

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06 Performing
2004-05 Performing
2003-04 Performing

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

School Overview

Principal/Administrator : Ms. Ramona C. Ramirez
Schedule : 07:30 AM to 04:30 PM
Grades : 6-8
Web Address :
Phone Number : (623) 691-5000
Fax Number : (623) 691-5020
E-mail : raramirez@borm.cartwright.k12.az.us

Mission

The mission of Frank Borman Middle School is to improve teaching and learning in a safe, cooperative environment. In pursuit of this mission, we will:

- Model enthusiasm for thinking, learning, and doing.
- Teach students responsibility.
- Maintain high standards and expectations.
- Provide a curriculum that meets the needs of all students.
- Include the community as partners in learning.
- Create an environment of mutual respect, openness, and trust.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06 Restructure(Plan)
2004-05 Corrective Action
2003-04 Year 2

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

School / Academic Goals

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

Enrollment

October 1, 2005 School Year Student Enrollment : 1553
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 12

Instructional Programs

- ü Connected Mathematics Program
- ü At Risk Programs
- ü Tutoring
- ü English Language Development
- ü Gender-Based Content Classes (1 Team)
- ü Advanced: Art, Band, Chorus,
- ü Special Education Instruction
- ü Honors Instruction

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

6th 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	543	2094	79327	100	100	98	489	500	518	33	24	19	27	25	20	35	44	46	5	7	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	291	1066	38961	100	100	98	491	502	520	30	21	16	27	27	20	38	45	48	4	7	16
Male	250	1024	40295	98	99	97	486	497	516	35	27	21	28	23	19	32	43	44	5	7	16
African American	19	97	4247	95	99	98	493	490	499	32	23	27	21	36	24	42	40	41	5	1	8
Hispanic	501	1836	32327	100	100	98	489	499	499	33	25	27	27	25	25	35	44	41	5	7	8
Asian/Pacific Islander	NC	10	1939	NC	100	99	NC	NA	556	NC	NA	6	NC	NA	10	NC	NA	47	NC	NA	36
American Indian/Alaskan Native	NC	20	4391	NC	95	96	NC	501	489	NC	10	32	NC	30	27	NC	60	36	NC	NA	4
White	15	130	36373	100	99	98	486	512	538	27	20	10	27	16	14	47	52	52	NA	12	25
Students with Disabilities	41	222	9321	89	94	87	445	456	467	78	62	54	20	24	22	2	13	21	NA	1	3
Students without Disabilities	502	1872	70006	100	100	100	492	504	524	29	20	14	28	25	19	38	48	49	5	7	18
Limited English Proficient Students	180	554	9431	98	99	95	455	466	466	67	54	53	22	25	27	12	21	18	NA	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	457	1672	37097	99	99	97	490	500	498	32	24	27	28	25	25	36	44	41	5	7	7
Non-Economically Disadvantaged	86	422	42230	100	100	99	481	499	535	37	23	11	26	26	15	34	43	50	3	8	24

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	534	2086	79501	98	99	98	465	474	497	22	17	10	42	36	25	37	46	60	NA	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	285	1061	39062	98	99	99	469	479	502	19	14	8	42	36	23	40	49	64	NA	1	5
Male	247	1021	40368	97	99	98	460	470	491	26	21	13	41	36	27	33	43	57	NA	0	3
African American	19	97	4279	95	99	99	480	472	485	11	12	14	37	44	30	53	43	54	NA	NA	2
Hispanic	492	1827	32389	98	99	98	464	473	478	22	18	16	42	37	34	36	45	48	NA	1	1
Asian/Pacific Islander	NC	10	1936	NC	100	99	NC	NA	519	NC	NA	3	NC	NA	14	NC	NA	73	NC	NA	9
American Indian/Alaskan Native	NC	20	4401	NC	95	96	NC	490	473	NC	15	17	NC	35	40	NC	40	43	NC	10	1
White	15	131	36446	100	100	99	477	492	516	20	11	4	33	27	15	47	61	73	NA	2	7
Students with Disabilities	32	214	9411	70	91	88	422	430	453	63	53	36	38	37	36	NA	9	26	NA	0	1
Students without Disabilities	502	1872	70090	100	100	100	468	479	502	19	13	7	42	36	24	39	50	65	NA	1	5
Limited English Proficient Students	170	545	9401	92	97	94	433	440	443	50	42	40	43	45	46	7	13	14	NA	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	447	1662	37183	97	98	97	465	474	479	21	17	16	42	37	34	37	46	49	NA	1	1
Non-Economically Disadvantaged	87	424	42318	100	100	99	463	477	513	25	17	5	39	34	17	36	47	70	NA	1	7

