

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2043 N. 64th Dr., 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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. Richard Mauran
 Schedule : 07:30 AM to 03:30 PM
 Grades : K-6
 2005 Enrollment : 927
 Web Address : www.cartwright.k12.az.us/Palmlane/home.htm
 Phone Number : (623) 691-5500
 Fax Number : (623) 691-5520
 E-mail : rmauran@palm.cartwright.k12.az.us

Mission

The mission of Palm Lane Elementary School, is to provide a safe and caring learning environment where all students may realize their full potentials. Toward this end, we strive to promote status based on achievement and quality of character.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü To provide students a solid academic foundation emphasizing reading, writing and mathematics.
- ü To advance learning in all curriculum areas through the acquisition and application of technology.
- ü To CONTINUE to be the highest performing Cartwright School and surpass the measured performances of higher SES schools in other districts.

Enrollment

October 1, 2004 School Year Student Enrollment : 866
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 129

Instructional Programs

- Ü On-site Special Education
- Ü English Language Learners
- Ü Tutoring
- Ü Full Day Kindergarten
- Ü "Traditional 6th Grade"

Calendar Information

Number of Instruction Days :	177
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Palm Lane has the responsibility to set high academic standards, enforce consistent attendance, establish a positive school climate and safe environment, free from bullying and other distractions from student focus on achievement.

Parents

Parent are responsible for providing school uniforms and maintaining reasonable hygiene standards. We expect parents to support their children's learning efforts at home by reading to them, enabling homework and promoting the valuing of education.

Transportation Policy

Transportation is provided for K-6 grade students living within a one (1) mile radius of the school where hazardous or difficult routes exist, and where other arrangements can not be provided. This policy covers the area of Marble Creek apts, 56th Ave. and McDowell, and the south side of McDowell/W. of 55th Ave. Also, students with disabilities who require transportation, as indicated in their respective individual educational plans will be transported.

School Honors

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

Award/Honor	Year
Ü AZTEA Best Elementary School Web Site	2003
Ü 'Performing' Label from State of Arizona	2003
Ü 3 Rodel Excellence Teacher Finalists, 2 winners	2004

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	121	2374	79306	97	98	99	444	433	445	10	14	10	7	22	18	66	53	51	16	11	20
All Students (Prior Year)	154	2216	75509	99	99	100	515	501	521	13	21	13	23	30	23	40	30	33	23	19	31
Female	62	1136	38691	95	98	99	440	433	446	11	13	10	7	23	18	72	53	52	11	11	20
Male	59	1236	40583	98	98	99	449	433	445	10	15	11	8	21	18	60	52	50	22	12	21
African American	NC	97	4041	NC	94	99	NC	420	426	NC	15	17	NC	28	23	NC	55	50	NC	2	10
Hispanic	108	2060	32869	96	99	99	444	432	429	9	14	15	8	22	25	66	52	51	16	11	10
Asian/Pacific Islander	NC	15	1935	NC	100	99	NC	424	474	NC	0	3	NC	14	9	NC	64	48	NC	21	40
American Indian/Alaskan Native	--	12	4264	--	86	100	--	424	419	--	22	19	--	22	30	--	44	45	--	11	6
White	NC	190	36197	NC	97	99	NC	447	463	NC	11	5	NC	17	11	NC	52	53	NC	20	31
Students with Disabilities	17	295	10321	100	100	100	363	381	389	38	41	30	19	30	27	38	26	34	6	3	9
Students without Disabilities	104	2079	69060	96	98	98	459	441	454	5	10	7	5	21	17	71	57	54	18	13	22
Limited English Proficient Students	56	1191	15509	95	98	100	422	421	406	16	19	20	10	26	30	67	48	45	8	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	103	1999	39415	94	93	96	440	432	431	12	15	15	8	23	25	67	52	50	13	11	10
Non-Economically Disadvantaged	18	375	39966	100	100	100	481	438	459	0	10	6	0	16	12	58	56	52	42	19	30

