ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Flor Del Sol

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3818 N. 67th Ave, Phoenix, AZ 85033

Cartwright Elementary District

AZ LEARNS[1]

Elementary Achievement Profile (a)

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

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

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.

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.

School Overview

Principal/Administrator :	Mr. Art Sirianni
Schedule :	07:00 AM to 05:00 PM
Grades :	K-8
2005 Enrollment :	19
Web Address :	
Phone Number :	(623) 691-5900
Fax Number :	(623) 691-5960
E-mail :	dpetersen@flor.cartwright.k12.az.us

Mission

We focus on academic achievement, appropriate school behaviors, emotional self-control, & social skill development. These goals are met by high standards, designing appropriate expectations & specific objectives that increase the success of students.

School / Academic Goals

- The teaching of emotional self-control will be linked to successful decision-making skills and self-esteem.
- The District Literacy Initiatives will be utilized as a framework in teaching reading and writing to meet Arizona State Standards on student's IEPs.

Enrollment

October 1, 2004 School Year Student Enrollment : 22

Accepting New Students in 2005-06 Under Open Enrollment Law : [2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 0

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Teaching of Emotional Control
- Decision-making Skills
- Self-esteem
- Learning to Respect

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

We provide parents with feedback on their child's academic and behavioral progress at least four times per year using the progress reports on the student's IEPs. We are also available at all times during the year to discuss any parental concerns.

Parents

Parents are responsible for assuring that their child attends school on a regular basis. They are also responsible for seeing that their child comes to school in the appropriate dress, is rested, fed, and ready to learn.

Transportation Policy

All children are transported per their IEPs.

School Honors

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

Award/Honor	Year
Youth Garden Grants 2001 Awards Winner	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	NC	2374	79306	NC	98	99	NC	433	445	NC	14	10	NC	22	18	NC	53	51	NC	11	20
All Students (Prior Year)	NC	2216	75509	NC	99	100	NC	501	521	NC	21	13	NC	30	23	NC	30	33	NC	19	31
Female	--	1136	38691	--	98	99	--	433	446	--	13	10	--	23	18	--	53	52	--	11	20
Male	NC	1236	40583	NC	98	99	NC	433	445	NC	15	11	NC	21	18	NC	52	50	NC	12	21
African American	--	97	4041	--	94	99	--	420	426	--	15	17	--	28	23	--	55	50	--	2	10
Hispanic	--	2060	32869	--	99	99	--	432	429	--	14	15	--	22	25	--	52	51	--	11	10
Asian/Pacific Islander	--	15	1935	--	100	99	--	424	474	--	0	3	--	14	9	--	64	48	--	21	40
American Indian/Alaskan Native	--	12	4264	--	86	100	--	424	419	--	22	19	--	22	30	--	44	45	--	11	6
White	NC	190	36197	NC	97	99	NC	447	463	NC	11	5	NC	17	11	NC	52	53	NC	20	31
