



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7820 West Turney Avenue, Phoenix, AZ 85033

Cartwright Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Patricia B. Ore
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 941
 Web Address :
 Phone Number : (623) 691-5800
 Fax Number : (623) 691-5820
 E-mail : pore@toma.cartwright.k12.az.us

Mission

The mission of the Tomahawk community is to create a climate in which all children learn. Staff, students and parents will develop additional skills and positive behaviors in a quest to achieve their fullest academic and social potential.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- Tomahawk will increase student achievement in grades three through five in the area of reading as measured by AIMS/DPA and local CRTs.
- Tomahawk will increase student achievement in grades three through five in the area of mathematics as measured by AIMS/DPA and local CRTs.
- Tomahawk will increase student achievement in grades three through five in the area of writing as measured by AIMS/DPA and local CRTs.
- Tomahawk will increase the percentage of ELL students who meet and exceed the standards in reading and writing in grades-3-5 as measured by AIMS/DPA.

Enrollment

October 1, 2004 School Year Student Enrollment : 1114
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 52

Instructional Programs

- ü Balanced Literacy/Integrated Content
- ü Investigations/Inquiry Mathematics
- ü Structured English Immersion Program
- ü On-Site Special Education
- ü Instrumental/Vocal/General Music
- ü Second Step Violence Prevention Program
- ü After-School Literacy/Math Intervention
- ü Intersession Lab Schools/Literacy/Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Tomahawk has the responsibility to provide a safe, nurturing and orderly environment for students and an open, friendly and helpful climate for all. The school pledges to teach the appropriate grade level standards/objectives and to communicate regularly and in a professional manner about school programs, policies and student progress. We ask parents to be our partners in the educational process through active participation and to share input and some decision-making about school policies.

Parents

Parents must demonstrate that they value and support education through their involvement in class/school activities and cooperation and communication with teachers and administrators. They must ensure that their children attend school and be on time regularly and must monitor student progress. Additionally, parents must ensure that their children have reading material and a time to read daily at home as well as opportunity to complete all homework assignments in a timely fashion.

Transportation Policy

Our district provides busing for distances to/from school greater than one mile, unique safety situations, students w/special transport needs and field trips. Our boundaries are from 75th to 83rd Av with a small area between 79th Ln. and Elm St. excluded and from West Indian School Rd. to West Camelback Rd. excluding the Terrace Park Apartments. The rest of our neighborhood is within a mile from Tomahawk.

