

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2533 N. 60th Ave, 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 LEARNS<sup>1</sup>

#### 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 : Dr. Darlene Little  
 Schedule : 07:30 AM to 04:45 PM  
 Grades : K-5  
 Web Address : www.cartwright  
 Phone Number : (623) 691-5700  
 Fax Number : (623) 691-5720  
 E-mail : dlittle@barr.cartwright.k12.az.us

### Mission

We are committed to providing a quality education that meets the needs of a diverse student body. By providing opportunities and support for students, we help them to reach their maximum potential. We believe we are all - staff, students, and parents-learners and that learning is a lifelong process. We work to support and challenge all of our learners by providing a supportive, high quality learning environment to best help everyone reach their full potential.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
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 educational opportunities that meet the needs of our diverse learning community.
- ü To improve achievement levels of all students and assure at least one years gain as measured by AIMS.
- ü To provide students a solid academic foundation emphasizing reading, writing, and mathematics.
- ü To increase the percentage of students who meet or exceed state standards in reading, writing, and mathematics as measured by AIMS.

### Enrollment

October 1, 2005 School Year Student Enrollment : 598  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 20

Instructional Programs

- ü Ongoing Prof. Development
- ü Special Education w/Itinerant Services
- ü After School Progr/Academic Intervention
- ü Technology Lab w/Internet Capability
- ü Music/PE/Art/Band & Strings
- ü Reading Recovery/All Day Kindergarten
- ü Structured English Immersion
- ü Literacy Based School w/in a School

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

We communicate our expectations for high academic standards. We place a priority on providing students with an opportunity to learn within a safe, stimulating environment. We encourage and support parent involvement. We report student progress to parents using a variety of formal and informal techniques. Our handbook is sent home at the beginning of every year, and a school newsletter is published on a regular basis. Teachers also publish and send home individualized classroom newsletters.

Parents

To ensure child attends school on time daily, prepared for optimal learning. Support school policies. Read with their child daily. Return all school communications promptly. Provide the school with a current working phone number for parent contact.

Transportation Policy

We are a neighborhood school. Most students walk or ride bikes. They are expected to cross the street with care and follow the crossing guards' instructions. Bus transportation is provided for distances over one mile for K-3 students and field trips.