Students with Disabilities	--	295	10321	--	100	100	--	381	389	--	41	30	--	30	27	--	26	34	--	3	9
Students without Disabilities	NC	2079	69060	NC	98	98	NC	441	454	NC	10	7	NC	21	17	NC	57	54	NC	13	22
Limited English Proficient Students	--	1191	15509	--	98	100	--	421	406	--	19	20	--	26	30	--	48	45	--	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	1999	39415	NC	93	96	NC	432	431	NC	15	15	NC	23	25	NC	52	50	NC	11	10
Non-Economically Disadvantaged	--	375	39966	--	100	100	--	438	459	--	10	6	--	16	12	--	56	52	--	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	NC	2381	79395	NC	0	99	NC	421	446	NC	18	9	NC	38	25	NC	42	55	NC	3	11
All Students (Prior Year)	NC	2220	75492	NC	100	100	NC	507	519	NC	20	12	NC	20	16	NC	46	47	NC	14	24
Female	--	1140	38743	--	0	100	--	427	451	--	14	7	--	37	24	--	46	57	--	3	12
Male	NC	1239	40618	NC	0	99	NC	415	440	NC	22	11	NC	38	27	NC	38	53	NC	3	9
African American	--	100	4052	--	0	100	--	414	434	--	14	11	--	52	29	--	35	54	--	0	6
Hispanic	--	2064	32915	--	0	99	--	419	426	--	19	15	--	38	35	--	41	47	--	2	4
Asian/Pacific Islander	--	15	1936	--	0	99	--	411	468	--	14	3	--	21	14	--	57	63	--	7	19
American Indian/Alaskan Native	--	12	4271	--	0	100	--	415	420	--	33	15	--	22	42	--	44	41	--	0	2
White	NC	190	36221	NC	0	99	NC	442	465	NC	11	4	NC	30	15	NC	50	63	NC	10	17
Students with Disabilities	--	298	10331	--	0	100	--	368	388	--	42	25	--	43	37	--	15	34	--	0	4
Students without Disabilities	NC	2083	69139	NC	0	99	NC	429	454	NC	14	7	NC	37	24	NC	46	58	NC	3	11
Limited English Proficient Students	--	1194	15545	--	0	100	--	405	399	--	25	21	--	43	42	--	31	35	--	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	2006	39484	NC	0	96	NC	419	429	NC	19	14	NC	39	35	NC	40	47	NC	2	4
Non-Economically Disadvantaged	--	375	39986	--	0	100	--	433	461	--	10	4	--	27	16	--	57	63	--	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	NC	2244	78869	NC	93	99	NC	412	442	NC	10	6	NC	34	21	NC	54	63	NC	2	10
All Students (Prior Year)	NC	2211	75053	NC	99	99	NC	546	597	NC	11	7	NC	22	12	NC	65	72	NC	3	9
Female	--	1078	38536	--	93	99	--	428	458	--	7	4	--	29	15	--	62	67	--	3	14
Male	NC	1164	40302	NC	92	99	NC	396	428	NC	14	8	NC	38	26	NC	47	60	NC	1	7
African American	--	94	4015	--	91	99	--	406	430	--	10	8	--	37	24	--	50	61	--	3	7
Hispanic	--	1943	32606	--	93	98	--	411	426	--	10	8	--	34	27	--	54	60	--	2	5
Asian/Pacific Islander	--	14	1925	--	100	99	--	394	471	--	8	3	--	15	11	--	69	64	--	8	22
American Indian/Alaskan Native	--	10	4245	--	71	100	--	403	423	--	0	9	--	57	26	--	43	61	--	0	4
White	NC	183	36078	NC	94	99	NC	417	459	NC	9	4	NC	31	16	NC	57	66	NC	3	14
Students with Disabilities	--	278	10246	--	95	100	--	325	367	--	34	18	--	42	39	--	23	40	--	0	4
Students without Disabilities	NC	1966	68697	NC	93	98	NC	425	454	NC	7	4	NC	32	18	NC	58	67	NC	3	11
Limited English Proficient Students	--	1123	15339	--	92	100	--	395	399	--	14	11	--	39	31	--	46	54	--	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	1887	39106	NC	88	95	NC	411	427	NC	11	8	NC	35	28	NC	52	59	NC	2	5
Non-Economically Disadvantaged	--	357	39837	--	100	100	--	419	457	--	7	4	--	23	14	--	67	67	--	3	15

