander	NC	14	2097	NC	100	99	NC	477	490	NC	7	5	NC	14	13	NC	71	68	NC	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	19	289	9808	100	88	87	393	410	432	79	51	35	21	33	32	NA	16	30	NA	0	3
Students without Disabilities	143	2007	69878	100	100	100	433	450	475	23	16	8	49	35	23	27	46	61	1	2	9
Limited English Proficient Students	70	885	12594	100	97	96	405	416	422	53	39	34	46	47	45	1	14	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	137	1805	38095	99	97	97	428	443	452	30	21	17	45	36	32	26	42	48	NA	2	3
Non-Economically Disadvantaged	25	491	41591	100	100	99	429	452	486	28	19	6	52	30	16	16	46	65	4	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	161	2331	80372	100	100	99	440	450	475	9	8	4	51	45	30	39	47	64	1	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1118	39452	100	100	99	457	465	488	10	5	3	28	36	22	60	58	72	1	1	3
Male	94	1207	40836	100	100	98	427	436	464	9	11	6	67	53	37	24	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	146	2051	33608	100	100	99	440	449	462	10	8	6	49	44	36	40	47	57	1	0	1
Asian/Pacific Islander	NC	14	2098	NC	100	99	NC	491	500	NC	NA	2	NC	29	16	NC	64	75	NC	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	19	329	10526	100	100	94	372	397	427	26	26	15	74	58	53	NA	15	31	NA	0	1
Students without Disabilities	142	2002	69846	100	100	100	449	458	482	7	5	3	48	42	26	44	52	69	1	0	2
Limited English Proficient Students	69	907	12747	99	100	97	409	419	432	19	15	12	61	62	52	20	23	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	136	1840	38521	99	99	98	444	449	461	8	8	6	50	46	38	41	46	55	1	0	1
Non-Economically Disadvantaged	25	491	41851	100	100	100	417	451	489	16	10	3	56	40	22	28	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	149	2249	79306	100	100	99	469	487	504	31	20	13	24	24	20	43	46	49	2	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	1112	38845	100	100	99	471	486	505	24	19	11	32	25	20	43	47	50	1	9	18
Male	77	1134	40383	100	100	98	468	487	504	38	20	14	17	24	19	43	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	143	1952	32673	100	100	99	469	486	487	31	20	18	24	25	25	43	46	46	2	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	21	300	10286	100	100	91	434	447	462	71	51	41	19	31	27	10	17	27	NA	1	5
Students without Disabilities	128	1949	69020	100	100	100	475	492	510	24	15	9	25	23	18	48	51	52	2	11	21
Limited English Proficient Students	60	667	10291	100	100	96	443	456	458	57	39	38	32	34	34	12	25	26	NA	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	129	1730	37437	99	98	97	468	485	486	33	20	19	22	24	26	44	46	46	2	9	9
Non-Economically Disadvantaged	20	519	41869	100	100	100	476	493	521	20	17	7	40	24	14	35	46	51	5	12	27

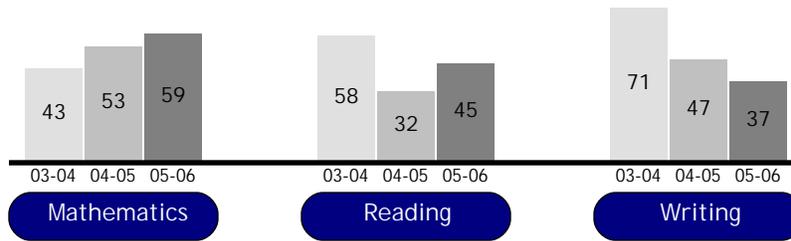
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	149	2221	79000	100	99	98	453	468	489	23	16	10	41	35	24	36	47	58	NA	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	1101	38774	100	100	99	459	471	494	17	13	7	44	35	22	39	49	61	NA	3	10
Male	77	1118	40150	100	99	98	447	466	485	30	19	12	38	35	25	32	44	55	NA	3	8
African American	NC	101	4153	NC	99	98	NC	467	476	NC	15	13	NC	41	30	NC	43	53	NC	2	4
Hispanic	143	1926	32508	100	99	98	452	467	472	24	16	15	41	36	33	36	46	49	NA	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	21	273	9991	100	91	88	422	429	449	57	48	33	38	40	36	5	12	29	NA	NA	2
Students without Disabilities	128	1948	69009	100	100	100	458	473	495	18	11	6	41	34	22	41	51	62	NA	3	10
Limited English Proficient Students	60	647	10199	100	97	95	429	436	439	43	37	35	48	50	47	8	13	18	NA	0	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	129	1704	37234	99	97	97	452	466	472	24	17	15	42	36	33	34	45	50	NA	2	3
Non-Economically Disadvantaged	20	517	41766	100	100	99	460	475	505	20	14	5	35	31	16	45	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	149	2258	79611	100	100	99	458	469	496	15	12	7	56	52	37	28	36	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	1115	39016	100	100	99	478	482	511	6	8	4	60	48	29	35	44	66	NA	NA	1
Male	77	1141	40519	100	100	98	440	456	482	25	16	10	53	57	44	22	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	143	1961	32855	100	100	99	458	469	481	15	12	10	55	53	43	29	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	21	307	10664	100	100	94	377	418	440	62	32	23	38	58	54	NA	9	22	NA	0	1
Students without Disabilities	128	1951	68947	100	100	100	472	476	504	8	9	4	59	51	34	33	40	61	NA	NA	1
Limited English Proficient Students	60	670	10362	100	100	97	415	422	438	32	28	22	60	61	57	8	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	129	1741	37626	99	99	98	457	468	479	16	12	10	56	54	45	28	35	45	NA	0	0
Non-Economically Disadvantaged	20	517	41985	100	100	100	466	472	511	10	13	4	60	48	30	30	39	65	NA	NA	1