School Honors

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

Award/Honor	Year
ü 1st Grade Received Project GOAL Award	2003
ü One Teacher Honored as District Employee of the Month	2004
ü Received anonymous \$5000 clothing grant	2005
ü Teacher earned National Board Certification	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	121	2329	80010	100	100	99	422	431	447	22	15	10	26	26	18	47	51	53	4	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1172	38935	100	99	99	423	432	447	18	13	9	28	27	19	51	53	55	4	8	17
Male	64	1150	40974	100	100	98	421	430	448	27	17	11	25	25	18	44	49	52	5	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	422	430	432	22	15	14	27	26	24	47	51	53	4	8	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	446	474	NC	7	4	NC	33	10	NC	40	50	NC	20	36
American Indian/Alaskan Native	--	25	3979	--	100	96	--	420	424	--	20	17	--	40	30	--	32	47	--	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	12	283	10161	100	99	93	387	399	419	58	40	28	25	36	28	17	22	36	NA	3	8
Students without Disabilities	109	2046	69849	100	100	100	426	435	451	18	11	7	27	25	17	50	55	56	5	9	19
Limited English Proficient Students	52	964	14013	100	100	97	401	410	413	37	25	24	37	36	34	25	36	39	2	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	86	1802	39029	99	99	98	421	430	432	23	15	14	24	27	25	49	51	52	3	7	9
Non-Economically Disadvantaged	35	527	40981	100	100	100	424	435	462	20	15	6	31	24	13	43	49	54	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	121	2279	79438	100	98	98	422	427	451	21	20	9	34	32	24	44	44	56	2	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1157	38775	100	98	99	424	432	457	25	16	7	28	31	22	44	48	58	4	4	13
Male	64	1115	40560	100	97	97	420	422	446	17	23	12	39	33	25	44	40	54	NA	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	118	2029	34297	100	98	98	422	426	434	21	20	14	34	33	31	43	44	50	2	3	5
Asian/Pacific Islander	NC	15	2063	NC	100	99	NC	436	475	NC	20	3	NC	20	15	NC	60	63	NC	NA	20
American Indian/Alaskan Native	--	25	3940	--	100	95	--	416	429	--	32	14	--	28	36	--	40	47	--	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	12	239	9588	100	84	88	385	383	416	58	56	30	33	28	32	8	14	34	NA	2	5
Students without Disabilities	109	2040	69850	100	100	100	426	432	456	17	15	7	34	33	23	48	48	59	2	4	12
Limited English Proficient Students	52	931	13856	100	97	96	397	398	407	35	35	27	46	44	43	19	20	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	86	1760	38685	99	96	97	419	426	435	24	20	14	31	33	32	43	44	50	1	3	5
Non-Economically Disadvantaged	35	519	40753	100	100	99	428	432	467	11	18	5	40	30	16	46	46	62	3	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	120	2329	79971	100	100	99	388	397	423	17	14	8	53	51	41	30	35	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1176	38974	100	100	99	382	409	437	21	10	5	44	46	33	35	43	57	NA	1	4
Male	63	1147	40895	100	100	98	394	384	410	13	17	10	62	57	47	25	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	117	2072	34481	100	100	99	387	396	410	17	14	10	53	51	46	30	35	43	NA	1	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	416	449	NC	NA	4	NC	67	28	NC	33	60	NC	NA	8
American Indian/Alaskan Native	--	25	3995	--	100	96	--	398	409	--	8	10	--	68	47	--	24	42	--	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	12	288	10258	100	100	94	325	328	377	50	44	23	42	46	51	8	10	25	NA	0	1
Students without Disabilities	108	2041	69713	100	100	100	395	406	429	13	9	5	55	52	39	32	38	52	NA	1	3
Limited English Proficient Students	51	964	13985	98	100	97	368	366	382	25	24	18	57	58	54	18	19	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	85	1805	38994	98	99	98	386	398	409	19	13	10	51	52	47	31	34	41	NA	1	1
Non-Economically Disadvantaged	35	524	40977	100	100	100	393	393	437	11	16	5	60	48	34	29	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	102	2306	80147	100	99	99	488	461	482	11	18	11	15	24	17	41	47	49	33	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1105	39281	98	99	99	492	462	483	6	17	9	12	24	17	52	48	50	30	11	24
Male	51	1195	40780	100	99	98	484	461	482	16	18	12	18	24	17	29	46	48	37	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	93	2028	33494	100	99	99	488	460	466	11	18	15	15	25	23	40	47	49	34	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	100	97	92	444	423	443	37	50	33	16	28	26	37	21	33	11	2	8
Students without Disabilities	83	1987	69852	100	100	100	498	467	488	5	12	7	14	23	16	42	51	51	39	13	26
Limited English Proficient Students	37	884	12722	100	97	97	453	436	441	22	31	27	24	34	33	41	32	37	14	2	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	77	1814	38371	99	98	97	498	460	465	8	18	15	14	25	23	36	47	49	42	11	13
Non-Economically Disadvantaged	25	492	41776	100	100	100	457	468	498	20	17	6	16	20	11	56	48	49	8	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	102	2296	79686	100	99	98	455	445	470	16	20	11	32	35	24	51	43	57	1	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1102	39163	98	99	99	461	450	475	10	15	9	38	37	22	50	45	60	2	3	10
Male	51	1188	40438	100	99	97	449	440	465	22	25	13	25	33	25	53	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	93	2023	33299	100	99	98	454	444	452	16	21	17	33	36	32	49	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	19	289	9808	100	88	87	426	410	432	37	51	35	37	33	32	26	16	30	NA	0	3
Students without Disabilities	83	2007	69878	100	100	100	461	450	475	11	16	8	31	35	23	57	46	61	1	2	9
Limited English Proficient Students	37	885	12594	100	97	96	422	416	422	32	39	34	57	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	77	1805	38095	99	97	97	460	443	452	10	21	17	32	36	32	56	42	48	1	2	3
Non-Economically Disadvantaged	25	491	41591	100	100	99	440	452	486	32	19	6	32	30	16	36	46	65	NA	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	102	2331	80372	100	100	99	465	450	475	5	8	4	32	45	30	63	47	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1118	39452	98	100	99	481	465	488	2	5	3	26	36	22	72	58	72	NA	1	3
Male	51	1207	40836	100	100	98	450	436	464	8	11	6	39	53	37	53	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	93	2051	33608	100	100	99	465	449	462	5	8	6	32	44	36	62	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	19	329	10526	100	100	94	421	397	427	16	26	15	47	58	53	37	15	31	NA	0	1
Students without Disabilities	83	2002	69846	100	100	100	476	458	482	2	5	3	29	42	26	69	52	69	NA	0	2
Limited English Proficient Students	37	907	12747	100	100	97	435	419	432	8	15	12	57	62	52	35	23	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	77	1840	38521	99	99	98	476	449	461	1	8	6	34	46	38	65	46	55	NA	0	1
Non-Economically Disadvantaged	25	491	41851	100	100	100	434	451	489	16	10	3	28	40	22	56	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	107	2249	79306	100	100	99	491	487	504	16	20	13	21	24	20	53	46	49	10	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1112	38845	98	100	99	492	486	505	12	19	11	22	25	20	55	47	50	10	9	18
Male	49	1134	40383	100	100	98	490	487	504	20	20	14	18	24	19	51	46	47	10	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	95	1952	32673	100	100	99	491	486	487	17	20	18	21	25	25	52	46	46	11	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	14	300	10286	100	100	91	454	447	462	50	51	41	21	31	27	29	17	27	NA	1	5
Students without Disabilities	93	1949	69020	100	100	100	497	492	510	11	15	9	20	23	18	57	51	52	12	11	21
Limited English Proficient Students	34	667	10291	100	100	96	457	456	458	32	39	38	41	34	34	24	25	26	3	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	78	1730	37437	99	98	97	495	485	486	12	20	19	24	24	26	53	46	46	12	9	9
Non-Economically Disadvantaged	29	519	41869	100	100	100	481	493	521	28	17	7	10	24	14	55	46	51	7	12	27

