



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	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  
 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)

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

- 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, 2005 School Year Student Enrollment : 926  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 55

Instructional Programs

- ü Balanced Literacy/Integrated Content
- ü Investigations/Inquiry Mathematics
- ü Structured English Immersion Program
- ü Special Education Resource Program
- ü Instrumental/Vocal/General Music
- ü Second Step Violence Prevention Program
- ü After-School Literacy/Lang. Intervention
- ü Intersession Lab School/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 Sam's Club and WalMart Regional Teachers of the Year	2004
ü Cartwright School District Employee Of the Month	2005
ü KTVK Silver Apple Teacher Award Winner	2005
ü 3 teachers listed in Who's Who Among America's Teachers	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	141	2329	80010	96	100	99	428	431	447	13	15	10	24	26	18	56	51	53	6	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1172	38935	96	99	99	424	432	447	15	13	9	28	27	19	52	53	55	4	8	17
Male	74	1150	40974	96	100	98	431	430	448	12	17	11	20	25	18	59	49	52	8	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	125	2074	34545	98	100	99	428	430	432	14	15	14	23	26	24	55	51	53	7	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	16	283	10161	94	99	93	397	399	419	38	40	28	38	36	28	19	22	36	6	3	8
Students without Disabilities	125	2046	69849	96	100	100	432	435	451	10	11	7	22	25	17	61	55	56	6	9	19
Limited English Proficient Students	47	964	14013	98	100	97	408	410	413	28	25	24	34	36	34	34	36	39	4	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	108	1802	39029	98	99	98	430	430	432	9	15	14	26	27	25	59	51	52	6	7	9
Non-Economically Disadvantaged	33	527	40981	89	100	100	420	435	462	27	15	6	18	24	13	45	49	54	9	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	141	2279	79438	96	98	98	427	427	451	17	20	9	35	32	24	48	44	56	1	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1157	38775	96	98	99	426	432	457	15	16	7	39	31	22	45	48	58	1	4	13
Male	74	1115	40560	96	97	97	427	422	446	19	23	12	31	33	25	50	40	54	NA	3	9
African American	10	87	4178	83	96	98	NA	427	439	NA	20	13	NA	33	29	NA	46	52	NA	1	6
Hispanic	124	2029	34297	97	98	98	427	426	434	18	20	14	35	33	31	47	44	50	1	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	17	239	9588	100	84	88	371	383	416	65	56	30	29	28	32	6	14	34	NA	2	5
Students without Disabilities	124	2040	69850	95	100	100	434	432	456	10	15	7	35	33	23	53	48	59	1	4	12
Limited English Proficient Students	46	931	13856	96	97	96	397	398	407	35	35	27	41	44	43	24	20	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	108	1760	38685	98	96	97	430	426	435	11	20	14	39	33	32	50	44	50	NA	3	5
Non-Economically Disadvantaged	33	519	40753	89	100	99	414	432	467	36	18	5	21	30	16	39	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	140	2329	79971	95	100	99	392	397	423	16	14	8	54	51	41	30	35	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1176	38974	96	100	99	404	409	437	15	10	5	46	46	33	39	43	57	NA	1	4
Male	73	1147	40895	95	100	98	382	384	410	16	17	10	62	57	47	22	26	41	NA	0	2
African American	10	89	4203	83	98	99	NA	393	411	NA	12	11	NA	55	45	NA	31	43	NA	1	2
Hispanic	123	2072	34481	96	100	99	392	396	410	16	14	10	54	51	46	30	35	43	NA	1	1
Asian/Pacific Islander	--	15	2067	--	100	99	--	416	449	--	NA	4	--	67	28	--	33	60	--	NA	8
American Indian/Alaskan Native	NC	25	3995	NC	100	96	NC	398	409	NC	8	10	NC	68	47	NC	24	42	NC	NA	1
White	NC	128	35150	NC	97	99	NC	411	437	NC	8	5	NC	55	35	NC	37	56	NC	1	5
Students with Disabilities	17	288	10258	100	100	94	336	328	377	47	44	23	53	46	51	NA	10	25	NA	0	1
Students without Disabilities	123	2041	69713	95	100	100	400	406	429	11	9	5	54	52	39	34	38	52	NA	1	3
Limited English Proficient Students	46	964	13985	96	100	97	359	366	382	28	24	18	61	58	54	11	19	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	107	1805	38994	97	99	98	399	398	409	12	13	10	56	52	47	32	34	41	NA	1	1
Non-Economically Disadvantaged	33	524	40977	89	100	100	369	393	437	27	16	5	48	48	34	24	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	163	2306	80147	100	99	99	461	461	482	18	18	11	25	24	17	46	47	49	10	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	1105	39281	100	99	99	466	462	483	13	17	9	24	24	17	50	48	50	12	11	24
