

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	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 04:00 PM
 Grades : K-6
 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)

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 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, 2005 School Year Student Enrollment : 918
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 129

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
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
Ü 'Performing Plus' AZ Learns label	2005

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	133	2329	80010	100	100	99	439	431	447	11	15	10	20	26	18	59	51	53	11	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1172	38935	99	99	99	442	432	447	7	13	9	16	27	19	64	53	55	13	8	17
Male	61	1150	40974	100	100	98	437	430	448	15	17	11	21	25	18	54	49	52	10	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	118	2074	34545	100	100	99	439	430	432	8	15	14	21	26	24	60	51	53	10	8	9
Asian/Pacific Islander	--	15	2068	--	100	99	--	446	474	--	7	4	--	33	10	--	40	50	--	20	36
American Indian/Alaskan Native	NC	25	3979	NC	100	96	NC	420	424	NC	20	17	NC	40	30	NC	32	47	NC	8	6
White	NC	128	35142	NC	97	99	NC	450	465	NC	10	5	NC	20	11	NC	51	56	NC	20	28
Students with Disabilities	28	283	10161	100	99	93	401	399	419	36	40	28	32	36	28	29	22	36	4	3	8
Students without Disabilities	105	2046	69849	100	100	100	447	435	451	4	11	7	16	25	17	67	55	56	13	9	19
Limited English Proficient Students	46	964	14013	100	100	97	411	410	413	20	25	24	41	36	34	37	36	39	2	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	98	1802	39029	100	99	98	437	430	432	10	15	14	21	27	25	58	51	52	10	7	9
Non-Economically Disadvantaged	35	527	40981	100	100	100	444	435	462	11	15	6	14	24	13	60	49	54	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	132	2279	79438	100	98	98	434	427	451	17	20	9	33	32	24	45	44	56	6	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1157	38775	99	98	99	440	432	457	11	16	7	31	31	22	51	48	58	6	4	13
Male	60	1115	40560	100	97	97	427	422	446	23	23	12	32	33	25	38	40	54	7	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	117	2029	34297	100	98	98	433	426	434	16	20	14	33	33	31	44	44	50	6	3	5
Asian/Pacific Islander	--	15	2063	--	100	99	--	436	475	--	20	3	--	20	15	--	60	63	--	NA	20
American Indian/Alaskan Native	NC	25	3940	NC	100	95	NC	416	429	NC	32	14	NC	28	36	NC	40	47	NC	NA	3
White	NC	123	34887	NC	93	98	NC	453	471	NC	12	4	NC	23	15	NC	49	63	NC	16	18
Students with Disabilities	27	239	9588	100	84	88	390	383	416	48	56	30	19	28	32	30	14	34	4	2	5
Students without Disabilities	105	2040	69850	100	100	100	443	432	456	9	15	7	36	33	23	49	48	59	7	4	12
Limited English Proficient Students	45	931	13856	100	97	96	396	398	407	36	35	27	42	44	43	22	20	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	97	1760	38685	99	96	97	431	426	435	19	20	14	32	33	32	43	44	50	6	3	5
Non-Economically Disadvantaged	35	519	40753	100	100	99	442	432	467	11	18	5	34	30	16	49	46	62	6	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	133	2329	79971	100	100	99	414	397	423	13	14	8	35	51	41	52	35	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1176	38974	99	100	99	426	409	437	10	10	5	31	46	33	57	43	57	1	1	4
Male	61	1147	40895	100	100	98	400	384	410	16	17	10	36	57	47	48	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	118	2072	34481	100	100	99	416	396	410	11	14	10	36	51	46	53	35	43	NA	1	1
Asian/Pacific Islander	--	15	2067	--	100	99	--	416	449	--	NA	4	--	67	28	--	33	60	--	NA	8
American Indian/Alaskan Native	NC	25	3995	NC	100	96	NC	398	409	NC	8	10	NC	68	47	NC	24	42	NC	NA	1
White	NC	128	35150	NC	97	99	NC	411	437	NC	8	5	NC	55	35	NC	37	56	NC	1	5
Students with Disabilities	28	288	10258	100	100	94	354	328	377	39	44	23	32	46	51	25	10	25	4	0	1
Students without Disabilities	105	2041	69713	100	100	100	427	406	429	6	9	5	35	52	39	59	38	52	NA	1	3
Limited English Proficient Students	46	964	13985	100	100	97	385	366	382	17	24	18	54	58	54	28	19	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	98	1805	38994	100	99	98	407	398	409	13	13	10	35	52	47	51	34	41	1	1	1
Non-Economically Disadvantaged	35	524	40977	100	100	100	435	393	437	11	16	5	34	48	34	54	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	129	2306	80147	100	99	99	463	461	482	13	18	11	24	24	17	53	47	49	10	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1105	39281	100	99	99	460	462	483	12	17	9	30	24	17	52	48	50	7	11	24
Male	68	1195	40780	100	99	98	468	461	482	13	18	12	19	24	17	54	46	48	13	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	117	2028	33494	100	99	99	462	460	466	12	18	15	26	25	23	54	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	--	19	4117	--	100	96	--	451	456	--	26	19	--	21	27	--	37	46	--	16	8
White	NC	164	36122	NC	99	99	NC	477	501	NC	12	5	NC	18	10	NC	51	50	NC	20	35
Students with Disabilities	15	319	10295	100	97	92	435	423	443	40	50	33	27	28	26	27	21	33	7	2	8
Students without Disabilities	114	1987	69852	100	100	100	466	467	488	10	12	7	24	23	16	56	51	51	11	13	26
Limited English Proficient Students	42	884	12722	100	97	97	435	436	441	24	31	27	45	34	33	31	32	37	NA	2	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	105	1814	38371	100	98	97	459	460	465	14	18	15	26	25	23	53	47	49	7	11	13
Non-Economically Disadvantaged	24	492	41776	100	100	100	485	468	498	8	17	6	17	20	11	50	48	49	25	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	129	2296	79686	100	99	98	447	445	470	17	20	11	34	35	24	47	43	57	2	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1102	39163	100	99	99	450	450	475	12	15	9	40	37	22	45	45	60	3	3	10
