



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7070 West Heatherbrae Drive, 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 Plus
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Eva Stevens
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 Web Address :
 Phone Number : (623) 691-5200
 Fax Number : (623) 691-5220
 E-mail : estevens@heat.cartwright.k12.az.us

Mission

The mission of Heatherbrae Elementary School is to teach strategies and skills inspiring students to meet or exceed academic and behavioral standards in a safe and supportive environment.

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 To increase academic achievement
- ü To increase parental involvement
- ü To develop and implement a plan to communicate curricular expectations to students and their families
- ü To develop a school culture that promotes social skills, conflict management, prevention programs and student attendance

Enrollment

October 1, 2005 School Year Student Enrollment : 849
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 43

Instructional Programs

- ü Balanced Literacy
- ü English Language Development
- ü Language Acquisition
- ü Daily Independent/ Model Writing
- ü Mathematics: TERC Investigations
- ü FOSS Science/Hands On
- ü Whole and Small Group Instruction

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

In a safe learning environment, research based approaches are used to guide quality professional development and classroom instruction. Character education program encourage students to make appropriate behavioral choices. Recognition programs and positive incentives encourage academic success, good behavior and attendance. Students and families are informed of curricular expectations. Parental involvement is encouraged ad recognized.

Parents

It is the responsibility of parents to:

- Ensure that students attend school regularly
- Support school rules and procedures
- Provide assistance for homework
- Support the communication process
- Attending open house, parent-teacher conferences and parent workshops
- Joining the Parent Teacher Organization (PTO)

Transportation Policy

Regular school bus transportation to and from Heatherbrae School is provided for special education students who have an I.E.P. that requires transportation and for K-3 students living north of the Canal. Students are expected to follow the bus rules.