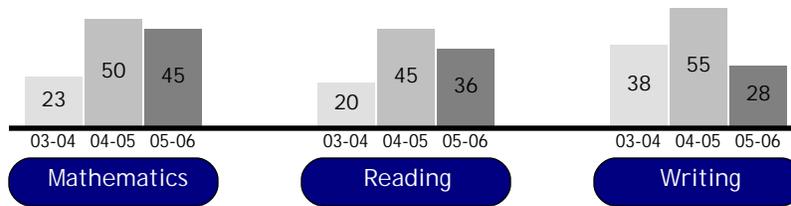
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	23	NA	58	97	25	30	47	100	24	24	46
	Language	99	16	28	50	97	28	34	47	100	28	28	48
	Mathematics	98	24	37	64	97	29	34	50	100	24	30	52
3	Reading	98	29	NA	55	98	23	28	44	100	20	24	46
	Language	100	35	40	61	98	26	32	44	100	24	28	46
	Mathematics	100	48	40	61	98	33	43	51	100	37	39	52
4	Reading	90	26	NA	56	98	27	34	48	100	25	34	52
	Language	100	34	34	52	98	33	38	49	100	27	37	52
	Mathematics	100	30	39	61	98	38	42	53	100	32	44	58
5	Reading	99	27	NA	55	98	30	38	50	100	27	37	56
	Language	100	27	36	49	98	33	40	50	100	27	35	54
	Mathematics	100	35	48	63	98	37	43	49	100	30	39	52

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

Council Duties

- Ü Advisory to Administrative Staff
- Ü Communication w/ Families and Community
- Ü Program Planning/Budget
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	56.00
Other Professional Staff	3.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	0	0	0
4 to 6 years	9	8	0	0
7 to 9 years	7	4	0	0
10 or more years	3	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	59
Teachers with Emergency Certification.	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 Computer Lab
- Ü Library
- Ü PE Room
- Ü Indoor Stage and Outdoor Amphitheater

Extracurricular Activities

- Ü Afterschool Intervention/Tutoring Program
- Ü Athletic Intramurals
- Ü Student Council
- Ü Chorus
- Ü Cheerleading
- Ü 21st Century Learning Grant
- Ü Math Club
- Ü Band

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks
- Ü Health/Dental Services
- Ü Parenting Classes
- Ü Adult ESL Classes
- Ü Adult Computer Classes
- Ü Student Uniform Assistance Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Awarded two grants and received a certificate from Phoenix Public Library for 100 percent participation in 'Project Goal.' Grade one at the library and library card reading program.
  
- ü Re-established an active parent and teacher organization to improve community and school partnerships. Will expand the partnership this school year with a 'Partners in Print' program.
  
- ü Provided a parent resource room in the new administration building to improve parental involvement in our school.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	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

All visitors are required to sign-in at the office and can only enter the campus through the office. Visitors must wear Visitor badges obtained from the office after they sign in to the campus. All other access gates are locked during the normal school day. Character building and social skills programs are offered for behavior prevention. The parking lot along 55th Avenue has been repainted for safer pick-up and drop-off areas along with speed bumps to slow vehicles down.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dr. Rita R. Martinez	(623) 691-4800
Transportation Policy	Henry Meza	(623) 691-4095
Community Resources	Meri Simmons	(623) 691-4003
School Nutrition Programs	Nancy Boone	(623) 691-4830
Parent Organization	Sylvia Colorado	(623) 691-4801
Student Health/Nurse	Linda Hale	(623) 691-4815

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."

## ACHIEVEMENT PROFILES

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

## TITLE I TERMS

### Title I School Improvement Year 1

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

### Title I School Improvement Year 2

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

### Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

Footnotes

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