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	121	2381	79395	97	0	99	422	421	446	14	18	9	34	38	25	50	42	55	3	3	11
All Students (Prior Year)	153	2220	75492	99	100	100	515	507	519	13	20	12	30	20	16	43	46	47	13	14	24
Female	62	1140	38743	95	0	100	424	427	451	11	14	7	32	37	24	56	46	57	2	3	12
Male	59	1239	40618	98	0	99	420	415	440	18	22	11	36	38	27	42	38	53	4	3	9
African American	NC	100	4052	NC	0	100	NC	414	434	NC	14	11	NC	52	29	NC	35	54	NC	0	6
Hispanic	108	2064	32915	96	0	99	420	419	426	15	19	15	34	38	35	51	41	47	1	2	4
Asian/Pacific Islander	NC	15	1936	NC	0	99	NC	411	468	NC	14	3	NC	21	14	NC	57	63	NC	7	19
American Indian/Alaskan Native	--	12	4271	--	0	100	--	415	420	--	33	15	--	22	42	--	44	41	--	0	2
White	NC	190	36221	NC	0	99	NC	442	465	NC	11	4	NC	30	15	NC	50	63	NC	10	17
Students with Disabilities	17	298	10331	100	0	100	342	368	388	38	42	25	44	43	37	19	15	34	0	0	4
Students without Disabilities	104	2083	69139	96	0	99	437	429	454	10	14	7	32	37	24	55	46	58	3	3	11
Limited English Proficient Students	56	1194	15545	95	0	100	397	405	399	24	25	21	39	43	42	37	31	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	103	2006	39484	94	0	96	416	419	429	16	19	14	36	39	35	47	40	47	1	2	4
Non-Economically Disadvantaged	18	375	39986	100	0	100	474	433	461	0	10	4	17	27	16	67	57	63	17	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	121	2244	78869	97	93	99	440	412	442	5	10	6	23	34	21	68	54	63	4	2	10
All Students (Prior Year)	153	2211	75053	99	99	99	587	546	597	2	11	7	26	22	12	66	65	72	6	3	9
Female	62	1078	38536	95	93	99	445	428	458	5	7	4	16	29	15	74	62	67	5	3	14
Male	59	1164	40302	98	92	99	434	396	428	4	14	8	32	38	26	62	47	60	2	1	7
African American	NC	94	4015	NC	91	99	NC	406	430	NC	10	8	NC	37	24	NC	50	61	NC	3	7
Hispanic	108	1943	32606	96	93	98	438	411	426	5	10	8	23	34	27	68	54	60	3	2	5
Asian/Pacific Islander	NC	14	1925	NC	100	99	NC	394	471	NC	8	3	NC	15	11	NC	69	64	NC	8	22
American Indian/Alaskan Native	--	10	4245	--	71	100	--	403	423	--	0	9	--	57	26	--	43	61	--	0	4
White	NC	183	36078	NC	94	99	NC	417	459	NC	9	4	NC	31	16	NC	57	66	NC	3	14
Students with Disabilities	17	278	10246	100	95	100	335	325	367	19	34	18	50	42	39	31	23	40	0	0	4
Students without Disabilities	104	1966	68697	96	93	98	458	425	454	2	7	4	19	32	18	75	58	67	4	3	11
Limited English Proficient Students	56	1123	15339	95	92	100	416	395	399	8	14	11	29	39	31	61	46	54	2	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	103	1887	39106	94	88	95	434	411	427	5	11	8	25	35	28	66	52	59	3	2	5
Non-Economically Disadvantaged	18	357	39837	100	100	100	488	419	457	0	7	4	8	23	14	83	67	67	8	3	15

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	125	2212	78906	97	99	99	508	483	498	14	17	13	7	24	19	48	49	48	32	10	20
All Students (Prior Year)	114	2133	76019	98	99	100	519	482	499	5	16	14	32	51	39	21	14	14	42	18	33
Female	62	1117	38644	98	99	99	513	486	500	13	16	12	6	26	19	52	50	49	30	9	19
Male	63	1095	40236	95	100	99	503	481	497	14	19	15	8	22	19	43	49	46	35	10	20
African American	NC	112	4087	NC	100	99	NC	465	481	NC	24	20	NC	29	24	NC	43	45	NC	4	11
Hispanic	108	1905	31938	97	99	99	512	483	481	13	17	19	7	24	25	47	49	46	33	9	10
Asian/Pacific Islander	NC	11	1805	NC	100	98	NC	523	536	NC	0	5	NC	11	8	NC	67	45	NC	22	42
American Indian/Alaskan Native	--	24	4593	--	96	100	--	467	467	--	14	26	--	19	29	--	62	39	--	5	6
White	10	160	36483	100	98	99	471	499	517	11	14	7	11	18	13	44	49	51	33	19	30
Students with Disabilities	23	264	10664	100	100	100	382	412	430	61	53	42	11	30	27	17	15	26	11	2	5
Students without Disabilities	103	1951	68310	96	98	98	534	493	509	3	12	9	6	23	18	55	54	51	36	11	22
Limited English Proficient Students	50	896	12573	100	99	100	462	461	454	23	25	27	14	30	30	50	42	38	14	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	110	1906	38679	94	95	96	510	484	483	14	18	20	7	25	25	48	49	45	31	9	10
Non-Economically Disadvantaged	16	309	40295	100	100	100	482	480	513	11	12	7	0	19	13	44	52	50	44	16	30

