



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4308 N. 51st Ave. Suite 102, Phoenix, AZ 85031

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 Plus
2003-04 Performing
2002-03 New School

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

School Overview

Principal/Administrator : Miss Angela Graziano
Schedule : 07:30 AM to 04:00 PM
Grades : K-5
2005 Enrollment : 714
Web Address : www.tarverelementary.org
Phone Number : (623) 691-1900
Fax Number : (623) 691-1920
E-mail : agraziano@tarv.cartwright.k12.az.us

Mission

At Bret R. Tarver Elementary School we educate and prepare our students to become lifelong learners who make positive contributions to our society.

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

- By Spring 2006, 70% of the students in grade 3 and 45% of the students in grade 5 will meet or exceed the AIMS standards in reading.
- By Spring 2006, 70% of the students in grade 3 and 55% of the students in grade 5 will meet or exceed the AIMS standards in mathematics.
- By Spring 2006, 70% of the students in grade 3 and 55% of the students in grade 5 will meet or exceed the AIMS standards in writing.

Enrollment

October 1, 2004 School Year Student Enrollment : 842
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 112

Instructional Programs

- ü Title I Reading Program
- ü After School Tutoring
- ü Spalding Total Language Arts Program
- ü ELL Programs at All Grade Levels
- ü TERC and CMP Math Programs
- ü Band/Orchestra
- ü On-site Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Teachers and staff consistently communicate our desire for high academic standards, positive attitude, and a safe environment. It's our responsibility to provide a positive and successful learning experience for each student. We use student agendas, monthly newsletters, phone calls, and conferences to keep parents informed about their children and about school activities.

Parents

At Tarver School, we expect the parents to send their children to school as required by the state of Arizona. Parents need to ensure their children get enough sleep allowing them to come to school ready to learn each day. We want parents to be involved in their child's education. Parents should sign their child's agenda nightly (Monday - Thursday). We invite parents to attend all school activities. We encourage parents to contact us whenever they have questions or concerns

Transportation Policy

The transportation of students who are accepted on a variance is the responsibility of the parent. District bus transportation is only provided for students who reside in the Tarver School attendance areas. Students must behave appropriately on the bus or they will have to find alternate means of transportation. District transportation is also available for class field trips.

School Honors

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

Award/Honor	Year
ü Recipient of Communities in Schools Grant	2005
ü Phoenix Urban Survival Program's Crystal Apple Award	2004
ü Recipient of AZ Commission Gold Star Road to Excellence	2003
ü Recipient of the Arizona Arts Commission Grant	2002