School Honors

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

Award/Honor	Year
ü (3 teachers) listed: Who's Who Among American Teachers	2004
ü Sam's Club and WalMart Regional Teachers of the Year	2004
ü Cartwright School District Employee Of the Month (Feb)	2005
ü KTVK Silver Apple Teacher Award Winner	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	178	2374	79306	98	98	99	423	433	445	20	14	10	31	22	18	41	53	51	8	11	20
All Students (Prior Year)	169	2216	75509	100	99	100	493	501	521	23	21	13	38	30	23	25	30	33	14	19	31
Female	88	1136	38691	98	98	99	423	433	446	18	13	10	32	23	18	46	53	52	4	11	20
Male	90	1236	40583	98	98	99	423	433	445	23	15	11	29	21	18	36	52	50	12	12	21
African American	13	97	4041	93	94	99	413	420	426	25	15	17	38	28	23	38	55	50	0	2	10
Hispanic	138	2060	32869	99	99	99	419	432	429	22	14	15	33	22	25	40	52	51	5	11	10
Asian/Pacific Islander	--	15	1935	--	100	99	--	424	474	--	0	3	--	14	9	--	64	48	--	21	40
American Indian/Alaskan Native	NC	12	4264	NC	86	100	NC	424	419	NC	22	19	NC	22	30	NC	44	45	NC	11	6
White	24	190	36197	92	97	99	445	447	463	14	11	5	14	17	11	50	52	53	23	20	31
Students with Disabilities	25	295	10321	96	100	100	398	381	389	40	41	30	45	30	27	15	26	34	0	3	9
Students without Disabilities	153	2079	69060	98	98	98	427	441	454	17	10	7	28	21	17	45	57	54	9	13	22
Limited English Proficient Students	77	1191	15509	97	98	100	417	421	406	24	19	20	32	26	30	39	48	45	4	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	136	1999	39415	92	93	96	418	432	431	23	15	15	35	23	25	36	52	50	6	11	10
Non-Economically Disadvantaged	42	375	39966	100	100	100	445	438	459	10	10	6	14	16	12	59	56	52	17	19	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	179	2381	79395	98	0	99	419	421	446	16	18	9	47	38	25	35	42	55	2	3	11
All Students (Prior Year)	169	2220	75492	100	100	100	507	507	519	17	20	12	21	20	16	49	46	47	13	14	24
Female	89	1140	38743	99	0	100	423	427	451	13	14	7	47	37	24	37	46	57	3	3	12
Male	90	1239	40618	98	0	99	416	415	440	18	22	11	48	38	27	33	38	53	1	3	9
African American	13	100	4052	93	0	100	424	414	434	0	14	11	63	52	29	38	35	54	0	0	6
Hispanic	138	2064	32915	99	0	99	414	419	426	17	19	15	50	38	35	32	41	47	1	2	4
Asian/Pacific Islander	--	15	1936	--	0	99	--	411	468	--	14	3	--	21	14	--	57	63	--	7	19
American Indian/Alaskan Native	NC	12	4271	NC	0	100	NC	415	420	NC	33	15	NC	22	42	NC	44	41	NC	0	2
White	25	190	36221	96	0	99	445	442	465	13	11	4	30	30	15	48	50	63	9	10	17
Students with Disabilities	25	298	10331	96	0	100	404	368	388	10	42	25	80	43	37	10	15	34	0	0	4
Students without Disabilities	154	2083	69139	99	0	99	422	429	454	16	14	7	42	37	24	39	46	58	2	3	11
Limited English Proficient Students	77	1194	15545	97	0	100	409	405	399	18	25	21	52	43	42	30	31	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	136	2006	39484	92	0	96	414	419	429	17	19	14	49	39	35	33	40	47	1	2	4
Non-Economically Disadvantaged	43	375	39986	100	0	100	442	433	461	10	10	4	40	27	16	43	57	63	7	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	176	2244	78869	97	93	99	386	412	442	17	10	6	43	34	21	39	54	63	1	2	10
All Students (Prior Year)	168	2211	75053	99	99	99	516	546	597	17	11	7	25	22	12	58	65	72	0	3	9
Female	89	1078	38536	99	93	99	401	428	458	13	7	4	39	29	15	46	62	67	1	3	14
Male	87	1164	40302	95	92	99	369	396	428	21	14	8	47	38	26	32	47	60	0	1	7
African American	13	94	4015	93	91	99	373	406	430	13	10	8	50	37	24	38	50	61	0	3	7
Hispanic	134	1943	32606	96	93	98	384	411	426	18	10	8	44	34	27	38	54	60	1	2	5
Asian/Pacific Islander	--	14	1925	--	100	99	--	394	471	--	8	3	--	15	11	--	69	64	--	8	22
American Indian/Alaskan Native	NC	10	4245	NC	71	100	NC	403	423	NC	0	9	NC	57	26	NC	43	61	NC	0	4
White	26	183	36078	100	94	99	395	417	459	17	9	4	38	31	16	46	57	66	0	3	14
Students with Disabilities	26	278	10246	100	95	100	310	325	367	43	34	18	43	42	39	14	23	40	0	0	4
Students without Disabilities	150	1966	68697	96	93	98	398	425	454	13	7	4	43	32	18	43	58	67	1	3	11
Limited English Proficient Students	75	1123	15339	95	92	100	378	395	399	20	14	11	45	39	31	35	46	54	0	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	134	1887	39106	91	88	95	382	411	427	18	11	8	47	35	28	35	52	59	1	2	5
Non-Economically Disadvantaged	42	357	39837	100	100	100	398	419	457	13	7	4	30	23	14	57	67	67	0	3	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	160	2212	78906	96	99	99	494	483	498	10	17	13	25	24	19	57	49	48	7	10	20
All Students (Prior Year)	166	2133	76019	100	99	100	491	482	499	12	16	14	48	51	39	16	14	14	25	18	33
Female	79	1117	38644	98	99	99	496	486	500	8	16	12	28	26	19	53	50	49	11	9	19
Male	81	1095	40236	95	100	99	491	481	497	13	19	15	21	22	19	63	49	46	3	10	20
African American	14	112	4087	100	100	99	481	465	481	0	24	20	60	29	24	40	43	45	0	4	11
Hispanic	123	1905	31938	95	99	99	492	483	481	10	17	19	25	24	25	58	49	46	7	9	10
Asian/Pacific Islander	NC	11	1805	NC	100	98	NC	523	536	NC	0	5	NC	11	8	NC	67	45	NC	22	42
American Indian/Alaskan Native	--	24	4593	--	96	100	--	467	467	--	14	26	--	19	29	--	62	39	--	5	6
White	22	160	36483	100	98	99	504	499	517	15	14	7	10	18	13	60	49	51	15	19	30
Students with Disabilities	15	264	10664	100	100	100	460	412	430	43	53	42	29	30	27	29	15	26	0	2	5
Students without Disabilities	145	1951	68310	96	98	98	498	493	509	7	12	9	25	23	18	61	54	51	8	11	22
Limited English Proficient Students	48	896	12573	92	99	100	479	461	454	21	25	27	30	30	30	49	42	38	0	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	128	1906	38679	96	95	96	493	484	483	10	18	20	27	25	25	57	49	45	6	9	10
Non-Economically Disadvantaged	32	309	40295	100	100	100	498	480	513	12	12	7	16	19	13	60	52	50	12	16	30