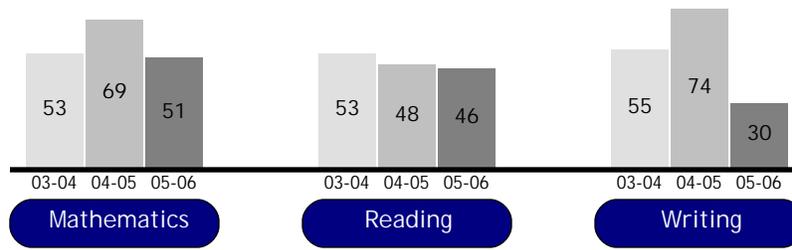
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2221	79000	100	99	98	471	468	489	17	16	10	32	35	24	50	47	58	2	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1101	38774	98	100	99	476	471	494	10	13	7	34	35	22	52	49	61	3	3	10
Male	49	1118	40150	100	99	98	464	466	485	24	19	12	29	35	25	47	44	55	NA	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	95	1926	32508	100	99	98	469	467	472	19	16	15	31	36	33	48	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	14	273	9991	100	91	88	429	429	449	43	48	33	50	40	36	7	12	29	NA	NA	2
Students without Disabilities	93	1948	69009	100	100	100	477	473	495	13	11	6	29	34	22	56	51	62	2	3	10
Limited English Proficient Students	34	647	10199	100	97	95	438	436	439	41	37	35	44	50	47	15	13	18	NA	0	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	78	1704	37234	99	97	97	471	466	472	17	17	15	31	36	33	51	45	50	1	2	3
Non-Economically Disadvantaged	29	517	41766	100	100	99	470	475	505	17	14	5	34	31	16	45	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	108	2258	79611	100	100	99	477	469	496	7	12	7	52	52	37	41	36	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1115	39016	100	100	99	483	482	511	8	8	4	46	48	29	46	44	66	NA	NA	1
Male	49	1141	40519	100	100	98	470	456	482	6	16	10	59	57	44	35	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	96	1961	32855	100	100	99	475	469	481	8	12	10	51	53	43	41	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	14	307	10664	100	100	94	449	418	440	7	32	23	93	58	54	NA	9	22	NA	0	1
Students without Disabilities	94	1951	68947	100	100	100	481	476	504	7	9	4	46	51	34	47	40	61	NA	NA	1
Limited English Proficient Students	34	670	10362	100	100	97	442	422	438	15	28	22	74	61	57	12	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	79	1741	37626	100	99	98	483	468	479	5	12	10	53	54	45	42	35	45	NA	0	0
Non-Economically Disadvantaged	29	517	41985	100	100	100	460	472	511	14	13	4	48	48	30	38	39	65	NA	NA	1

