



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7125 W. Encanto Blvd., 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
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 : Mrs. Mary Kay Radavich
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 Web Address : cartwright.k12.az.us
 Phone Number : (623) 691-5600
 Fax Number : (623) 691-5620
 E-mail : mradavich@pera.cartwright.k12.az.us

Mission

The mission of Peralta Elementary School is to create a positive and safe learning environment where all children achieve academic, personal and social success in order to become responsible and productive members of the community.

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 Teachers will emphasize the reading and writing processes in their rooms by modeling writing daily, expecting students to write daily in draftbooks and meeting with students in reading groups geared toward individual student needs.
- ü Math instruction will focus on the language of mathematics and student generated strategies so students learn to solve math problems with higher order thinking skills. These strategies will be displayed in the classrooms to aid student understanding.
- ü Science and Social Studies standards will be integrated into daily instruction through meaningful activities that will allow students to use the important language and concepts involved.
- ü Teachers will use formative and summative assessments to determine whole group and individual activities in all content areas. District assessments will be administered in math, reading and writing.

Enrollment

October 1, 2005 School Year Student Enrollment : 1026
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 1037

Instructional Programs

- On-site Special Education
- ESL - Structured English Immersion
- ELD - English Language Development
- Instructional Coaching
- Literacy-Based Intervention Program
- Homework Club
- Response To Intervention Program
- Instructional Focus Grade 2 - 3

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/7/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Peralta will provide a safe learning environment that encourages all students to meet state standards in literacy, mathematics and content area subjects. The school will provide opportunities for parents to become involved in their child's learning through homework and parent involvement nights covering literacy, mathematics and special areas. All staff will treat students, parents and community members with respect and dignity.

Parents

Peralta parents show they value their child's education by communicating with teachers, providing reading time, encouraging good attendance, ensuring homework completion, participating in school activities and becoming involved in important decisions. Parents should not only come to parent conferences, but become involved in any way they can at school. By coming to the monthly parent involvement nights, parents show their kids that school is important.

Transportation Policy

Peralta School has no bus transportation. Cartwright School District will not provide transportation for open enrollment students.