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

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	NC	2212	78906	NC	99	99	NC	483	498	NC	17	13	NC	24	19	NC	49	48	NC	10	20
All Students (Prior Year)	NC	2133	76019	NC	99	100	NC	482	499	NC	16	14	NC	51	39	NC	14	14	NC	18	33
Female	NC	1117	38644	NC	99	99	NC	486	500	NC	16	12	NC	26	19	NC	50	49	NC	9	19
Male	NC	1095	40236	NC	100	99	NC	481	497	NC	19	15	NC	22	19	NC	49	46	NC	10	20
African American	NC	112	4087	NC	100	99	NC	465	481	NC	24	20	NC	29	24	NC	43	45	NC	4	11
Hispanic	--	1905	31938	--	99	99	--	483	481	--	17	19	--	24	25	--	49	46	--	9	10
Asian/Pacific Islander	--	11	1805	--	100	98	--	523	536	--	0	5	--	11	8	--	67	45	--	22	42
American Indian/Alaskan Native	--	24	4593	--	96	100	--	467	467	--	14	26	--	19	29	--	62	39	--	5	6
White	NC	160	36483	NC	98	99	NC	499	517	NC	14	7	NC	18	13	NC	49	51	NC	19	30
Students with Disabilities	NC	264	10664	NC	100	100	NC	412	430	NC	53	42	NC	30	27	NC	15	26	NC	2	5
Students without Disabilities	--	1951	68310	--	98	98	--	493	509	--	12	9	--	23	18	--	54	51	--	11	22
Limited English Proficient Students	--	896	12573	--	99	100	--	461	454	--	25	27	--	30	30	--	42	38	--	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	1906	38679	NC	95	96	NC	484	483	NC	18	20	NC	25	25	NC	49	45	NC	9	10
Non-Economically Disadvantaged	--	309	40295	--	100	100	--	480	513	--	12	7	--	19	13	--	52	50	--	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	NC	2211	78908	NC	0	99	NC	464	484	NC	15	10	NC	31	23	NC	51	58	NC	2	9
All Students (Prior Year)	NC	2131	76020	NC	99	100	NC	493	503	NC	35	25	NC	31	23	NC	30	40	NC	5	12
Female	NC	1118	38648	NC	0	99	NC	469	489	NC	12	8	NC	31	22	NC	55	61	NC	2	10
Male	NC	1093	40233	NC	0	99	NC	457	479	NC	19	12	NC	32	25	NC	47	55	NC	2	8
African American	NC	112	4092	NC	0	99	NC	457	473	NC	12	12	NC	40	28	NC	46	54	NC	1	5
Hispanic	--	1904	31940	--	0	99	--	462	465	--	16	16	--	32	32	--	50	49	--	2	3
Asian/Pacific Islander	--	11	1805	--	0	98	--	494	507	--	0	4	--	22	13	--	67	65	--	11	18
American Indian/Alaskan Native	--	24	4569	--	0	100	--	455	457	--	14	18	--	14	39	--	62	41	--	10	2
White	NC	160	36502	NC	0	99	NC	484	502	NC	9	4	NC	22	14	NC	62	67	NC	6	15
Students with Disabilities	NC	264	10665	NC	0	100	NC	400	423	NC	44	30	NC	39	36	NC	16	31	NC	0	2
Students without Disabilities	--	1950	68312	--	0	98	--	473	493	--	11	7	--	30	21	--	56	62	--	3	10
Limited English Proficient Students	--	895	12556	--	0	100	--	439	436	--	25	24	--	42	40	--	32	35	--	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	1905	38662	NC	0	96	NC	464	468	NC	16	16	NC	32	32	NC	50	49	NC	2	3
Non-Economically Disadvantaged	--	309	40315	--	0	100	--	464	498	--	7	5	--	26	15	--	61	66	--	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	NC	2210	78750	NC	99	99	NC	474	500	NC	10	6	NC	40	29	NC	50	63	NC	0	2
All Students (Prior Year)	NC	2119	75673	NC	99	100	NC	494	530	NC	18	12	NC	34	25	NC	47	58	NC	1	4
Female	NC	1121	38586	NC	99	99	NC	489	515	NC	7	4	NC	33	22	NC	60	71	NC	0	3
Male	NC	1089	40135	NC	99	99	NC	458	486	NC	13	8	NC	48	35	NC	39	56	NC	0	1
African American	NC	113	4081	NC	100	99	NC	451	488	NC	14	8	NC	42	32	NC	43	59	NC	0	2
Hispanic	--	1903	31841	--	99	99	--	474	483	--	10	8	--	40	36	--	50	55	--	0	1
Asian/Pacific Islander	--	11	1802	--	100	98	--	531	533	--	0	2	--	33	16	--	56	75	--	11	7
American Indian/Alaskan Native	--	24	4586	--	96	100	--	480	481	--	0	8	--	38	37	--	62	54	--	0	1
White	NC	159	36440	NC	97	99	NC	485	516	NC	7	3	NC	41	22	NC	52	71	NC	0	4
Students with Disabilities	NC	262	10622	NC	100	100	NC	382	415	NC	33	21	NC	53	50	NC	13	28	NC	0	1
Students without Disabilities	--	1951	68196	--	98	98	--	487	513	--	6	3	--	39	25	--	55	69	--	0	3
Limited English Proficient Students	--	894	12504	--	99	100	--	444	451	--	16	12	--	50	44	--	34	43	--	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	1905	38558	NC	95	96	NC	474	485	NC	10	8	NC	41	37	NC	49	54	NC	0	1
Non-Economically Disadvantaged	--	308	40260	--	100	100	--	472	514	--	8	3	--	34	21	--	57	72	--	1	4