Male	68	1188	40438	100	99	97	445	440	465	21	25	13	29	33	25	50	40	54	NA	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	117	2023	33299	100	99	98	445	444	452	17	21	17	35	36	32	48	41	47	NA	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	--	19	4087	--	100	96	--	439	446	--	26	16	--	26	38	--	47	44	--	NA	2
White	NC	160	35914	NC	97	98	NC	465	489	NC	13	5	NC	24	15	NC	58	67	NC	6	14
Students with Disabilities	15	289	9808	100	88	87	405	410	432	60	51	35	13	33	32	27	16	30	NA	0	3
Students without Disabilities	114	2007	69878	100	100	100	451	450	475	11	16	8	37	35	23	50	46	61	2	2	9
Limited English Proficient Students	42	885	12594	100	97	96	415	416	422	38	39	34	48	47	45	14	14	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	105	1805	38095	100	97	97	442	443	452	18	21	17	37	36	32	45	42	48	NA	2	3
Non-Economically Disadvantaged	24	491	41591	100	100	99	470	452	486	13	19	6	21	30	16	58	46	65	8	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	129	2331	80372	100	100	99	446	450	475	10	8	4	49	45	30	41	47	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1118	39452	100	100	99	462	465	488	3	5	3	38	36	22	58	58	72	NA	1	3
Male	68	1207	40836	100	100	98	434	436	464	15	11	6	59	53	37	26	36	56	NA	0	1
African American	NC	82	4264	NC	100	99	NC	447	465	NC	10	5	NC	51	35	NC	39	59	NC	NA	1
Hispanic	117	2051	33608	100	100	99	443	449	462	9	8	6	51	44	36	39	47	57	NA	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	--	20	4128	--	100	97	--	445	464	--	15	4	--	45	39	--	40	56	--	NA	1
White	NC	164	36213	NC	99	99	NC	454	489	NC	8	2	NC	49	22	NC	42	72	NC	1	3
Students with Disabilities	15	329	10526	100	100	94	387	397	427	47	26	15	33	58	53	20	15	31	NA	0	1
Students without Disabilities	114	2002	69846	100	100	100	452	458	482	5	5	3	51	42	26	44	52	69	NA	0	2
Limited English Proficient Students	42	907	12747	100	100	97	400	419	432	21	15	12	67	62	52	12	23	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	105	1840	38521	100	99	98	441	449	461	10	8	6	51	46	38	38	46	55	NA	0	1
Non-Economically Disadvantaged	24	491	41851	100	100	100	466	451	489	8	10	3	38	40	22	54	49	72	NA	1	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	147	2249	79306	100	100	99	499	487	504	20	20	13	19	24	20	44	46	49	17	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1112	38845	100	100	99	498	486	505	24	19	11	15	25	20	42	47	50	19	9	18
Male	73	1134	40383	100	100	98	500	487	504	15	20	14	23	24	19	47	46	47	15	10	19
African American	12	102	4171	100	100	98	507	475	485	17	29	20	17	25	26	50	41	44	17	5	10
Hispanic	129	1952	32673	100	100	99	497	486	487	20	20	18	19	25	25	45	46	46	16	10	10
Asian/Pacific Islander	--	13	2147	--	100	99	--	524	539	--	8	5	--	NA	10	--	69	46	--	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	29	300	10286	100	100	91	456	447	462	45	51	41	41	31	27	10	17	27	3	1	5
Students without Disabilities	118	1949	69020	100	100	100	508	492	510	14	15	9	14	23	18	53	51	52	20	11	21
Limited English Proficient Students	50	667	10291	100	100	96	458	456	458	44	39	38	24	34	34	30	25	26	2	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	115	1730	37437	100	98	97	497	485	486	23	20	19	18	24	26	39	46	46	20	9	9
Non-Economically Disadvantaged	32	519	41869	100	100	100	504	493	521	9	17	7	22	24	14	63	46	51	6	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	147	2221	79000	100	99	98	465	468	489	21	16	10	33	35	24	42	47	58	3	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1101	38774	100	100	99	469	471	494	18	13	7	38	35	22	41	49	61	4	3	10
Male	73	1118	40150	100	99	98	460	466	485	25	19	12	29	35	25	44	44	55	3	3	8
African American	12	101	4153	100	99	98	475	467	476	17	15	13	33	41	30	42	43	53	8	2	4
Hispanic	129	1926	32508	100	99	98	463	467	472	20	16	15	35	36	33	43	46	49	2	2	3
Asian/Pacific Islander	--	13	2142	--	100	99	--	496	510	--	8	4	--	15	14	--	62	67	--	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	29	273	9991	100	91	88	426	429	449	66	48	33	21	40	36	14	12	29	NA	NA	2
Students without Disabilities	118	1948	69009	100	100	100	472	473	495	10	11	6	36	34	22	49	51	62	4	3	10
Limited English Proficient Students	50	647	10199	100	97	95	431	436	439	44	37	35	44	50	47	12	13	18	NA	0	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	115	1704	37234	100	97	97	462	466	472	23	17	15	33	36	33	40	45	50	3	2	3
Non-Economically Disadvantaged	32	517	41766	100	100	99	473	475	505	13	14	5	34	31	16	50	50	65	3	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	459	469	496	20	12	7	46	52	37	35	36	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1115	39016	100	100	99	473	482	511	15	8	4	45	48	29	41	44	66	NA	NA	1
Male	73	1141	40519	100	100	98	445	456	482	25	16	10	47	57	44	29	27	46	NA	0	0
African American	12	102	4188	100	100	98	480	469	486	17	16	9	25	42	40	58	42	50	NA	NA	0
Hispanic	129	1961	32855	100	100	99	457	469	481	19	12	10	50	53	43	31	35	47	NA	0	0
Asian/Pacific Islander	--	13	2149	--	100	100	--	477	519	--	8	4	--	46	24	--	46	70	--	NA	2
American Indian/Alaskan Native	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	29	307	10664	100	100	94	411	418	440	41	32	23	41	58	54	17	9	22	NA	0	1
Students without Disabilities	118	1951	68947	100	100	100	469	476	504	14	9	4	47	51	34	39	40	61	NA	NA	1
Limited English Proficient Students	50	670	10362	100	100	97	400	422	438	48	28	22	40	61	57	12	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	115	1741	37626	100	99	98	460	468	479	19	12	10	47	54	45	34	35	45	NA	0	0
Non-Economically Disadvantaged	32	517	41985	100	100	100	453	472	511	22	13	4	41	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