School Honors

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

Award/Honor	Year
• AZ Association for Bilingual Education Essay Winner	2003

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	174	2329	80010	100	100	99	419	431	447	17	15	10	36	26	18	43	51	53	4	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	1172	38935	100	99	99	423	432	447	9	13	9	40	27	19	48	53	55	2	8	17
Male	88	1150	40974	100	100	98	416	430	448	24	17	11	32	25	18	39	49	52	6	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	153	2074	34545	100	100	99	420	430	432	17	15	14	34	26	24	44	51	53	5	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	21	283	10161	100	99	93	385	399	419	48	40	28	43	36	28	10	22	36	NA	3	8
Students without Disabilities	153	2046	69849	100	100	100	424	435	451	12	11	7	35	25	17	48	55	56	5	9	19
Limited English Proficient Students	75	964	14013	100	100	97	404	410	413	21	25	24	45	36	34	33	36	39	NA	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	130	1802	39029	99	99	98	419	430	432	18	15	14	38	27	25	42	51	52	3	7	9
Non-Economically Disadvantaged	44	527	40981	100	100	100	421	435	462	14	15	6	32	24	13	48	49	54	7	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	174	2279	79438	100	98	98	416	427	451	28	20	9	32	32	24	39	44	56	2	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	1157	38775	100	98	99	422	432	457	19	16	7	32	31	22	48	48	58	1	4	13
Male	88	1115	40560	100	97	97	410	422	446	35	23	12	32	33	25	30	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	153	2029	34297	100	98	98	415	426	434	27	20	14	33	33	31	38	44	50	2	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	21	239	9588	100	84	88	375	383	416	62	56	30	29	28	32	10	14	34	NA	2	5
Students without Disabilities	153	2040	69850	100	100	100	421	432	456	23	15	7	32	33	23	42	48	59	3	4	12
Limited English Proficient Students	75	931	13856	100	97	96	388	398	407	44	35	27	43	44	43	13	20	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	130	1760	38685	99	96	97	414	426	435	28	20	14	32	33	32	38	44	50	2	3	5
Non-Economically Disadvantaged	44	519	40753	100	100	99	420	432	467	25	18	5	32	30	16	39	46	62	5	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	173	2329	79971	100	100	99	381	397	423	18	14	8	55	51	41	25	35	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	1176	38974	100	100	99	402	409	437	9	10	5	54	46	33	34	43	57	2	1	4
Male	88	1147	40895	100	100	98	359	384	410	27	17	10	56	57	47	17	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	152	2072	34481	100	100	99	381	396	410	19	14	10	53	51	46	26	35	43	1	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	21	288	10258	100	100	94	289	328	377	57	44	23	43	46	51	NA	10	25	NA	0	1
Students without Disabilities	152	2041	69713	100	100	100	393	406	429	13	9	5	57	52	39	29	38	52	1	1	3
Limited English Proficient Students	74	964	13985	100	100	97	354	366	382	30	24	18	50	58	54	20	19	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	130	1805	38994	99	99	98	384	398	409	17	13	10	58	52	47	24	34	41	2	1	1
Non-Economically Disadvantaged	43	524	40977	100	100	100	371	393	437	23	16	5	47	48	34	30	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	158	2306	80147	88	99	99	448	461	482	19	18	11	30	24	17	46	47	49	5	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	1105	39281	87	99	99	443	462	483	20	17	9	32	24	17	45	48	50	3	11	24
Male	87	1195	40780	90	99	98	451	461	482	18	18	12	28	24	17	47	46	48	7	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	142	2028	33494	88	99	99	446	460	466	19	18	15	32	25	23	45	47	49	4	11	14
Asian/Pacific Islander	--	14	2103	--	100	99	--	508	515	--	NA	4	--	7	8	--	71	44	--	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	NC	164	36122	NC	99	99	NC	477	501	NC	12	5	NC	18	10	NC	51	50	NC	20	35
Students with Disabilities	19	319	10295	90	97	92	411	423	443	53	50	33	32	28	26	16	21	33	NA	2	8
Students without Disabilities	139	1987	69852	88	100	100	453	467	488	14	12	7	29	23	16	50	51	51	6	13	26
Limited English Proficient Students	72	884	12722	78	97	97	432	436	441	28	31	27	42	34	33	28	32	37	3	2	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	125	1814	38371	86	98	97	447	460	465	19	18	15	29	25	23	47	47	49	5	11	13
Non-Economically Disadvantaged	33	492	41776	100	100	100	450	468	498	18	17	6	33	20	11	42	48	49	6	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	180	2296	79686	100	99	98	432	445	470	33	20	11	33	35	24	32	43	57	2	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	1102	39163	99	99	99	434	450	475	31	15	9	35	37	22	33	45	60	1	3	10
Male	99	1188	40438	100	99	97	431	440	465	35	25	13	31	33	25	31	40	54	2	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	163	2023	33299	100	99	98	431	444	452	34	21	17	33	36	32	32	41	47	1	2	3
Asian/Pacific Islander	--	14	2097	--	100	99	--	477	490	--	7	5	--	14	13	--	71	68	--	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	NC	160	35914	NC	97	98	NC	465	489	NC	13	5	NC	24	15	NC	58	67	NC	6	14
Students with Disabilities	20	289	9808	95	88	87	387	410	432	80	51	35	15	33	32	5	16	30	NA	0	3
Students without Disabilities	160	2007	69878	100	100	100	438	450	475	28	16	8	35	35	23	36	46	61	2	2	9
Limited English Proficient Students	93	885	12594	100	97	96	410	416	422	51	39	34	39	47	45	11	14	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	145	1805	38095	99	97	97	433	443	452	32	21	17	33	36	32	33	42	48	1	2	3
Non-Economically Disadvantaged	35	491	41591	100	100	99	428	452	486	37	19	6	31	30	16	29	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	179	2331	80372	100	100	99	437	450	475	9	8	4	52	45	30	39	47	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	1118	39452	100	100	99	451	465	488	5	5	3	48	36	22	48	58	72	NA	1	3
Male	97	1207	40836	100	100	98	425	436	464	12	11	6	56	53	37	32	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	163	2051	33608	100	100	99	434	449	462	9	8	6	53	44	36	37	47	57	NA	0	1
Asian/Pacific Islander	--	14	2098	--	100	99	--	491	500	--	NA	2	--	29	16	--	64	75	--	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	NC	164	36213	NC	99	99	NC	454	489	NC	8	2	NC	49	22	NC	42	72	NC	1	3
Students with Disabilities	21	329	10526	100	100	94	383	397	427	24	26	15	71	58	53	5	15	31	NA	0	1
Students without Disabilities	158	2002	69846	100	100	100	444	458	482	7	5	3	49	42	26	44	52	69	NA	0	2
Limited English Proficient Students	93	907	12747	100	100	97	408	419	432	16	15	12	66	62	52	18	23	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	146	1840	38521	100	99	98	437	449	461	9	8	6	52	46	38	39	46	55	NA	0	1
Non-Economically Disadvantaged	33	491	41851	100	100	100	435	451	489	9	10	3	52	40	22	39	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	156	2249	79306	100	100	99	484	487	504	19	20	13	28	24	20	43	46	49	10	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	1112	38845	100	100	99	473	486	505	23	19	11	30	25	20	44	47	50	3	9	18
Male	77	1134	40383	100	100	98	495	487	504	14	20	14	26	24	19	42	46	47	18	10	19
African American	NC	102	4171	NC	100	98	NC	475	485	NC	29	20	NC	25	26	NC	41	44	NC	5	10
Hispanic	136	1952	32673	100	100	99	485	486	487	18	20	18	28	25	25	43	46	46	12	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	11	159	36234	100	100	99	481	497	523	18	13	6	36	21	13	45	56	52	NA	10	28
Students with Disabilities	16	300	10286	100	100	91	439	447	462	63	51	41	31	31	27	6	17	27	NA	1	5
Students without Disabilities	140	1949	69020	100	100	100	489	492	510	14	15	9	28	23	18	47	51	52	11	11	21
Limited English Proficient Students	35	667	10291	100	100	96	456	456	458	40	39	38	29	34	34	31	25	26	NA	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	110	1730	37437	100	98	97	482	485	486	17	20	19	27	24	26	48	46	46	7	9	9
Non-Economically Disadvantaged	46	519	41869	100	100	100	488	493	521	22	17	7	30	24	14	30	46	51	17	12	27