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

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

8th 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	NC	2036	78250	NC	99	99	NC	536	548	NC	27	21	NC	20	18	NC	43	48	NC	10	13
All Students (Prior Year)	NC	1948	75001	NC	99	99	NC	439	468	NC	61	37	NC	32	36	NC	6	16	NC	1	10
Female	NC	1009	38071	NC	100	99	NC	539	549	NC	25	20	NC	21	19	NC	44	49	NC	10	12
Male	--	1027	40126	--	97	99	--	533	547	--	29	23	--	19	17	--	41	46	--	11	14
African American	NC	132	4058	NC	100	99	NC	514	523	NC	36	32	NC	18	22	NC	39	41	NC	8	5
Hispanic	NC	1693	29129	NC	99	99	NC	536	527	NC	28	32	NC	21	23	NC	41	40	NC	10	6
Asian/Pacific Islander	--	12	1747	--	86	100	--	571	589	--	9	9	--	9	9	--	64	50	--	18	32
American Indian/Alaskan Native	--	37	4996	--	100	100	--	563	518	--	6	36	--	27	25	--	55	36	--	12	4
White	--	162	38320	--	86	99	--	546	568	--	20	12	--	12	14	--	53	55	--	15	19
Students with Disabilities	NC	235	9329	NC	98	100	NC	433	454	NC	67	64	NC	13	18	NC	18	16	NC	1	2
Students without Disabilities	--	1801	68996	--	99	99	--	550	561	--	22	16	--	21	18	--	46	52	--	12	14
Limited English Proficient Students	--	675	10133	--	99	100	--	499	488	--	43	45	--	23	25	--	30	28	--	4	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	1600	33388	NC	95	94	NC	537	530	NC	29	32	NC	20	22	NC	41	40	NC	10	5
Non-Economically Disadvantaged	NC	436	44937	NC	100	100	NC	534	561	NC	19	13	NC	19	15	NC	50	54	NC	13	18

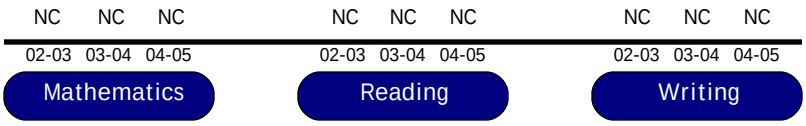
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	2038	78302	NC	0	99	NC	490	512	NC	17	11	NC	34	25	NC	47	57	NC	2	7
All Students (Prior Year)	NC	1944	74918	NC	98	99	NC	476	497	NC	47	32	NC	24	19	NC	23	35	NC	5	15
Female	NC	1009	38082	NC	0	99	NC	497	518	NC	13	8	NC	34	24	NC	51	61	NC	2	7
Male	--	1029	40166	--	0	99	--	483	507	--	22	14	--	34	26	--	43	54	--	2	6
African American	NC	132	4064	NC	0	100	NC	476	498	NC	17	14	NC	35	29	NC	46	54	NC	2	3
Hispanic	NC	1694	29152	NC	0	99	NC	489	492	NC	18	17	NC	35	34	NC	46	46	NC	1	2
Asian/Pacific Islander	--	12	1746	--	0	100	--	528	542	--	0	5	--	36	13	--	45	66	--	18	16
American Indian/Alaskan Native	--	37	4993	--	0	100	--	521	484	--	9	19	--	21	38	--	67	42	--	3	1
White	--	163	38347	--	0	99	--	498	531	--	13	5	--	28	17	--	52	68	--	7	10
Students with Disabilities	NC	236	9353	NC	0	100	NC	404	429	NC	49	40	NC	32	38	NC	18	22	NC	1	1
Students without Disabilities	--	1802	69024	--	0	99	--	501	524	--	13	7	--	34	23	--	51	62	--	2	7
Limited English Proficient Students	--	676	10140	--	0	100	--	453	451	--	32	28	--	45	43	--	23	29	--	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	1600	33398	NC	0	94	NC	490	495	NC	19	18	NC	36	35	NC	44	46	NC	1	2
Non-Economically Disadvantaged	NC	438	44979	NC	0	100	NC	491	525	NC	11	6	NC	27	18	NC	59	66	NC	4	10

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	NC	2027	78094	NC	98	99	NC	516	545	NC	5	3	NC	30	18	NC	64	77	NC	1	2
All Students (Prior Year)	NC	1932	74503	NC	98	99	NC	465	491	NC	12	9	NC	41	32	NC	43	51	NC	3	8
Female	NC	1008	38025	NC	100	99	NC	528	558	NC	3	2	NC	25	13	NC	71	82	NC	1	2
Male	--	1019	40013	--	97	99	--	503	534	--	8	5	--	34	23	--	58	71	--	0	1
African American	NC	130	4037	NC	100	99	NC	499	532	NC	8	4	NC	32	22	NC	59	73	NC	1	1
Hispanic	NC	1686	29068	NC	98	99	NC	515	523	NC	5	5	NC	31	27	NC	63	67	NC	0	1
Asian/Pacific Islander	--	12	1743	--	86	100	--	568	577	--	0	2	--	18	9	--	64	82	--	18	8
American Indian/Alaskan Native	--	36	4981	--	100	100	--	568	526	--	0	4	--	9	25	--	91	70	--	0	0
White	--	163	38265	--	87	99	--	524	564	--	6	2	--	22	11	--	69	84	--	3	3
Students with Disabilities	NC	232	9275	NC	97	100	NC	392	444	NC	21	14	NC	59	46	NC	19	39	NC	1	1
Students without Disabilities	--	1795	68892	--	98	98	--	532	559	--	3	2	--	26	14	--	70	82	--	1	2
Limited English Proficient Students	--	675	10084	--	99	100	--	468	474	--	10	10	--	48	39	--	41	50	--	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	1596	33296	NC	95	94	NC	516	527	NC	6	5	NC	32	27	NC	62	67	NC	0	0
Non-Economically Disadvantaged	NC	431	44871	NC	100	100	NC	516	559	NC	4	2	NC	22	12	NC	72	84	NC	1	3