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	125	2374	79306	89	98	99	432	433	445	10	14	10	26	22	18	54	53	51	11	11	20
All Students (Prior Year)	105	2216	75509	100	99	100	494	501	521	17	21	13	37	30	23	32	30	33	15	19	31
Female	67	1136	38691	92	98	99	421	433	446	13	13	10	29	23	18	52	53	52	7	11	20
Male	58	1236	40583	87	98	99	445	433	445	6	15	11	23	21	18	56	52	50	15	12	21
African American	NC	97	4041	NC	94	99	NC	420	426	NC	15	17	NC	28	23	NC	55	50	NC	2	10
Hispanic	106	2060	32869	88	99	99	435	432	429	9	14	15	28	22	25	54	52	51	9	11	10
Asian/Pacific Islander	NC	15	1935	NC	100	99	NC	424	474	NC	0	3	NC	14	9	NC	64	48	NC	21	40
American Indian/Alaskan Native	--	12	4264	--	86	100	--	424	419	--	22	19	--	22	30	--	44	45	--	11	6
White	12	190	36197	100	97	99	451	447	463	9	11	5	9	17	11	64	52	53	18	20	31
Students with Disabilities	13	295	10321	93	100	100	371	381	389	8	41	30	50	30	27	42	26	34	0	3	9
Students without Disabilities	112	2079	69060	89	98	98	440	441	454	10	10	7	23	21	17	55	57	54	12	13	22
Limited English Proficient Students	59	1191	15509	82	98	100	418	421	406	9	19	20	38	26	30	45	48	45	8	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	105	1999	39415	91	93	96	433	432	431	10	15	15	29	23	25	51	52	50	10	11	10
Non-Economically Disadvantaged	20	375	39966	83	100	100	424	438	459	8	10	6	0	16	12	75	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	127	2381	79395	91	0	99	413	421	446	23	18	9	31	38	25	46	42	55	0	3	11
All Students (Prior Year)	105	2220	75492	100	100	100	507	507	519	19	20	12	21	20	16	45	46	47	14	14	24
Female	67	1140	38743	92	0	100	411	427	451	27	14	7	25	37	24	48	46	57	0	3	12
Male	60	1239	40618	90	0	99	415	415	440	19	22	11	38	38	27	44	38	53	0	3	9
African American	NC	100	4052	NC	0	100	NC	414	434	NC	14	11	NC	52	29	NC	35	54	NC	0	6
Hispanic	106	2064	32915	88	0	99	414	419	426	26	19	15	30	38	35	44	41	47	0	2	4
Asian/Pacific Islander	NC	15	1936	NC	0	99	NC	411	468	NC	14	3	NC	21	14	NC	57	63	NC	7	19
American Indian/Alaskan Native	--	12	4271	--	0	100	--	415	420	--	33	15	--	22	42	--	44	41	--	0	2
White	12	190	36221	100	0	99	436	442	465	0	11	4	36	30	15	64	50	63	0	10	17
Students with Disabilities	14	298	10331	100	0	100	334	368	388	50	42	25	42	43	37	8	15	34	0	0	4
Students without Disabilities	113	2083	69139	90	0	99	423	429	454	20	14	7	29	37	24	51	46	58	0	3	11
Limited English Proficient Students	60	1194	15545	83	0	100	390	405	399	36	25	21	36	43	42	28	31	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	106	2006	39484	91	0	96	412	419	429	25	19	14	35	39	35	40	40	47	0	2	4
Non-Economically Disadvantaged	21	375	39986	88	0	100	417	433	461	8	10	4	0	27	16	92	57	63	0	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	126	2244	78869	90	93	99	411	412	442	4	10	6	46	34	21	49	54	63	1	2	10
All Students (Prior Year)	104	2211	75053	99	99	99	559	546	597	7	11	7	14	22	12	79	65	72	0	3	9
Female	67	1078	38536	92	93	99	406	428	458	5	7	4	46	29	15	46	62	67	2	3	14
Male	59	1164	40302	88	92	99	417	396	428	2	14	8	46	38	26	52	47	60	0	1	7
African American	NC	94	4015	NC	91	99	NC	406	430	NC	10	8	NC	37	24	NC	50	61	NC	3	7
Hispanic	106	1943	32606	88	93	98	414	411	426	5	10	8	46	34	27	48	54	60	1	2	5
Asian/Pacific Islander	NC	14	1925	NC	100	99	NC	394	471	NC	8	3	NC	15	11	NC	69	64	NC	8	22
American Indian/Alaskan Native	--	10	4245	--	71	100	--	403	423	--	0	9	--	57	26	--	43	61	--	0	4
White	12	183	36078	100	94	99	414	417	459	0	9	4	55	31	16	45	57	66	0	3	14
Students with Disabilities	13	278	10246	93	95	100	330	325	367	8	34	18	75	42	39	17	23	40	0	0	4
Students without Disabilities	113	1966	68697	90	93	98	421	425	454	3	7	4	42	32	18	53	58	67	1	3	11
Limited English Proficient Students	59	1123	15339	82	92	100	395	395	399	6	14	11	49	39	31	43	46	54	2	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	105	1887	39106	91	88	95	413	411	427	4	11	8	46	35	28	49	52	59	1	2	5
Non-Economically Disadvantaged	21	357	39837	88	100	100	394	419	457	0	7	4	50	23	14	50	67	67	0	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	117	2212	78906	94	99	99	486	483	498	13	17	13	16	24	19	57	49	48	14	10	20
All Students (Prior Year)	117	2133	76019	100	99	100	484	482	499	18	16	14	39	51	39	18	14	14	25	18	33
Female	69	1117	38644	97	99	99	491	486	500	6	16	12	16	26	19	65	50	49	13	9	19
Male	48	1095	40236	91	100	99	478	481	497	24	19	15	16	22	19	45	49	46	16	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	101	1905	31938	93	99	99	480	483	481	14	17	19	17	24	25	57	49	46	12	9	10
Asian/Pacific Islander	--	11	1805	--	100	98	--	523	536	--	0	5	--	11	8	--	67	45	--	22	42
American Indian/Alaskan Native	NC	24	4593	NC	96	100	NC	467	467	NC	14	26	NC	19	29	NC	62	39	NC	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	19	264	10664	100	100	100	407	412	430	39	53	42	28	30	27	33	15	26	0	2	5
Students without Disabilities	98	1951	68310	93	98	98	503	493	509	7	12	9	13	23	18	62	54	51	17	11	22
Limited English Proficient Students	62	896	12573	91	99	100	457	461	454	21	25	27	22	30	30	50	42	38	7	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	102	1906	38679	94	95	96	492	484	483	14	18	20	16	25	25	59	49	45	11	9	10
Non-Economically Disadvantaged	15	309	40295	94	100	100	436	480	513	0	12	7	20	19	13	40	52	50	40	16	30