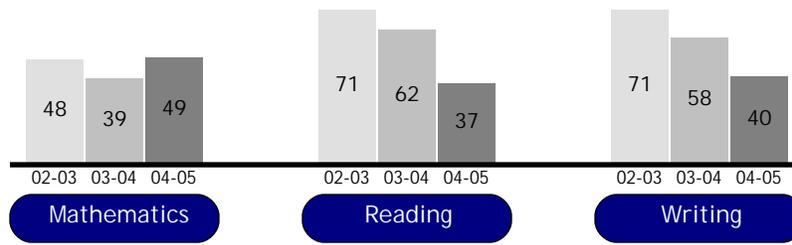
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	159	2211	78908	96	0	99	482	464	484	6	15	10	30	31	23	61	51	58	3	2	9
All Students (Prior Year)	166	2131	76020	100	99	100	493	493	503	36	35	25	28	31	23	34	30	40	2	5	12
Female	79	1118	38648	98	0	99	483	469	489	5	12	8	31	31	22	59	55	61	4	2	10
Male	80	1093	40233	94	0	99	481	457	479	7	19	12	28	32	25	64	47	55	2	2	8
African American	14	112	4092	100	0	99	483	457	473	0	12	12	30	40	28	70	46	54	0	1	5
Hispanic	122	1904	31940	94	0	99	479	462	465	8	16	16	28	32	32	63	50	49	2	2	3
Asian/Pacific Islander	NC	11	1805	NC	0	98	NC	494	507	NC	0	4	NC	22	13	NC	67	65	NC	11	18
American Indian/Alaskan Native	--	24	4569	--	0	100	--	455	457	--	14	18	--	14	39	--	62	41	--	10	2
White	22	160	36502	100	0	99	493	484	502	0	9	4	40	22	14	55	62	67	5	6	15
Students with Disabilities	15	264	10665	100	0	100	450	400	423	7	44	30	71	39	36	21	16	31	0	0	2
Students without Disabilities	144	1950	68312	95	0	98	486	473	493	6	11	7	25	30	21	66	56	62	3	3	10
Limited English Proficient Students	47	895	12556	90	0	100	464	439	436	12	25	24	43	42	40	43	32	35	2	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	127	1905	38662	95	0	96	481	464	468	6	16	16	27	32	32	65	50	49	2	2	3
Non-Economically Disadvantaged	32	309	40315	100	0	100	488	464	498	4	7	5	40	26	15	48	61	66	8	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	159	2210	78750	96	99	99	490	474	500	2	10	6	47	40	29	49	50	63	1	0	2
All Students (Prior Year)	164	2119	75673	99	99	100	489	494	530	17	18	12	35	34	25	48	47	58	0	1	4
Female	78	1121	38586	96	99	99	507	489	515	0	7	4	41	33	22	56	60	71	3	0	3
Male	81	1089	40135	95	99	99	469	458	486	5	13	8	55	48	35	40	39	56	0	0	1
African American	14	113	4081	100	100	99	496	451	488	0	14	8	30	42	32	70	43	59	0	0	2
Hispanic	122	1903	31841	94	99	99	490	474	483	2	10	8	48	40	36	49	50	55	1	0	1
Asian/Pacific Islander	NC	11	1802	NC	100	98	NC	531	533	NC	0	2	NC	33	16	NC	56	75	NC	11	7
American Indian/Alaskan Native	--	24	4586	--	96	100	--	480	481	--	0	8	--	38	37	--	62	54	--	0	1
White	22	159	36440	100	97	99	480	485	516	5	7	3	55	41	22	40	52	71	0	0	4
Students with Disabilities	15	262	10622	100	100	100	433	382	415	14	33	21	79	53	50	7	13	28	0	0	1
Students without Disabilities	144	1951	68196	95	98	98	496	487	513	1	6	3	44	39	25	54	55	69	2	0	3
Limited English Proficient Students	48	894	12504	92	99	100	469	444	451	5	16	12	63	50	44	33	34	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	127	1905	38558	95	95	96	491	474	485	2	10	8	46	41	37	51	49	54	1	0	1
Non-Economically Disadvantaged	32	308	40260	100	100	100	485	472	514	4	8	3	52	34	21	40	57	72	4	1	4