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	64	2094	79327	100	100	98	552	500	518	8	24	19	11	25	20	44	44	46	38	7	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1066	38961	100	100	98	560	502	520	NA	21	16	8	27	20	45	45	48	47	7	16
Male	26	1024	40295	100	99	97	540	497	516	19	27	21	15	23	19	42	43	44	23	7	16
African American	NC	97	4247	NC	99	98	NC	490	499	NC	23	27	NC	36	24	NC	40	41	NC	1	8
Hispanic	57	1836	32327	100	100	98	551	499	499	7	25	27	12	25	25	44	44	41	37	7	8
Asian/Pacific Islander	--	10	1939	--	100	99	--	NA	556	--	NA	6	--	NA	10	--	NA	47	--	NA	36
American Indian/Alaskan Native	--	20	4391	--	95	96	--	501	489	--	10	32	--	30	27	--	60	36	--	NA	4
White	NC	130	36373	NC	99	98	NC	512	538	NC	20	10	NC	16	14	NC	52	52	NC	12	25
Students with Disabilities	13	222	9321	100	94	87	477	456	467	38	62	54	38	24	22	15	13	21	8	1	3
Students without Disabilities	51	1872	70006	100	100	100	561	504	524	NA	20	14	4	25	19	51	48	49	45	7	18
Limited English Proficient Students	11	554	9431	100	99	95	502	466	466	18	54	53	36	25	27	36	21	18	9	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	54	1672	37097	100	99	97	550	500	498	9	24	27	13	25	25	43	44	41	35	7	7
Non-Economically Disadvantaged	10	422	42230	100	100	99	NA	499	535	NA	23	11	NA	26	15	NA	43	50	NA	8	24