School Honors

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

Award/Honor	Year
ü Reading Achievement Award	

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	141	2329	80010	100	100	99	424	431	447	18	15	10	36	26	18	39	51	53	7	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	1172	38935	100	99	99	425	432	447	19	13	9	36	27	19	35	53	55	10	8	17
Male	69	1150	40974	100	100	98	423	430	448	16	17	11	36	25	18	43	49	52	4	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	121	2074	34545	100	100	99	426	430	432	15	15	14	38	26	24	40	51	53	7	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	13	128	35142	100	97	99	416	450	465	23	10	5	38	20	11	31	51	56	8	20	28
Students with Disabilities	27	283	10161	100	99	93	398	399	419	37	40	28	41	36	28	22	22	36	NA	3	8
Students without Disabilities	114	2046	69849	100	100	100	430	435	451	13	11	7	35	25	17	43	55	56	9	9	19
Limited English Proficient Students	49	964	14013	100	100	97	402	410	413	22	25	24	53	36	34	24	36	39	NA	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	100	1802	39029	100	99	98	424	430	432	15	15	14	38	27	25	42	51	52	5	7	9
Non-Economically Disadvantaged	41	527	40981	100	100	100	424	435	462	24	15	6	32	24	13	32	49	54	12	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	125	2279	79438	91	98	98	432	427	451	17	20	9	29	32	24	49	44	56	6	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1157	38775	93	98	99	438	432	457	15	16	7	29	31	22	48	48	58	8	4	13
Male	59	1115	40560	89	97	97	427	422	446	19	23	12	29	33	25	49	40	54	3	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	108	2029	34297	92	98	98	435	426	434	15	20	14	29	33	31	51	44	50	6	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	10	123	34887	77	93	98	NA	453	471	NA	12	4	NA	23	15	NA	49	63	NA	16	18
Students with Disabilities	11	239	9588	41	84	88	396	383	416	45	56	30	45	28	32	9	14	34	NA	2	5
Students without Disabilities	114	2040	69850	100	100	100	436	432	456	14	15	7	27	33	23	53	48	59	6	4	12
Limited English Proficient Students	41	931	13856	85	97	96	403	398	407	32	35	27	37	44	43	32	20	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	86	1760	38685	86	96	97	436	426	435	13	20	14	29	33	32	53	44	50	5	3	5
Non-Economically Disadvantaged	39	519	40753	100	100	99	426	432	467	26	18	5	28	30	16	38	46	62	8	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	140	2329	79971	100	100	99	391	397	423	17	14	8	46	51	41	36	35	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	1176	38974	100	100	99	406	409	437	14	10	5	35	46	33	51	43	57	NA	1	4
Male	69	1147	40895	100	100	98	375	384	410	20	17	10	58	57	47	22	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	120	2072	34481	100	100	99	392	396	410	18	14	10	43	51	46	38	35	43	NA	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	13	128	35150	100	97	99	373	411	437	15	8	5	62	55	35	23	37	56	NA	1	5
Students with Disabilities	27	288	10258	100	100	94	334	328	377	41	44	23	48	46	51	11	10	25	NA	0	1
Students without Disabilities	113	2041	69713	100	100	100	405	406	429	12	9	5	46	52	39	42	38	52	NA	1	3
Limited English Proficient Students	48	964	13985	100	100	97	356	366	382	29	24	18	56	58	54	15	19	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	100	1805	38994	100	99	98	392	398	409	15	13	10	51	52	47	34	34	41	NA	1	1
Non-Economically Disadvantaged	40	524	40977	100	100	100	388	393	437	23	16	5	35	48	34	43	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	147	2306	80147	100	99	99	461	461	482	20	18	11	18	24	17	50	47	49	12	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	1105	39281	100	99	99	457	462	483	20	17	9	24	24	17	46	48	50	10	11	24
Male	75	1195	40780	100	99	98	467	461	482	20	18	12	11	24	17	55	46	48	15	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	120	2028	33494	100	99	99	457	460	466	21	18	15	20	25	23	50	47	49	9	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	16	164	36122	94	99	99	493	477	501	6	12	5	13	18	10	44	51	50	38	20	35
Students with Disabilities	26	319	10295	100	97	92	420	423	443	62	50	33	15	28	26	23	21	33	NA	2	8
Students without Disabilities	121	1987	69852	100	100	100	470	467	488	11	12	7	18	23	16	56	51	51	15	13	26
Limited English Proficient Students	47	884	12722	100	97	97	439	436	441	34	31	27	28	34	33	36	32	37	2	2	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	115	1814	38371	99	98	97	462	460	465	19	18	15	19	25	23	50	47	49	12	11	13
Non-Economically Disadvantaged	32	492	41776	100	100	100	458	468	498	22	17	6	13	20	11	53	48	49	13	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	138	2296	79686	97	99	98	454	445	470	15	20	11	31	35	24	51	43	57	3	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1102	39163	96	99	99	456	450	475	9	15	9	38	37	22	48	45	60	5	3	10
Male	71	1188	40438	97	99	97	452	440	465	21	25	13	24	33	25	54	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	112	2023	33299	97	99	98	449	444	452	17	21	17	36	36	32	44	41	47	4	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	15	160	35914	88	97	98	486	465	489	NA	13	5	13	24	15	87	58	67	NA	6	14
Students with Disabilities	18	289	9808	69	88	87	423	410	432	44	51	35	33	33	32	22	16	30	NA	0	3
Students without Disabilities	120	2007	69878	100	100	100	458	450	475	11	16	8	31	35	23	55	46	61	3	2	9
Limited English Proficient Students	41	885	12594	93	97	96	425	416	422	27	39	34	51	47	45	22	14	21	NA	NA	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	107	1805	38095	92	97	97	453	443	452	16	21	17	33	36	32	49	42	48	3	2	3
Non-Economically Disadvantaged	31	491	41591	100	100	99	454	452	486	13	19	6	26	30	16	58	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	147	2331	80372	100	100	99	456	450	475	7	8	4	43	45	30	48	47	64	1	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	1118	39452	100	100	99	472	465	488	3	5	3	38	36	22	58	58	72	1	1	3
Male	74	1207	40836	100	100	98	441	436	464	12	11	6	49	53	37	38	36	56	1	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	120	2051	33608	100	100	99	453	449	462	8	8	6	46	44	36	46	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	17	164	36213	100	99	99	466	454	489	12	8	2	35	49	22	47	42	72	6	1	3
Students with Disabilities	26	329	10526	100	100	94	410	397	427	23	26	15	65	58	53	12	15	31	NA	0	1
Students without Disabilities	121	2002	69846	100	100	100	466	458	482	4	5	3	38	42	26	56	52	69	2	0	2
Limited English Proficient Students	47	907	12747	100	100	97	420	419	432	17	15	12	64	62	52	19	23	36	NA	NA	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	116	1840	38521	100	99	98	455	449	461	8	8	6	43	46	38	48	46	55	1	0	1
Non-Economically Disadvantaged	31	491	41851	100	100	100	462	451	489	6	10	3	42	40	22	48	49	72	3	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	147	2249	79306	100	100	99	484	487	504	21	20	13	23	24	20	47	46	49	9	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	1112	38845	100	100	99	487	486	505	19	19	11	23	25	20	51	47	50	8	9	18
Male	67	1134	40383	100	100	98	481	487	504	24	20	14	24	24	19	42	46	47	10	10	19
African American	11	102	4171	92	100	98	494	475	485	27	29	20	9	25	26	36	41	44	27	5	10
Hispanic	124	1952	32673	100	100	99	484	486	487	20	20	18	23	25	25	49	46	46	7	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	NC	159	36234	NC	100	99	NC	497	523	NC	13	6	NC	21	13	NC	56	52	NC	10	28
Students with Disabilities	22	300	10286	100	100	91	444	447	462	50	51	41	36	31	27	14	17	27	NA	1	5
Students without Disabilities	125	1949	69020	100	100	100	491	492	510	16	15	9	21	23	18	53	51	52	10	11	21
Limited English Proficient Students	49	667	10291	100	100	96	461	456	458	33	39	38	33	34	34	31	25	26	4	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	118	1730	37437	100	98	97	485	485	486	21	20	19	19	24	26	52	46	46	8	9	9
Non-Economically Disadvantaged	29	519	41869	100	100	100	482	493	521	21	17	7	38	24	14	28	46	51	14	12	27