Male	73	1195	40780	100	99	98	453	461	482	25	18	12	26	24	17	41	46	48	8	12	24
African American	11	81	4249	100	99	99	451	446	464	18	31	17	45	23	22	27	40	48	9	6	13
Hispanic	129	2028	33494	100	99	99	458	460	466	19	18	15	26	25	23	46	47	49	9	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	20	164	36122	100	99	99	484	477	501	15	12	5	5	18	10	65	51	50	15	20	35
Students with Disabilities	27	319	10295	100	97	92	410	423	443	63	50	33	22	28	26	15	21	33	NA	2	8
Students without Disabilities	136	1987	69852	100	100	100	471	467	488	10	12	7	26	23	16	52	51	51	13	13	26
Limited English Proficient Students	51	884	12722	100	97	97	441	436	441	29	31	27	33	34	33	33	32	37	4	2	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	114	1814	38371	100	98	97	455	460	465	17	18	15	31	25	23	47	47	49	5	11	13
Non-Economically Disadvantaged	49	492	41776	100	100	100	474	468	498	22	17	6	12	20	11	43	48	49	22	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	163	2296	79686	100	99	98	448	445	470	20	20	11	34	35	24	43	43	57	4	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	1102	39163	100	99	99	460	450	475	10	15	9	37	37	22	48	45	60	6	3	10
Male	73	1188	40438	100	99	97	434	440	465	32	25	13	30	33	25	37	40	54	1	2	7
African American	11	80	4228	100	98	98	440	441	458	27	21	15	27	38	28	45	40	53	NA	1	4
Hispanic	129	2023	33299	100	99	98	446	444	452	19	21	17	37	36	32	40	41	47	3	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	20	160	35914	100	97	98	472	465	489	15	13	5	15	24	15	60	58	67	10	6	14
Students with Disabilities	27	289	9808	100	88	87	400	410	432	63	51	35	30	33	32	7	16	30	NA	0	3
Students without Disabilities	136	2007	69878	100	100	100	458	450	475	11	16	8	35	35	23	50	46	61	4	2	9
Limited English Proficient Students	51	885	12594	100	97	96	421	416	422	33	39	34	49	47	45	18	14	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	114	1805	38095	100	97	97	446	443	452	18	21	17	39	36	32	40	42	48	3	2	3
Non-Economically Disadvantaged	49	491	41591	100	100	99	454	452	486	24	19	6	20	30	16	49	46	65	6	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	162	2331	80372	99	100	99	453	450	475	7	8	4	43	45	30	49	47	64	1	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	1118	39452	100	100	99	473	465	488	2	5	3	37	36	22	60	58	72	1	1	3
Male	72	1207	40836	99	100	98	427	436	464	14	11	6	50	53	37	36	36	56	NA	0	1
African American	11	82	4264	100	100	99	439	447	465	NA	10	5	73	51	35	27	39	59	NA	NA	1
Hispanic	128	2051	33608	99	100	99	452	449	462	7	8	6	43	44	36	49	47	57	1	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	20	164	36213	100	99	99	465	454	489	10	8	2	30	49	22	60	42	72	NA	1	3
Students with Disabilities	26	329	10526	96	100	94	383	397	427	31	26	15	54	58	53	15	15	31	NA	0	1
Students without Disabilities	136	2002	69846	100	100	100	466	458	482	3	5	3	40	42	26	56	52	69	1	0	2
Limited English Proficient Students	50	907	12747	98	100	97	438	419	432	10	15	12	50	62	52	40	23	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	113	1840	38521	99	99	98	452	449	461	7	8	6	43	46	38	50	46	55	NA	0	1
Non-Economically Disadvantaged	49	491	41851	100	100	100	455	451	489	8	10	3	41	40	22	49	49	72	2	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	161	2249	79306	99	100	99	502	487	504	10	20	13	20	24	20	54	46	49	16	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	1112	38845	100	100	99	507	486	505	8	19	11	20	25	20	53	47	50	20	9	18
Male	85	1134	40383	99	100	98	497	487	504	12	20	14	21	24	19	55	46	47	12	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	129	1952	32673	98	100	99	502	486	487	10	20	18	19	25	25	53	46	46	17	10	10
Asian/Pacific Islander	NC	13	2147	NC	100	99	NC	524	539	NC	8	5	NC	NA	10	NC	69	46	NC	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	20	159	36234	100	100	99	508	497	523	5	13	6	20	21	13	60	56	52	15	10	28
Students with Disabilities	23	300	10286	96	100	91	457	447	462	39	51	41	30	31	27	30	17	27	NA	1	5
Students without Disabilities	138	1949	69020	100	100	100	509	492	510	5	15	9	19	23	18	58	51	52	18	11	21
Limited English Proficient Students	40	667	10291	98	100	96	472	456	458	20	39	38	38	34	34	40	25	26	3	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	113	1730	37437	97	98	97	498	485	486	12	20	19	22	24	26	50	46	46	15	9	9
Non-Economically Disadvantaged	48	519	41869	100	100	100	511	493	521	4	17	7	17	24	14	63	46	51	17	12	27