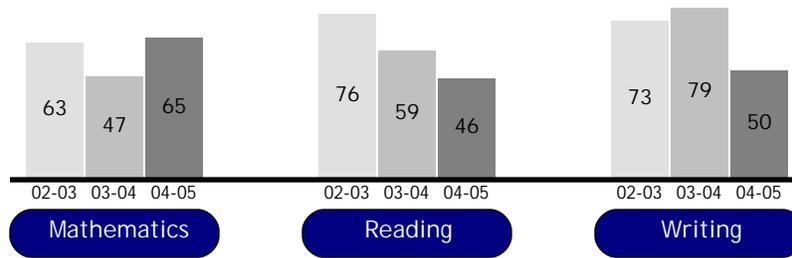
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2211	78908	94	0	99	457	464	484	15	15	10	21	31	23	62	51	58	2	2	9
All Students (Prior Year)	117	2131	76020	100	99	100	495	493	503	36	35	25	21	31	23	39	30	40	4	5	12
Female	69	1118	38648	97	0	99	466	469	489	6	12	8	19	31	22	74	55	61	0	2	10
Male	48	1093	40233	91	0	99	442	457	479	29	19	12	24	32	25	42	47	55	5	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	101	1904	31940	93	0	99	454	462	465	15	16	16	23	32	32	62	50	49	0	2	3
Asian/Pacific Islander	--	11	1805	--	0	98	--	494	507	--	0	4	--	22	13	--	67	65	--	11	18
American Indian/Alaskan Native	NC	24	4569	NC	0	100	NC	455	457	NC	14	18	NC	14	39	NC	62	41	NC	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	19	264	10665	100	0	100	378	400	423	50	44	30	33	39	36	17	16	31	0	0	2
Students without Disabilities	98	1950	68312	93	0	98	474	473	493	7	11	7	18	30	21	72	56	62	2	3	10
Limited English Proficient Students	62	895	12556	91	0	100	429	439	436	22	25	24	31	42	40	47	32	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	102	1905	38662	94	0	96	463	464	468	17	16	16	20	32	32	63	50	49	0	2	3
Non-Economically Disadvantaged	15	309	40315	94	0	100	403	464	498	0	7	5	30	26	15	50	61	66	20	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	116	2210	78750	94	99	99	479	474	500	9	10	6	27	40	29	63	50	63	1	0	2
All Students (Prior Year)	117	2119	75673	100	99	100	502	494	530	14	18	12	34	34	25	50	47	58	2	1	4
Female	70	1121	38586	99	99	99	493	489	515	5	7	4	19	33	22	75	60	71	2	0	3
Male	46	1089	40135	87	99	99	456	458	486	16	13	8	41	48	35	43	39	56	0	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	100	1903	31841	92	99	99	475	474	483	9	10	8	30	40	36	59	50	55	1	0	1
Asian/Pacific Islander	--	11	1802	--	100	98	--	531	533	--	0	2	--	33	16	--	56	75	--	11	7
American Indian/Alaskan Native	NC	24	4586	NC	96	100	NC	480	481	NC	0	8	NC	38	37	NC	62	54	NC	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	19	262	10622	100	100	100	380	382	415	22	33	21	67	53	50	11	13	28	0	0	1
Students without Disabilities	97	1951	68196	92	98	98	501	487	513	6	6	3	18	39	25	74	55	69	1	0	3
Limited English Proficient Students	61	894	12504	90	99	100	449	444	451	14	16	12	37	50	44	49	34	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	101	1905	38558	94	95	96	487	474	485	10	10	8	28	41	37	61	49	54	1	0	1
Non-Economically Disadvantaged	15	308	40260	94	100	100	411	472	514	0	8	3	20	34	21	80	57	72	0	1	4

