



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3637 N. 55th 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.

School Overview

Principal/Administrator : Mrs. Susan Jurkunas
Schedule : 08:00 AM to 04:30 PM
Grades : 6-8
2005 Enrollment : 1550
Web Address :
Phone Number : (623) 691-5000
Fax Number : (623) 691-5020
E-mail : sjurkunas@borm.cartwright.k12.az.us

Mission

Prepare all our students for academic and social success.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Not Met
2003-04 Not Met
2002-03 Met

School Improvement Status (b)

2004-05 Corrective Action
2003-04 Year 2
2002-03 Year 1

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

School / Academic Goals

- U Increase student achievement in mathematics.
U Increase student achievement in reading and writing.
U Continue to build a community of learners that focuses on student achievement.

Enrollment

October 1, 2004 School Year Student Enrollment : 1028
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 10

Instructional Programs

- ü Connected Mathematics Program
- ü Honors Classes
- ü Special Education
- ü ELL
- ü Gender-based content classes on 1 team

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 55 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Providing a safe, orderly learning environment; teach academic standards addressing students at all levels of learning ability; maintain open communication with parents.

Parents

Ensuring punctuality and regular school attendance of their children; support school policies; participate in school-sponsored activities; maintain open communication with school.

Transportation Policy

Transportation is provided for students living more than one mile from school and for special education students whose handicapping conditions make it a requirement. Parents must provide transportation for students with an open enrollment variance. A late bus leaves school at 5:00 p.m. for students participating in after school activities.

School Honors

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

Award/Honor	Year
ü Toyota Teacher of the Month	2002
ü Girls Basketball Conference Champions	2004

8th 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	493	2036	78250	98	99	99	528	536	548	32	27	21	21	20	18	39	43	48	9	10	13
All Students (Prior Year)	511	1948	75001	100	99	99	426	439	468	75	61	37	21	32	36	4	6	16	0	1	10
Female	264	1009	38071	99	100	99	535	539	549	26	25	20	22	21	19	42	44	49	9	10	12
Male	229	1027	40126	97	97	99	520	533	547	39	29	23	18	19	17	35	41	46	8	11	14
African American	24	132	4058	100	100	99	480	514	523	33	36	32	33	18	22	24	39	41	10	8	5
Hispanic	437	1693	29129	98	99	99	529	536	527	33	28	32	20	21	23	39	41	40	8	10	6
Asian/Pacific Islander	NC	12	1747	NC	86	100	NC	571	589	NC	9	9	NC	9	9	NC	64	50	NC	18	32
American Indian/Alaskan Native	NC	37	4996	NC	100	100	NC	563	518	NC	6	36	NC	27	25	NC	55	36	NC	12	4
White	22	162	38320	88	86	99	549	546	568	26	20	12	21	12	14	42	53	55	11	15	19
Students with Disabilities	57	235	9329	93	98	100	408	433	454	73	67	64	10	13	18	16	18	16	0	1	2
Students without Disabilities	436	1801	68996	98	99	99	543	550	561	27	22	16	22	21	18	42	46	52	10	12	14
Limited English Proficient Students	186	675	10133	98	99	100	490	499	488	50	43	45	21	23	25	26	30	28	3	4	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	412	1600	33388	97	95	94	525	537	530	34	29	32	21	20	22	37	41	40	8	10	5
Non-Economically Disadvantaged	81	436	44937	100	100	100	545	534	561	21	19	13	18	19	15	47	50	54	15	13	18

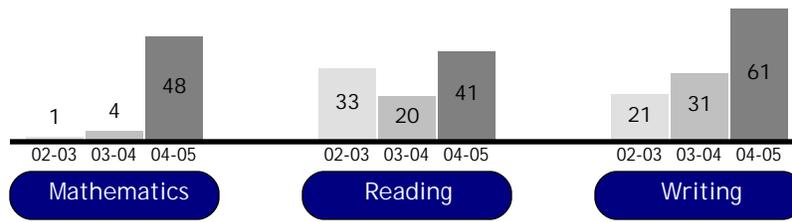
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	493	2038	78302	98	0	99	480	490	512	23	17	11	36	34	25	40	47	57	1	2	7
All Students (Prior Year)	509	1944	74918	99	98	99	464	476	497	58	47	32	22	24	19	18	23	35	2	5	15
Female	264	1009	38082	99	0	99	489	497	518	16	13	8	37	34	24	47	51	61	1	2	7
Male	229	1029	40166	97	0	99	469	483	507	31	22	14	35	34	26	33	43	54	1	2	6
African American	24	132	4064	100	0	100	440	476	498	24	17	14	33	35	29	43	46	54	0	2	3
Hispanic	437	1694	29152	98	0	99	481	489	492	23	18	17	35	35	34	41	46	46	1	1	2
Asian/Pacific Islander	NC	12	1746	NC	0	100	NC	528	542	NC	0	5	NC	36	13	NC	45	66	NC	18	16
American Indian/Alaskan Native	NC	37	4993	NC	0	100	NC	521	484	NC	9	19	NC	21	38	NC	67	42	NC	3	1
White	22	163	38347	88	0	99	491	498	531	21	13	5	37	28	17	37	52	68	5	7	10
Students with Disabilities	57	236	9353	93	0	100	377	404	429	67	49	40	20	32	38	12	18	22	0	1	1
Students without Disabilities	436	1802	69024	98	0	99	493	501	524	17	13	7	38	34	23	44	51	62	1	2	7
Limited English Proficient Students	186	676	10140	98	0	100	447	453	451	38	32	28	41	45	43	21	23	29	0	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	412	1600	33398	97	0	94	477	490	495	25	19	18	37	36	35	37	44	46	1	1	2
Non-Economically Disadvantaged	81	438	44979	100	0	100	496	491	525	13	11	6	29	27	18	56	59	66	2	4	10