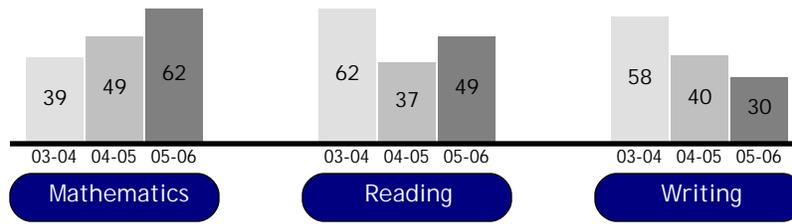
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	160	2221	79000	99	99	98	479	468	489	9	16	10	31	35	24	55	47	58	4	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	1101	38774	100	100	99	489	471	494	5	13	7	29	35	22	59	49	61	7	3	10
Male	84	1118	40150	98	99	98	471	466	485	13	19	12	33	35	25	51	44	55	2	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	128	1926	32508	98	99	98	478	467	472	9	16	15	33	36	33	54	46	49	4	2	3
Asian/Pacific Islander	NC	13	2142	NC	100	99	NC	496	510	NC	8	4	NC	15	14	NC	62	67	NC	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	20	158	36135	100	100	98	491	483	508	5	13	4	30	27	14	55	55	67	10	6	15
Students with Disabilities	22	273	9991	92	91	88	433	429	449	45	48	33	41	40	36	14	12	29	NA	NA	2
Students without Disabilities	138	1948	69009	100	100	100	487	473	495	4	11	6	30	34	22	62	51	62	5	3	10
Limited English Proficient Students	39	647	10199	95	97	95	448	436	439	23	37	35	54	50	47	23	13	18	NA	0	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	112	1704	37234	96	97	97	472	466	472	12	17	15	37	36	33	50	45	50	2	2	3
Non-Economically Disadvantaged	48	517	41766	100	100	99	497	475	505	4	14	5	19	31	16	67	50	65	10	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	162	2258	79611	100	100	99	478	469	496	10	12	7	48	52	37	43	36	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1115	39016	100	100	99	493	482	511	6	8	4	36	48	29	57	44	66	NA	NA	1
Male	85	1141	40519	99	100	98	466	456	482	13	16	10	58	57	44	29	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	130	1961	32855	99	100	99	479	469	481	10	12	10	48	53	43	42	35	47	NA	0	0
Asian/Pacific Islander	NC	13	2149	NC	100	100	NC	477	519	NC	8	4	NC	46	24	NC	46	70	NC	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	20	159	36380	100	100	99	478	475	511	10	11	4	35	52	30	55	37	65	NA	NA	1
Students with Disabilities	23	307	10664	96	100	94	448	418	440	22	32	23	65	58	54	13	9	22	NA	0	1
Students without Disabilities	139	1951	68947	100	100	100	484	476	504	8	9	4	45	51	34	47	40	61	NA	NA	1
Limited English Proficient Students	40	670	10362	98	100	97	435	422	438	28	28	22	55	61	57	18	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	114	1741	37626	97	99	98	470	468	479	12	12	10	52	54	45	36	35	45	NA	0	0
Non-Economically Disadvantaged	48	517	41985	100	100	100	498	472	511	4	13	4	38	48	30	58	39	65	NA	NA	1