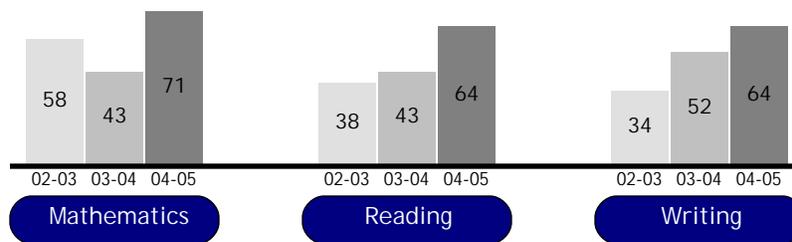
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	41	34	50	94	43	NA	58	92	33	30	47
	Language	98	37	25	43	96	39	28	50	92	46	34	47
	Mathematics	97	48	33	57	99	56	37	64	92	37	34	50
3	Reading	89	27	29	47	100	36	NA	55	90	25	28	44
	Language	97	42	38	54	100	46	40	61	90	30	32	44
	Mathematics	93	41	36	54	100	43	40	61	89	43	43	51
4	Reading	85	33	33	52	86	38	NA	56	89	31	34	48
	Language	90	34	33	48	95	37	34	52	89	36	38	49
	Mathematics	87	44	37	57	96	54	39	61	89	44	42	53
5	Reading	92	29	31	50	95	41	NA	55	93	42	38	50
	Language	93	33	32	46	100	40	36	49	93	44	40	50
	Mathematics	91	46	41	57	100	52	48	63	93	47	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."

School Site Council

Council Composition

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

Council Duties

- Ü School Improvement Plan Input
- Ü Communication
- Ü School Safety Issues
- Ü Parent Concerns
- Ü Community Resources

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	1.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	0	0	0
4 to 6 years	1	6	0	0
7 to 9 years	0	5	0	1
10 or more years	2	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Computer Lab - Internet Accessible
- Ü Indoor hallways
- Ü Library - Internet Accessible

Extracurricular Activities

- Ü Student Council
- Ü Quality Time
- Ü Peer Mediation
- Ü After School Tutoring
- Ü Chorus

Social Services

- Ü Urban Survival Program
- Ü Dental care
- Ü Food Boxes
- Ü Christmas Angel Program
- Ü Parent Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Bret Tarver School was chosen as the recipient of the Communities in Schools Grant in 2005.

- ü Our after school reading tutoring program, in conjunction with NAU reading interns, earned the Arizona Commission Gold Star Road to Excellence Award.

- ü Tarver's School Coordinator for the Phoenix Urban Survival Program was awarded the Crystal Apple Award for her dedication and support of the Urban Survival Program.

- ü Arizona State University and Spalding International selected Bret Tarver School to participate in their literacy research study.

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	20	12	12	17
Transfers In Rate ⁶	51	28	28	37
Stability Rate ⁷	79	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

Tarver is a uniform school which has high expectations for students' behavior. Tarver School has a zero tolerance policy for violence. For additional security, we have all indoor hallways and have access to a Resource Officer at the school next door. We have the Urban Survival Program for all students so they are instructed in fire safety, gun safety, and 'home alone' safety. Students can participate in our Quality Time program or the city Parks and Recreation program after school.

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) :

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	Angela Graziano	(623) 691-1900
Transportation Policy	Henry Meza	(623) 691-4000
Community Resources	Richard Hagen	(623) 691-1900
School Nutrition Programs	Linda King	(623) 691-1900
Parent Organization	Lorraine Russell	(623) 691-1900
Student Health/Nurse	Nita Seltzer, RN	(623) 691-1915

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.

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 150 Copies = \$57.00

** 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.