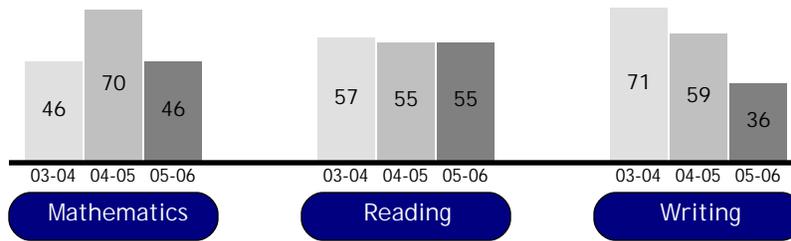
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	2221	79000	97	99	98	469	468	489	12	16	10	34	35	24	54	47	58	NA	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	1101	38774	100	100	99	472	471	494	9	13	7	33	35	22	58	49	61	NA	3	10
Male	62	1118	40150	93	99	98	466	466	485	15	19	12	35	35	25	50	44	55	NA	3	8
African American	11	101	4153	92	99	98	472	467	476	9	15	13	45	41	30	45	43	53	NA	2	4
Hispanic	116	1926	32508	97	99	98	469	467	472	12	16	15	31	36	33	57	46	49	NA	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	NC	158	36135	NC	100	98	NC	483	508	NC	13	4	NC	27	14	NC	55	67	NC	6	15
Students with Disabilities	13	273	9991	62	91	88	434	429	449	38	48	33	46	40	36	15	12	29	NA	NA	2
Students without Disabilities	125	1948	69009	100	100	100	472	473	495	9	11	6	33	34	22	58	51	62	NA	3	10
Limited English Proficient Students	45	647	10199	98	97	95	446	436	439	27	37	35	47	50	47	27	13	18	NA	0	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	111	1704	37234	94	97	97	468	466	472	13	17	15	31	36	33	57	45	50	NA	2	3
Non-Economically Disadvantaged	27	517	41766	100	100	99	472	475	505	7	14	5	48	31	16	44	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	147	2258	79611	100	100	99	479	469	496	11	12	7	48	52	37	41	36	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	1115	39016	100	100	99	494	482	511	6	8	4	44	48	29	50	44	66	NA	NA	1
Male	67	1141	40519	100	100	98	461	456	482	16	16	10	52	57	44	31	27	46	NA	0	0
African American	11	102	4188	92	100	98	486	469	486	18	16	9	27	42	40	55	42	50	NA	NA	0
Hispanic	124	1961	32855	100	100	99	479	469	481	10	12	10	48	53	43	42	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	NC	159	36380	NC	100	99	NC	475	511	NC	11	4	NC	52	30	NC	37	65	NC	NA	1
Students with Disabilities	22	307	10664	100	100	94	422	418	440	32	32	23	59	58	54	9	9	22	NA	0	1
Students without Disabilities	125	1951	68947	100	100	100	489	476	504	7	9	4	46	51	34	47	40	61	NA	NA	1
Limited English Proficient Students	49	670	10362	100	100	97	446	422	438	16	28	22	63	61	57	20	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	118	1741	37626	100	99	98	479	468	479	11	12	10	47	54	45	42	35	45	NA	0	0
Non-Economically Disadvantaged	29	517	41985	100	100	100	478	472	511	10	13	4	52	48	30	38	39	65	NA	NA	1