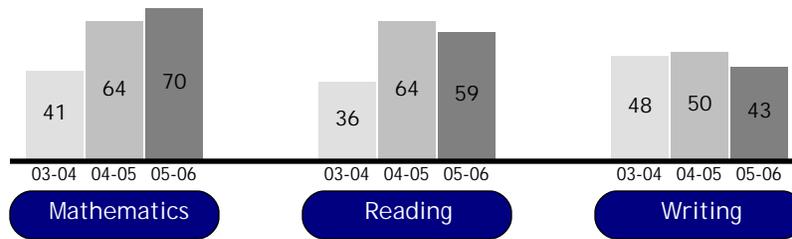
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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	95	39	NA	58	99	32	30	47	100	27	24	46
	Language	100	33	28	50	99	36	34	47	100	34	28	48
	Mathematics	100	35	37	64	99	31	34	50	100	34	30	52
3	Reading	99	39	NA	55	98	28	28	44	97	24	24	46
	Language	99	40	40	61	98	31	32	44	97	28	28	46
	Mathematics	99	35	40	61	98	39	43	51	97	41	39	52
4	Reading	95	43	NA	56	98	36	34	48	100	35	34	52
	Language	97	38	34	52	98	42	38	49	100	37	37	52
	Mathematics	97	41	39	61	97	47	42	53	100	44	44	58
5	Reading	92	38	NA	55	96	46	38	50	100	48	37	56
	Language	98	31	36	49	96	47	40	50	100	46	35	54
	Mathematics	98	49	48	63	96	50	43	49	100	52	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."

# 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	55.50
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	6	1	0	0
4 to 6 years	8	3	0	0
7 to 9 years	5	5	0	0
10 or more years	4	24	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	106
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	5%

## Resources Available at School Site

### Special Facilities

- Ü PE/ Activity Room
- Ü Library/Media Center
- Ü (Mobile) Computer Lab
- 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 Parent/Community Liaison
- Ü After School Academic Intervention
- Ü HealthCare America Dental Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Monthly 'Read to Me' nights brought 100+ Tomahawk children and their parents together each night to engage in shared reading by teachers and to read to each other in order to develop a love of reading!
  
- ü 2 teacher/math coaches and 2 teacher/literacy coaches supported their Tomahawk colleagues by assisting them in becoming more effective in instruction through improved content knowledge and pedagogy in math and literacy across the content areas.
  
- ü Tomahawk's after-school and intersession intervention and lab school Programs in math, literacy and oral language development provided accelerated learning in reading, writing and mathematical understanding to 240 ELL students (gr 2-5).
  
- ü In effort to build a collaborative parent/school partnership, our Tomahawk community liaison developed and coordinated a parent volunteer program. 22 parents regularly volunteered in classrooms and behind the scenes to help teachers help students!

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	92	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

During 2005-06 there are no incidents that have required the intervention of law enforcement. A violence prevention program is implemented in each classroom and character education is emphasized in class and through after school clubs. Counseling groups are available as needed. Administrators are visible on campus daily. All students routinely practice fire, evacuation and crisis drills. A Blockwatch partnership offers positive opportunities for at-risk students in the Tomahawk neighborhood.

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	Patricia B. Ore	(623) 691-5800
Transportation Policy	Henry Meza	(623) 691-4095
Community Resources	Maria Coronel	(623) 691-5826
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](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."

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](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.