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	543	2089	80000	100	100	99	533	541	564	4	3	3	22	18	11	72	75	75	2	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	290	1064	39288	100	100	99	548	557	579	2	2	2	14	11	6	80	82	77	3	5	16
Male	251	1022	40644	99	99	98	517	524	549	6	5	4	31	26	15	62	68	74	1	2	7
African American	19	95	4307	95	97	99	550	541	551	NA	3	4	21	18	13	74	75	75	5	4	7
Hispanic	501	1834	32672	100	100	99	532	540	548	4	3	4	22	18	14	71	75	76	2	3	6
Asian/Pacific Islander	NC	10	1945	NC	100	99	NC	NA	592	NC	NA	1	NC	NA	4	NC	NA	69	NC	NA	25
American Indian/Alaskan Native	NC	18	4424	NC	86	97	NC	552	549	NC	NA	3	NC	17	14	NC	72	77	NC	11	5
White	15	131	36602	100	100	99	546	547	579	NA	2	2	13	18	7	87	72	75	NA	8	16
Students with Disabilities	43	228	9919	93	97	93	474	480	505	5	7	9	63	54	35	33	39	54	NA	0	2
Students without Disabilities	500	1861	70081	100	100	100	538	547	571	4	3	2	19	14	7	75	79	79	2	4	12
Limited English Proficient Students	181	554	9571	98	99	96	483	491	502	11	10	10	43	38	29	46	52	60	NA	0	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	458	1671	37534	99	99	98	535	541	547	2	3	4	24	19	15	71	76	76	2	3	5
Non-Economically Disadvantaged	85	418	42466	100	100	100	519	538	578	12	6	2	11	17	7	75	72	75	2	6	16

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

7th 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	505	2024	78546	100	97	97	520	529	543	27	21	15	24	21	18	42	50	52	7	8	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	234	959	38645	99	98	98	523	532	545	24	18	13	27	21	18	40	53	54	8	9	15
Male	271	1064	39792	100	97	97	517	526	542	29	23	17	21	21	17	44	48	50	6	8	15
African American	14	109	4205	93	94	97	517	515	524	21	28	22	29	23	22	50	48	49	NA	2	7
Hispanic	464	1744	31177	100	98	97	518	528	524	28	21	22	24	22	23	41	49	48	7	8	7
Asian/Pacific Islander	NC	19	1940	NC	100	99	NC	552	580	NC	5	5	NC	16	9	NC	74	53	NC	5	33
American Indian/Alaskan Native	NC	22	4689	NC	92	95	NC	538	515	NC	14	28	NC	18	25	NC	64	43	NC	5	4
White	18	130	36450	100	96	97	555	554	563	17	9	7	22	17	12	44	58	57	17	15	23
Students with Disabilities	63	204	8093	98	76	82	476	477	489	67	61	50	22	25	24	11	14	23	NA	NA	2
Students without Disabilities	442	1820	70453	100	100	100	526	534	549	21	16	11	24	21	17	47	54	56	8	9	16
Limited English Proficient Students	184	573	9323	99	94	94	488	492	491	51	47	47	27	29	28	22	23	24	1	1	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	395	1493	34694	99	96	96	519	528	524	28	22	23	24	22	23	42	49	48	6	8	7
Non-Economically Disadvantaged	110	531	43852	100	100	99	523	532	559	25	18	10	25	20	13	43	54	56	8	8	22