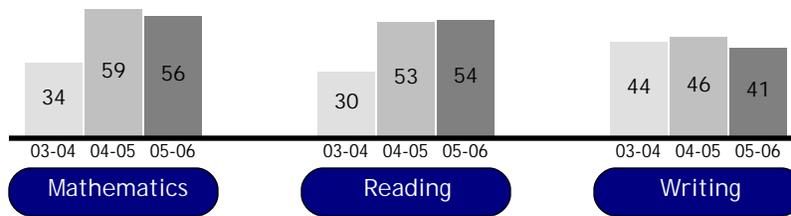
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Test Objectives?	Y
	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	87	50	NA	58	99	32	30	47	100	28	24	46
	Language	96	43	28	50	99	37	34	47	100	41	28	48
	Mathematics	96	45	37	64	99	31	34	50	100	27	30	52
3	Reading	97	30	NA	55	98	35	28	44	89	25	24	46
	Language	95	38	40	61	98	39	32	44	100	32	28	46
	Mathematics	97	33	40	61	98	47	43	51	100	34	39	52
4	Reading	99	30	NA	56	99	33	34	48	97	39	34	52
	Language	100	34	34	52	99	34	38	49	100	46	37	52
	Mathematics	100	31	39	61	99	41	42	53	100	48	44	58
5	Reading	91	27	NA	55	98	36	38	50	97	37	37	56
	Language	93	38	36	49	98	40	40	50	100	35	35	54
	Mathematics	93	51	48	63	98	44	43	49	100	37	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/

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)
- 1 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Schoolwide Planning
- Ü Advisory/Communication
- Ü School Safety Issues
- Ü Parent Involvement
- Ü Budget (informational)

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	1	0	0
4 to 6 years	6	3	1	0
7 to 9 years	4	2	0	0
10 or more years	8	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	44
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Book Room

Extracurricular Activities

- Ü Intersession Classes
- Ü Student Council
- Ü Band/Strings
- Ü Chorus
- Ü Intervention Classes

Social Services

- Ü Breakfast and Lunch Programs
- Ü Reachout Healthcare Arizona
- Ü Clothing/Food Bank
- Ü Parenting Teacher Organization
- Ü Parent Liaison
- Ü Parent Workshops

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The school met the criteria for Annual Yearly Progress (AYP) goal.

- ü Students in grades 3 and 5 met the 2005-2006 end of the year benchmark goals.

- ü Parental Involvement increased by more than 30%.

- ü The school's leadership capacity increased to include literacy and mathematics coaches as well as grade level leaders.

Student Activity Rates for School Year 2005-06

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

School wide use of Second Step to develop skills in empathy, impulse control, and anger management for students in grades K-5; Parent component is used during parent workshops; ; Student intervention groups; Uniform dress code, navy bottoms and white or light gray tops; Teachers are trained in effective classroom management; Schoolwide discipline plan; Behavior intervention plans; Staff mentors .

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) :

4

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	Eva Stevens	(623) 691-5200
Transportation Policy	Henry Meza	(623) 691-4093
Community Resources	Office	(623) 691-5215
School Nutrition Programs	Jeanie Cummins	(623) 691-5230
Parent Organization	Parent Teacher Organization (PTO)	(623) 691-5200
Student Health/Nurse	Andrea Scott	(623) 691-5215

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."

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 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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** Due to booklet size printing, print copies are produced in multiples of 4.