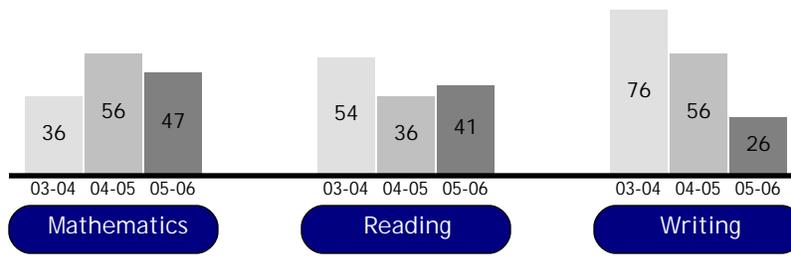
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	156	2221	79000	100	99	98	472	468	489	16	16	10	31	35	24	49	47	58	4	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	1101	38774	100	100	99	471	471	494	10	13	7	35	35	22	52	49	61	3	3	10
Male	77	1118	40150	100	99	98	472	466	485	22	19	12	26	35	25	47	44	55	5	3	8
African American	NC	101	4153	NC	99	98	NC	467	476	NC	15	13	NC	41	30	NC	43	53	NC	2	4
Hispanic	136	1926	32508	100	99	98	472	467	472	15	16	15	32	36	33	49	46	49	4	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	11	158	36135	100	100	98	474	483	508	18	13	4	18	27	14	55	55	67	9	6	15
Students with Disabilities	16	273	9991	100	91	88	425	429	449	56	48	33	44	40	36	NA	12	29	NA	NA	2
Students without Disabilities	140	1948	69009	100	100	100	477	473	495	11	11	6	29	34	22	55	51	62	4	3	10
Limited English Proficient Students	35	647	10199	100	97	95	439	436	439	34	37	35	51	50	47	14	13	18	NA	0	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	110	1704	37234	100	97	97	471	466	472	16	17	15	32	36	33	48	45	50	4	2	3
Non-Economically Disadvantaged	46	517	41766	100	100	99	474	475	505	15	14	5	28	31	16	52	50	65	4	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	156	2258	79611	100	100	99	480	469	496	10	12	7	42	52	37	47	36	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	1115	39016	100	100	99	492	482	511	8	8	4	32	48	29	61	44	66	NA	NA	1
Male	77	1141	40519	100	100	98	467	456	482	13	16	10	53	57	44	34	27	46	NA	0	0
African American	NC	102	4188	NC	100	98	NC	469	486	NC	16	9	NC	42	40	NC	42	50	NC	NA	0
Hispanic	136	1961	32855	100	100	99	477	469	481	10	12	10	45	53	43	45	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	11	159	36380	100	100	99	502	475	511	9	11	4	27	52	30	64	37	65	NA	NA	1
Students with Disabilities	16	307	10664	100	100	94	412	418	440	38	32	23	63	58	54	NA	9	22	NA	0	1
Students without Disabilities	140	1951	68947	100	100	100	488	476	504	7	9	4	40	51	34	53	40	61	NA	NA	1
Limited English Proficient Students	35	670	10362	100	100	97	415	422	438	31	28	22	57	61	57	11	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	110	1741	37626	100	99	98	482	468	479	8	12	10	42	54	45	50	35	45	NA	0	0
Non-Economically Disadvantaged	46	517	41985	100	100	100	476	472	511	15	13	4	43	48	30	41	39	65	NA	NA	1