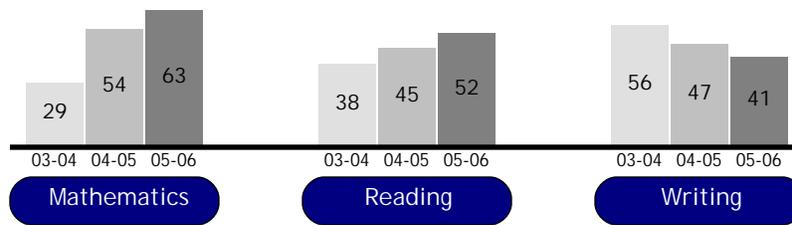
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	88	46	NA	58	95	32	30	47	100	24	24	46
	Language	92	37	28	50	95	31	34	47	100	24	28	48
	Mathematics	93	58	37	64	95	34	34	50	100	30	30	52
3	Reading	96	30	NA	55	96	31	28	44	100	25	24	46
	Language	95	38	40	61	96	35	32	44	100	30	28	46
	Mathematics	95	46	40	61	96	45	43	51	100	35	39	52
4	Reading	91	35	NA	56	97	35	34	48	100	41	34	52
	Language	96	34	34	52	97	39	38	49	100	41	37	52
	Mathematics	97	39	39	61	97	45	42	53	100	61	44	58
5	Reading	94	42	NA	55	97	33	38	50	100	43	37	56
	Language	97	40	36	49	97	37	40	50	100	37	35	54
	Mathematics	97	47	48	63	97	42	43	49	100	48	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/](http://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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Communication between Stakeholders
- Ü School/Business/Community Relations
- Ü Information Network/Parent Involvement
- Ü School Climate/Advisory to Principal
- Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	39.50
Other Professional Staff	3.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	8	1	0	0
7 to 9 years	5	5	0	0
10 or more years	4	11	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	167
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	0%

Resources Available at School Site

Special Facilities

- Ü Book Room/Broadcast Studio/Internet
- Ü Technology Lab/Media Center
- Ü Library/Parent Lending Library

Extracurricular Activities

- Ü Student Council/Safety Patrol
- Ü Yearbook Staff
- Ü Band/Strings/Chorus/Art Talented
- Ü Garden Club/Homework Club
- Ü After School Tutoring/Outdoor Ed.

Social Services

- Ü Crisis Intervention
- Ü Clothing/Food Banks/Healthy Kids Dental
- Ü Breakfast/Lunch Program
- Ü School Psychologist

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü To support the team concept, the staff development program was expanded to ensure all staff members were prepared to meet the identified school goals.
  
- ü Our annual Family Math and Literacy Nights provide motivation and information for parents to work more effectively with their children and their academics.
  
- ü One teacher currently holds National Board Certification

Student Activity Rates for School Year 2005-06

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

All visitors are expected to sign-in at the office before going to any other location on campus. Employees wear photo ID badges while on campus. We have a Proactive Crisis committee and a Crisis Management plan in place. We are a uniform school.

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	D. Little/S. Lindebak	(623) 691-5700
Transportation Policy	Henry Meza	(623) 691-4095
Community Resources	Meri Simmons	(623) 691-4003
School Nutrition Programs	Margie Cavnar	(623) 691-5730
Parent Organization	(President) Nikki Dulkoski	(623) 691-5700
Student Health/Nurse		(623) 691-5700

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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://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](http://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.