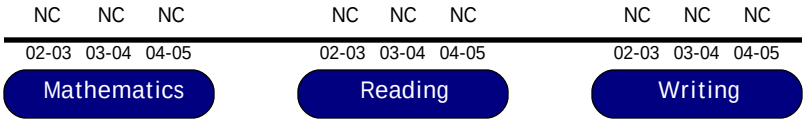
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

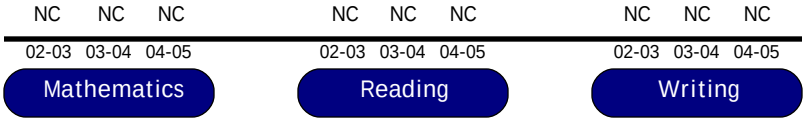
3rd Grade Proficiency



5th Grade Proficiency



8th 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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	34	50	NC	NC	NA	58	--	--	30	47
	Language	--	--	25	43	NC	NC	28	50	--	--	34	47
	Mathematics	--	--	33	57	NC	NC	37	64	--	--	34	50
3	Reading	NC	NC	29	47	NC	NC	NA	55	NC	NC	28	44
	Language	NC	NC	38	54	NC	NC	40	61	NC	NC	32	44
	Mathematics	NC	NC	36	54	NC	NC	40	61	NC	NC	43	51
4	Reading	NC	NC	33	52	NC	NC	NA	56	NC	NC	34	48
	Language	NC	NC	33	48	NC	NC	34	52	NC	NC	38	49
	Mathematics	NC	NC	37	57	NC	NC	39	61	NC	NC	42	53
5	Reading	NC	NC	31	50	NC	NC	NA	55	NC	NC	38	50
	Language	NC	NC	32	46	NC	NC	36	49	NC	NC	40	50
	Mathematics	NC	NC	41	57	NC	NC	48	63	NC	NC	43	49
6	Reading	NC	NC	37	53	NC	NC	NA	56	NC	NC	40	51
	Language	NC	NC	30	45	NC	NC	32	48	NC	NC	37	47
	Mathematics	NC	NC	47	62	NC	NC	51	66	NC	NC	42	52
7	Reading	--	--	31	51	NC	NC	NA	54	NC	NC	38	50
	Language	--	--	35	54	NC	NC	42	58	NC	NC	40	52
	Mathematics	--	--	43	58	NC	NC	51	62	NC	NC	40	50
8	Reading	--	--	36	53	NC	NC	NA	55	NC	NC	39	51
	Language	--	--	31	49	NC	NC	32	52	NC	NC	42	50
	Mathematics	--	--	45	58	NC	NC	45	61	NC	NC	47	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

School Site Council

Council Composition	Council Duties
1 School Administrator(s)	ü Parent Communication
1 Non-certified Employee(s)	ü Curriculum Support/Development
2 Teacher(s)	ü Access to Mental Health Community
1 Parent(s)	ü Staff Development
1 Community Member(s)	
0 Student(s)	

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	5.00
Other Professional Staff	4.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	4
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	100%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Garden
- ü Library
- ü Book Room

Extracurricular Activities

Social Services

- ü Family Resource Center
- ü Social Workers
- ü Contacts with Value Options
- ü Use of School Resource Officers (SROs)

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	89	95	94	95
Transfers Out Rate [5]	44	12	12	17
Transfers In Rate [6]	94	28	28	37
Stability Rate [7]	55	87	87	82
Promotion Rate [8]	94	96	95	81
Retention Rate [9]	0	1	1	3
Dropout Rate [10]	0	0	1	6
Status Unknown [11]	0	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

Provide training for staff members to monitor the safety of students. Teaching of pro-social skills, anger management, and conflict resolution to the 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) : 5

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	Derek Petersen	(623) 691-5900
Transportation Policy	Cartwright District	(623) 691-4095
Community Resources	Family Resource Center	(623) 691-1983
School Nutrition Programs	District Food Service	(623) 691-4045
Parent Organization		
Student Health/Nurse	Irene Davis	(623) 691-5973

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."

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.

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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