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	490	2027	78094	97	98	99	508	516	545	6	5	3	32	30	18	61	64	77	0	1	2
All Students (Prior Year)	508	1932	74503	99	98	99	432	465	491	22	12	9	48	41	32	30	43	51	1	3	8
Female	262	1008	38025	98	100	99	522	528	558	3	3	2	26	25	13	70	71	82	0	1	2
Male	228	1019	40013	97	97	99	493	503	534	8	8	5	40	34	23	51	58	71	0	0	1
African American	24	130	4037	100	100	99	470	499	532	10	8	4	33	32	22	52	59	73	5	1	1
Hispanic	433	1686	29068	97	98	99	509	515	523	6	5	5	33	31	27	61	63	67	0	0	1
Asian/Pacific Islander	NC	12	1743	NC	86	100	NC	568	577	NC	0	2	NC	18	9	NC	64	82	NC	18	8
American Indian/Alaskan Native	NC	36	4981	NC	100	100	NC	568	526	NC	0	4	NC	9	25	NC	91	70	NC	0	0
White	23	163	38265	92	87	99	527	524	564	0	6	2	30	22	11	70	69	84	0	3	3
Students with Disabilities	55	232	9275	90	97	100	366	392	444	21	21	14	65	59	46	13	19	39	2	1	1
Students without Disabilities	435	1795	68892	98	98	98	526	532	559	4	3	2	28	26	14	67	70	82	0	1	2
Limited English Proficient Students	185	675	10084	97	99	100	465	468	474	12	10	10	46	48	39	41	41	50	1	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	412	1596	33296	97	95	94	506	516	527	6	6	5	33	32	27	60	62	67	1	0	0
Non-Economically Disadvantaged	78	431	44871	96	100	100	524	516	559	3	4	2	27	22	12	70	72	84	0	1	3

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)

8th 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 2004-05

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?	N
	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	--	--	37	53	--	--	NA	56	--	--	40	51
	Language	--	--	30	45	--	--	32	48	--	--	37	47
	Mathematics	--	--	47	62	--	--	51	66	--	--	42	52
7	Reading	98	26	31	51	96	30	NA	54	98	36	38	50
	Language	99	28	35	54	96	33	42	58	98	39	40	52
	Mathematics	99	40	43	58	96	42	51	62	98	39	40	50
8	Reading	98	33	36	53	99	32	NA	55	96	35	39	51
	Language	99	27	31	49	99	23	32	52	96	41	42	50
	Mathematics	99	34	45	58	100	35	45	61	96	43	47	53

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

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

Council Duties

- Ü Advise School Administration
- Ü Promote School/Community Relations
- Ü Monitor New Instructional Designs
- Ü Represent School to District
- Ü Represent School to Community

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	78.00
Other Professional Staff	5.00	Teacher Aide	3.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	27	5	0	0
4 to 6 years	11	2	0	0
7 to 9 years	4	3	0	0
10 or more years	5	20	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	213
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	2%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Mobile Computer Lab
- Ü Instructional Resource Room

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü After School Clubs
- Ü After School Sports
- Ü Science Club

Social Services

- Ü After School Character Education
- Ü Breakfast/Lunch Program
- Ü On Site Dental Clinic
- Ü Parent Resource Room
- Ü Counseling Program
- Ü School Resource Officer
- Ü On Site Probation Officer

School Achievements/Accomplishments 2004-05

ü Increase in student achievement in reading and math.

ü Improve instruction for ELL students.

ü Increase student and staff attendance.

ü Build relationship between home and school.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	30	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	2	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

Uniform policy. Schoolwide discipline plan focusing on character education. Tardy policy. Before and after school programs. Community involvement.

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) :

9

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	Susan Jurkunas	(623) 691-5000
Transportation Policy	Henry Meza	(623) 691-4095
Community Resources	Ermalinda Garcia	(623) 691-5055
School Nutrition Programs	Flora Bowen	(623) 691-5030
Parent Organization	Erma Garcia	(623) 691-5055
Student Health/Nurse	Oralia Leon	(623) 691-5015

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."

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.

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.

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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.