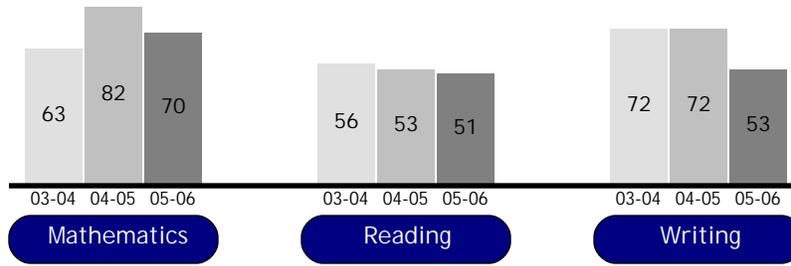
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	2086	79501	97	99	98	492	474	497	6	17	10	26	36	25	65	46	60	3	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1061	39062	100	99	99	496	479	502	8	14	8	21	36	23	66	49	64	5	1	5
Male	24	1021	40368	92	99	98	484	470	491	4	21	13	33	36	27	63	43	57	NA	0	3
African American	NC	97	4279	NC	99	99	NC	472	485	NC	12	14	NC	44	30	NC	43	54	NC	NA	2
Hispanic	55	1827	32389	96	99	98	489	473	478	7	18	16	27	37	34	62	45	48	4	1	1
Asian/Pacific Islander	--	10	1936	--	100	99	--	NA	519	--	NA	3	--	NA	14	--	NA	73	--	NA	9
American Indian/Alaskan Native	--	20	4401	--	95	96	--	490	473	--	15	17	--	35	40	--	40	43	--	10	1
White	NC	131	36446	NC	100	99	NC	492	516	NC	11	4	NC	27	15	NC	61	73	NC	2	7
Students with Disabilities	11	214	9411	85	91	88	452	430	453	18	53	36	27	37	36	45	9	26	9	0	1
Students without Disabilities	51	1872	70090	100	100	100	495	479	502	4	13	7	25	36	24	69	50	65	2	1	5
Limited English Proficient Students	10	545	9401	91	97	94	NA	440	443	NA	42	40	NA	45	46	NA	13	14	NA	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	52	1662	37183	96	98	97	490	474	479	8	17	16	27	37	34	63	46	49	2	1	1
Non-Economically Disadvantaged	10	424	42318	100	100	99	NA	477	513	NA	17	5	NA	34	17	NA	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	64	2089	80000	100	100	99	576	541	564	2	3	3	9	18	11	78	75	75	11	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1064	39288	100	100	99	599	557	579	NA	2	2	NA	11	6	82	82	77	18	5	16
Male	26	1022	40644	100	99	98	535	524	549	4	5	4	23	26	15	73	68	74	NA	2	7
African American	NC	95	4307	NC	97	99	NC	541	551	NC	3	4	NC	18	13	NC	75	75	NC	4	7
Hispanic	57	1834	32672	100	100	99	571	540	548	2	3	4	9	18	14	81	75	76	9	3	6
Asian/Pacific Islander	--	10	1945	--	100	99	--	NA	592	--	NA	1	--	NA	4	--	NA	69	--	NA	25
American Indian/Alaskan Native	--	18	4424	--	86	97	--	552	549	--	NA	3	--	17	14	--	72	77	--	11	5
White	NC	131	36602	NC	100	99	NC	547	579	NC	2	2	NC	18	7	NC	72	75	NC	8	16
Students with Disabilities	13	228	9919	100	97	93	499	480	505	NA	7	9	38	54	35	54	39	54	8	0	2
Students without Disabilities	51	1861	70081	100	100	100	585	547	571	2	3	2	2	14	7	84	79	79	12	4	12
Limited English Proficient Students	11	554	9571	100	99	96	518	491	502	NA	10	10	27	38	29	73	52	60	NA	0	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	54	1671	37534	100	99	98	570	541	547	2	3	4	11	19	15	81	76	76	6	3	5
Non-Economically Disadvantaged	10	418	42466	100	100	100	NA	538	578	NA	6	2	NA	17	7	NA	72	75	NA	6	16