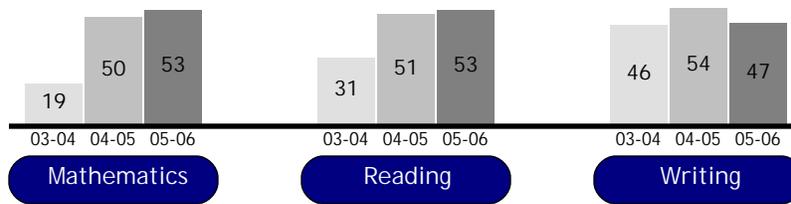
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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	95	37	NA	58	99	31	30	47	100	22	24	46
	Language	97	27	28	50	99	34	34	47	100	28	28	48
	Mathematics	97	40	37	64	99	35	34	50	100	27	30	52
3	Reading	97	33	NA	55	95	26	28	44	100	21	24	46
	Language	97	38	40	61	95	28	32	44	100	24	28	46
	Mathematics	97	30	40	61	95	38	43	51	100	32	39	52
4	Reading	97	26	NA	56	98	37	34	48	100	25	34	52
	Language	97	30	34	52	98	38	38	49	100	25	37	52
	Mathematics	97	30	39	61	98	35	42	53	100	32	44	58
5	Reading	96	34	NA	55	98	38	38	50	100	41	37	56
	Language	97	30	36	49	98	40	40	50	100	35	35	54
	Mathematics	96	40	48	63	98	38	43	49	100	43	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)
- 3 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Strategic Planning/ School Improvement
- Ü Needs Assessment Surveys
- Ü Analysis of Test and Survey Data
- Ü Program Analysis
- Ü Community Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	63.00
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	1	0	0
4 to 6 years	3	5	0	0
7 to 9 years	2	3	0	0
10 or more years	6	19	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	65
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	9%

Resources Available at School Site

Special Facilities

- Ü Library with 15 Computers
- Ü Music, Band, and PE Rooms
- Ü Art Room
- Ü Two Book Rooms with Teaching Resources

Extracurricular Activities

- Ü Student Council
- Ü Student Leadership - 5th Grade
- Ü Literacy Intervention Programs
- Ü Student Newspaper
- Ü Homework Club
- Ü Art Club
- Ü PE Club
- Ü Chorus and More Singing Group

Social Services

- Ü Parenting Classes in English/Spanish
- Ü Jewish Family Services
- Ü Prehab Prevention Services
- Ü Healthy Kids Dental
- Ü Breakfast/Lunch Programs
- Ü Parent Liason - Community Outreach
- Ü Curriculum Nights
- Ü Coffee Talk - Parent Selected Topics

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Peralta implemented an English Language Program that provides instruction to all students at each stage of language acquisition. Students receive 150 minutes of intense oral language instruction weekly using research based materials and strategies.
- ü Peralta is a Response to Intervention Pilot School emphasizing peer collaboration and teamwork. Teachers work together to plan and effectively implement research based strategies that impact the learning of students at all ability levels.
- ü Peralta emphasizes differentiated instruction and effective strategies for second language learners. Content language is implemented systematically and our instructional focus is based on State Standards and individual school and student data.
- ü Parent involvement is at an all time high. Parents attend monthly events that impact student learning and bridge the gap between home and school. Volunteer Tuesdays find many parents in classrooms and on campus making a difference for kids.

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	95	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 are a uniform school. Visitors are required to check-in at the office and wear a Visitor's Pass, if they remain on campus. We practice drills for fire and other emergencies. The main parking lot has been modified to bring after-school traffic off of 71st Avenue and on to Alverado so parents can pick up thier children at the blue canopy. This will eliminate cars from turning into a pedestrian crossing. A chilled water fountain was added to the courts to reduce problems with the heat.

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	Mrs. Mary Kay Radavich	(623) 691-5600
Transportation Policy	Mr. Henry Meza	(623) 691-4095
Community Resources	Mrs. Deborah Kuenzli	(623) 691-5600
School Nutrition Programs	Mrs. Joan Yoakley	(623) 691-5630
Parent Organization	Mrs. Flor Doyle	(623) 691-5600
Student Health/Nurse	Mrs. Barbara Spayde	(623) 691-5615

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.