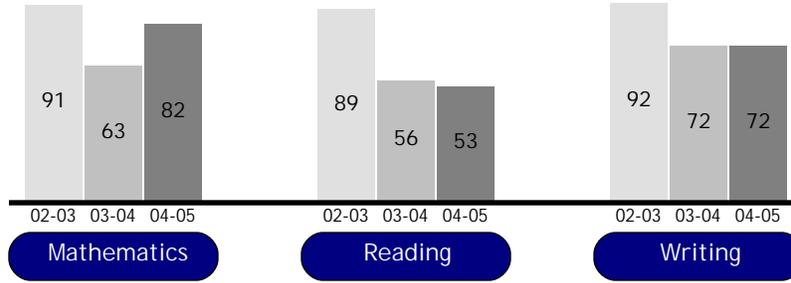
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	2211	78908	97	0	99	457	464	484	14	15	10	31	31	23	53	51	58	2	2	9
All Students (Prior Year)	115	2131	76020	99	99	100	494	493	503	29	35	25	32	31	23	36	30	40	3	5	12
Female	62	1118	38648	98	0	99	466	469	489	11	12	8	26	31	22	61	55	61	2	2	10
Male	63	1093	40233	95	0	99	448	457	479	16	19	12	37	32	25	45	47	55	2	2	8
African American	NC	112	4092	NC	0	99	NC	457	473	NC	12	12	NC	40	28	NC	46	54	NC	1	5
Hispanic	108	1904	31940	97	0	99	459	462	465	15	16	16	31	32	32	52	50	49	2	2	3
Asian/Pacific Islander	NC	11	1805	NC	0	98	NC	494	507	NC	0	4	NC	22	13	NC	67	65	NC	11	18
American Indian/Alaskan Native	--	24	4569	--	0	100	--	455	457	--	14	18	--	14	39	--	62	41	--	10	2
White	10	160	36502	100	0	99	437	484	502	0	9	4	33	22	14	67	62	67	0	6	15
Students with Disabilities	23	264	10665	100	0	100	359	400	423	56	44	30	22	39	36	22	16	31	0	0	2
Students without Disabilities	103	1950	68312	96	0	98	478	473	493	5	11	7	34	30	21	59	56	62	2	3	10
Limited English Proficient Students	50	895	12556	100	0	100	416	439	436	25	25	24	45	42	40	30	32	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	110	1905	38662	94	0	96	459	464	468	14	16	16	32	32	32	54	50	49	1	2	3
Non-Economically Disadvantaged	16	309	40315	100	0	100	443	464	498	11	7	5	33	26	15	44	61	66	11	6	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	124	2210	78750	96	99	99	478	474	500	9	10	6	31	40	29	59	50	63	1	0	2
All Students (Prior Year)	115	2119	75673	99	99	100	508	494	530	10	18	12	38	34	25	49	47	58	3	1	4
Female	62	1121	38586	98	99	99	492	489	515	6	7	4	28	33	22	65	60	71	2	0	3
Male	62	1089	40135	94	99	99	462	458	486	12	13	8	35	48	35	53	39	56	0	0	1
African American	NC	113	4081	NC	100	99	NC	451	488	NC	14	8	NC	42	32	NC	43	59	NC	0	2
Hispanic	107	1903	31841	96	99	99	480	474	483	9	10	8	32	40	36	58	50	55	1	0	1
Asian/Pacific Islander	NC	11	1802	NC	100	98	NC	531	533	NC	0	2	NC	33	16	NC	56	75	NC	11	7
American Indian/Alaskan Native	--	24	4586	--	96	100	--	480	481	--	0	8	--	38	37	--	62	54	--	0	1
White	10	159	36440	100	97	99	449	485	516	11	7	3	22	41	22	67	52	71	0	0	4
Students with Disabilities	23	262	10622	100	100	100	355	382	415	28	33	21	44	53	50	22	13	28	6	0	1
Students without Disabilities	102	1951	68196	95	98	98	504	487	513	5	6	3	28	39	25	67	55	69	0	0	3
Limited English Proficient Students	50	894	12504	100	99	100	428	444	451	16	16	12	50	50	44	32	34	43	2	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	110	1905	38558	94	95	96	482	474	485	7	10	8	32	41	37	60	49	54	1	0	1
Non-Economically Disadvantaged	15	308	40260	100	100	100	445	472	514	22	8	3	22	34	21	56	57	72	0	1	4