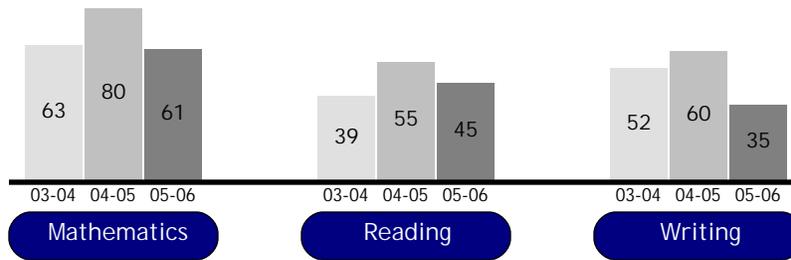
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	50	NA	58	91	37	30	47	99	22	24	46
	Language	94	40	28	50	91	47	34	47	99	30	28	48
	Mathematics	92	44	37	64	91	44	34	50	99	30	30	52
3	Reading	96	36	NA	55	95	30	28	44	95	27	24	46
	Language	97	48	40	61	95	37	32	44	95	35	28	46
	Mathematics	96	50	40	61	95	50	43	51	95	46	39	52
4	Reading	98	34	NA	56	93	34	34	48	97	34	34	52
	Language	98	37	34	52	93	37	38	49	97	41	37	52
	Mathematics	98	49	39	61	93	48	42	53	97	46	44	58
5	Reading	97	35	NA	55	95	39	38	50	97	34	37	56
	Language	96	45	36	49	95	44	40	50	97	37	35	54
	Mathematics	97	74	48	63	95	52	43	49	97	39	39	52
6	Reading	95	39	NA	56	NC	NC	40	51	89	50	41	56
	Language	95	36	32	48	NC	NC	37	47	89	54	35	50
	Mathematics	95	62	51	66	NC	NC	42	52	89	75	44	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

- 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
- Ü School Improvement Plan 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	5.00

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 Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly 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 Tuesday Health Clinic
- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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.

- ü Palm Lane was one of three schools in the district to receive the Reading First Grant for the upcoming 2005-2006 school year. The Reading First framework will focus on getting all students to read at grade level by the end of third grade.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	94	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

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 2005-06 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.

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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** 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.