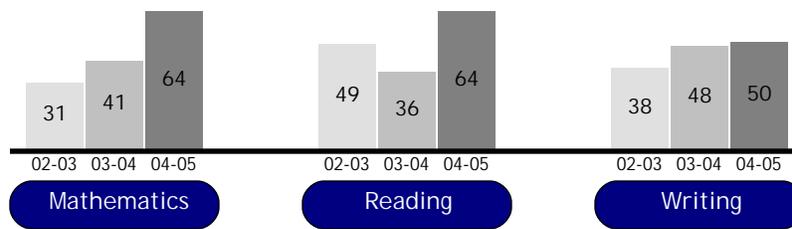
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	35	34	50	95	39	NA	58	99	32	30	47
	Language	99	23	25	43	100	33	28	50	99	36	34	47
	Mathematics	98	30	33	57	100	35	37	64	99	31	34	50
3	Reading	94	35	29	47	99	39	NA	55	98	28	28	44
	Language	98	42	38	54	99	40	40	61	98	31	32	44
	Mathematics	97	42	36	54	99	35	40	61	98	39	43	51
4	Reading	91	38	33	52	95	43	NA	56	98	36	34	48
	Language	98	36	33	48	97	38	34	52	98	42	38	49
	Mathematics	99	38	37	57	97	41	39	61	97	47	42	53
5	Reading	98	37	31	50	92	38	NA	55	96	46	38	50
	Language	99	35	32	46	98	31	36	49	96	47	40	50
	Mathematics	99	38	41	57	98	49	48	63	96	50	43	49

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."

Tomahawk Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü School/Business/Community Relations
- Ü Information Network
- Ü School Improvement
- Ü Advisory to Administration

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	55.00
Other Professional Staff	3.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	106
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü PE/ Activity Room
- Ü Library/Media Center
- Ü Book/Resource Room
- Ü Student Publishing Center

Extracurricular Activities

- Ü Student Council (Grades 3-5)
- Ü Chorus
- Ü After School Clubs (Fitness, Art, Games)
- Ü City Parks and Recreation PAC Program

Social Services

- Ü Breakfast/Lunch Program
- Ü Second Step Violence Prevention Program
- Ü Tomahawk Uniform Closet
- Ü JFCS Counseling Groups
- Ü After School Academic Intervention
- Ü HealthCare America Dental Program
- Ü Parent/Community Liaison

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Monthly 'Read to Me' nights, using grants and donations, brought as many as 85-90 Tomahawk children and their parents together each night to listen to shared reading modeled by teachers and to read to each other in order to develop a love of reading!
- ü 3 teacher math coaches and 2 teacher literacy coaches supported their colleagues by assisting them in becoming more effective in instruction as they built content knowledge and improved pedagogy in math and literacy across the content areas.
- ü Our After-School Intervention Programs in math, literacy and oral language development provided additional assistance in reading, writing and mathematical understanding to struggling students (grades K-6), many of whom are English Language Learners.
- ü 'Partners in Print' brought parents and children together to learn from teachers how to assist in literacy practice at home using same model as in school instruction. Parents practiced strategies with their own children with feedback from teachers.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	14	12	12	17
Transfers In Rate ⁶	32	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

In the above incident a student was seen off school grounds just after dismissal showing a pellet gun to other students. Police were called and the student was disciplined because he had the gun on campus. A violence prevention program is implemented in each classroom. Counseling groups are available as needed. Administrators are visible on campus daily. All students routinely practice fire, evac. and crisis drills. A Blockwatch partnership offers positive opportunities for at-risk students.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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	Patricia B. Ore	(623) 691-5800
Transportation Policy	Henry Meza	(623) 691-4095
Community Resources	Irene Rivera	(623) 691-1983
School Nutrition Programs	Judy Sawyer	(623) 691-4045
Parent Organization	Marilyn Bents	(623) 691-5800
Student Health/Nurse	Marisol Barreto	(623) 691-5815

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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