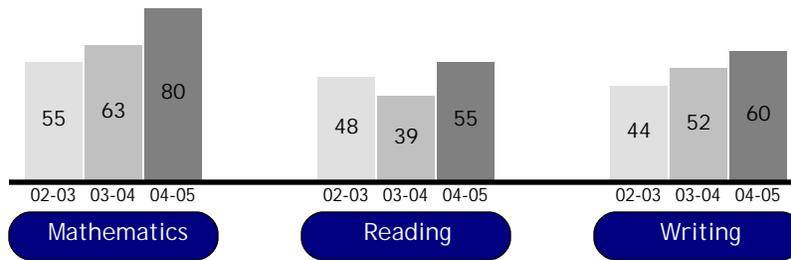
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

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
2	Reading	89	32	34	50	90	50	NA	58	91	37	30	47
	Language	97	19	25	43	94	40	28	50	91	47	34	47
	Mathematics	99	32	33	57	92	44	37	64	91	44	34	50
3	Reading	97	42	29	47	96	36	NA	55	95	30	28	44
	Language	98	59	38	54	97	48	40	61	95	37	32	44
	Mathematics	97	68	36	54	96	50	40	61	95	50	43	51
4	Reading	98	28	33	52	98	34	NA	56	93	34	34	48
	Language	97	28	33	48	98	37	34	52	93	37	38	49
	Mathematics	96	45	37	57	98	49	39	61	93	48	42	53
5	Reading	98	35	31	50	97	35	NA	55	95	39	38	50
	Language	98	37	32	46	96	45	36	49	95	44	40	50
	Mathematics	99	65	41	57	97	74	48	63	95	52	43	49
6	Reading	96	28	37	53	95	39	NA	56	NC	NC	40	51
	Language	100	23	30	45	95	36	32	48	NC	NC	37	47
	Mathematics	98	41	47	62	95	62	51	66	NC	NC	42	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

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

Council Duties

- Ü Advisory to School Administrative Staff
- Ü Parent, Community and Staff Input
- Ü School Safety Issues
- Ü Budget Review

Staffing Information for School Year 2005-06

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

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	0	0	0
4 to 6 years	4	3	0	0
7 to 9 years	1	4	0	0
10 or more years	7	23	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	156
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü Multipurpose Stage
- Ü Networked Classroom Computers

Extracurricular Activities

- Ü Student Council
- Ü After School Band/Strings
- Ü Intramurals
- Ü Tutoring

Social Services

- Ü IDEA Social Worker
- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks

School Achievements/Accomplishments 2004-05

- ü Our composite score on Terra Nova in April 2005 ranked Palm Lane the 1st (of 16) highest performing school in Cartwright.

- ü We currently have 250+ networked Macintosh computers on campus, supported by 80 sophisticated software licenses promoting reading and math in two languages. Our library contains an added \$10,000+ of CD software of more limited application.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	37	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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

We have a school uniform policy in place to promote status by achievement. We enforce a no excuses weapons policy, and actively intervene in high absentee situations through our partnership with the City of Phoenix AIMS attendance program.

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) :

0

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

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

Contacts

	Name	Phone Number
School Site Council	Richard Mauran	(623) 691-5500
Transportation Policy	Richard Conrad	(623) 691-4000
Community Resources	Pam Stricklen	(623) 691-5500
School Nutrition Programs	Bonnie Poca	(623) 691-5500
Parent Organization	Pam McAllister	(623) 691-5500
Student Health/Nurse	Pam Stricklen	(623) 691-5500

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 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.