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	496	2006	79045	98	96	98	481	490	512	20	15	10	41	37	25	39	46	58	1	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	233	958	38860	99	98	98	488	496	519	17	12	7	37	35	22	45	51	62	1	3	8
Male	263	1046	40075	98	95	97	475	484	505	22	18	12	43	39	28	34	42	54	1	1	6
African American	13	109	4250	87	94	98	496	493	500	15	14	12	23	33	31	62	52	54	NA	1	3
Hispanic	456	1726	31314	99	97	98	479	487	493	20	16	16	42	38	34	37	44	48	1	2	2
Asian/Pacific Islander	NC	19	1949	NC	100	99	NC	506	536	NC	5	4	NC	32	15	NC	63	66	NC	NA	15
American Indian/Alaskan Native	NC	22	4719	NC	92	96	NC	504	489	NC	18	15	NC	23	39	NC	55	45	NC	5	2
White	18	130	36730	100	96	98	508	517	532	11	5	4	33	27	16	50	61	68	6	8	12
Students with Disabilities	54	186	8552	84	69	87	443	448	463	50	48	35	43	39	40	6	12	23	2	2	1
Students without Disabilities	442	1820	70493	100	100	100	485	494	517	16	12	7	40	37	24	43	50	62	1	2	8
Limited English Proficient Students	176	556	9355	95	92	95	450	451	456	45	41	37	42	46	48	13	13	15	NA	0	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	387	1480	34922	97	95	96	481	488	493	19	16	15	41	38	34	38	44	48	1	2	3
Non-Economically Disadvantaged	109	526	44123	100	100	99	482	495	527	20	12	6	38	35	18	41	51	66	1	2	11

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	507	2047	79657	100	98	99	529	543	566	8	7	3	18	13	8	74	80	87	0	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	233	966	39120	99	98	99	551	561	580	5	4	2	12	8	4	83	88	92	0	1	2
Male	274	1079	40423	100	98	98	511	527	553	11	9	5	23	17	12	66	73	83	NA	0	1
African American	15	114	4290	100	98	99	534	554	560	NA	1	4	27	15	9	73	84	86	NA	NA	1
Hispanic	465	1761	31642	100	98	99	527	540	552	8	7	5	19	13	11	73	79	84	NA	0	0
Asian/Pacific Islander	NC	18	1948	NC	95	99	NC	574	589	NC	NA	1	NC	NA	3	NC	100	91	NC	NA	4
American Indian/Alaskan Native	NC	23	4760	NC	96	97	NC	557	547	NC	4	5	NC	13	14	NC	83	81	NC	NA	0
White	18	131	36929	100	96	99	568	561	579	6	5	2	NA	5	5	89	88	91	6	2	2
Students with Disabilities	64	230	9069	100	86	92	453	467	508	27	20	11	39	40	30	34	40	58	NA	NA	1
Students without Disabilities	443	1817	70588	100	100	100	539	552	573	5	5	2	15	9	5	80	85	91	0	0	1
Limited English Proficient Students	185	589	9521	100	97	96	479	488	507	18	18	13	35	29	24	48	53	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	398	1513	35341	99	97	97	528	541	551	8	7	5	18	13	12	74	80	83	NA	0	0
Non-Economically Disadvantaged	109	534	44316	100	100	100	533	547	578	6	6	2	19	13	5	73	81	90	1	1	2

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

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	497	2057	78400	96	98	97	533	536	554	33	29	21	23	23	19	39	43	47	6	5	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	252	1057	38686	97	98	98	538	538	554	28	26	20	25	24	20	39	45	49	8	5	12
Male	244	999	39636	95	97	96	529	533	554	37	32	23	20	22	18	39	40	46	4	6	13
African American	21	115	4193	84	93	97	518	526	533	43	34	32	29	24	23	29	41	40	NA	1	5
Hispanic	448	1770	30732	97	98	97	533	535	534	33	30	31	23	23	24	39	42	40	6	5	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	30	4536	NC	100	95	NC	538	528	NC	23	35	NC	30	25	NC	40	37	NC	7	4
White	21	138	37038	100	99	97	538	549	575	29	21	11	29	21	14	38	51	56	5	7	19
Students with Disabilities	35	184	7840	56	77	81	488	489	498	71	66	60	17	18	18	11	15	20	NA	1	2
Students without Disabilities	462	1873	70560	100	100	99	537	540	560	30	26	17	23	23	19	41	45	50	6	6	14
Limited English Proficient Students	186	675	8956	93	96	95	506	505	502	54	52	56	24	27	25	22	20	18	1	1	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	364	1460	33014	94	96	95	536	536	534	29	27	31	24	24	24	42	43	40	5	6	5
Non-Economically Disadvantaged	133	597	45386	100	100	99	526	534	569	44	34	15	21	20	15	29	41	52	6	5	18

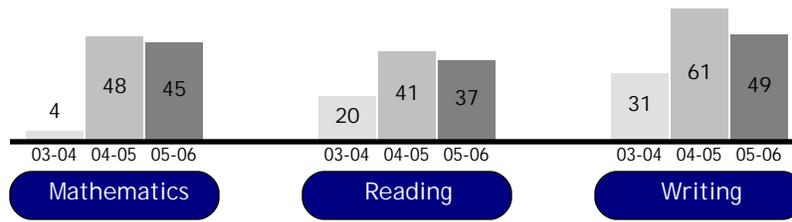
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	521	2064	79179	100	98	98	487	492	519	22	19	11	41	39	27	36	41	58	1	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	264	1065	38974	100	99	99	495	497	524	14	14	8	43	40	25	41	45	61	2	1	5
Male	256	998	40124	100	97	97	480	486	513	30	25	13	39	38	28	31	36	54	NA	1	4
African American	25	117	4243	100	95	98	481	491	506	20	17	14	36	37	32	44	46	51	NA	NA	3
Hispanic	468	1779	30987	100	99	98	486	490	498	23	20	17	41	40	36	35	39	45	1	1	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	29	4573	NC	97	96	NC	508	494	NC	NA	16	NC	48	41	NC	52	42	NC	NA	1
White	21	135	37467	100	96	98	508	513	539	10	12	5	43	33	17	43	53	70	5	3	8
Students with Disabilities	59	192	8567	95	80	88	447	449	467	59	54	39	31	34	38	10	10	22	NA	2	1
Students without Disabilities	462	1872	70612	100	100	99	492	496	524	18	15	7	42	40	25	39	44	62	1	1	5
Limited English Proficient Students	199	683	9013	100	97	95	458	460	461	45	40	40	46	48	48	9	11	12	NA	0	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	383	1472	33345	98	97	96	487	491	499	22	19	17	42	40	36	35	40	46	1	1	1
Non-Economically Disadvantaged	138	592	45834	100	100	99	488	495	533	23	19	7	38	37	19	38	43	67	NA	1	7

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	522	2101	79734	100	100	99	515	528	554	6	5	3	44	33	19	49	62	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	264	1073	39243	100	100	99	532	541	568	3	3	2	34	23	12	63	73	85	1	0	1
Male	257	1027	40413	100	100	98	496	513	541	9	7	4	55	42	26	36	50	70	NA	0	0
African American	24	120	4285	96	98	99	520	531	548	NA	4	3	50	29	22	50	67	74	NA	NA	0
Hispanic	470	1805	31254	100	100	99	513	526	539	6	5	5	45	34	25	48	61	70	0	0	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	30	4613	NC	100	97	NC	551	535	NC	NA	4	NC	20	29	NC	80	67	NC	NA	0
White	21	142	37668	100	100	99	533	544	569	NA	4	1	33	25	13	67	70	85	NA	1	1
Students with Disabilities	61	234	8943	98	98	92	479	479	495	10	14	11	69	59	51	20	25	38	2	2	1
Students without Disabilities	461	1867	70791	100	100	100	519	533	561	5	4	2	41	29	15	53	67	83	0	0	0
Limited English Proficient Students	200	698	9138	100	100	97	478	488	492	13	11	13	64	53	46	23	35	40	1	1	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	383	1496	33718	98	99	97	516	527	538	5	5	5	44	33	26	50	61	69	1	0	0
Non-Economically Disadvantaged	139	605	46016	100	100	100	511	530	567	7	6	2	45	31	14	47	63	84	NA	0	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)

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.

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	--	--	NA	56	--	--	40	51	98	34	41	56
	Language	--	--	32	48	--	--	37	47	100	27	35	50
	Mathematics	--	--	51	66	--	--	42	52	99	34	44	58
7	Reading	96	30	NA	54	98	36	38	50	97	28	37	54
	Language	96	33	42	58	98	39	40	52	99	34	41	58
	Mathematics	96	42	51	62	98	39	40	50	99	35	43	54
8	Reading	99	32	NA	55	96	35	39	51	99	35	39	58
	Language	99	23	32	52	96	41	42	50	100	41	41	56
	Mathematics	100	35	45	61	96	43	47	53	95	44	46	58

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

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

Council Duties

- Ü Advise School Administration
- Ü Promote School/Community Relations
- Ü Monitor Instructional Designs & Budget
- Ü Represent School to District
- Ü Represent School to Community
- Ü Representation on School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	86.00
Other Professional Staff	4.00	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 Certification.	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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	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

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 2005-06 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.

Footnotes

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 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.

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