

**ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07**

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 LEARNS<sup>1</sup>**

**Elementary Achievement Profile (a)**

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

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

**School Overview**

Principal/Administrator : Miss Angela Graziano  
Schedule : 07:30 AM to 04:00 PM  
Grades : K-5  
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)**

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

**School Improvement Status (b)**

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

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

**School / Academic Goals**

- ü By Spring 2007, 70% of the students in grade 3 and 55% of the students in grade 5 will meet or exceed the AIMS standards in reading.
- ü By Spring 2007, 70% of the students in grade 3 and 55% of the students in grade 5 will meet or exceed the AIMS standards in mathematics.
- ü By Spring 2007, 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, 2005 School Year Student Enrollment : 696  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 135

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 ELD and Vocabulary Instruction
- 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 :	8/7/2005
Last Day of School :	6/8/2006

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 2005-06 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	129	2329	80010	100	100	99	436	431	447	8	15	10	30	26	18	53	51	53	9	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	1172	38935	100	99	99	433	432	447	7	13	9	35	27	19	50	53	55	7	8	17
Male	61	1150	40974	100	100	98	439	430	448	8	17	11	25	25	18	56	49	52	11	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	113	2074	34545	100	100	99	434	430	432	8	15	14	30	26	24	54	51	53	8	8	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	446	474	NC	7	4	NC	33	10	NC	40	50	NC	20	36
American Indian/Alaskan Native	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	13	283	10161	100	99	93	419	399	419	15	40	28	46	36	28	23	22	36	15	3	8
Students without Disabilities	116	2046	69849	100	100	100	437	435	451	7	11	7	28	25	17	56	55	56	9	9	19
Limited English Proficient Students	53	964	14013	98	100	97	419	410	413	15	25	24	42	36	34	40	36	39	4	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	99	1802	39029	100	99	98	435	430	432	7	15	14	29	27	25	58	51	52	6	7	9
Non-Economically Disadvantaged	30	527	40981	100	100	100	437	435	462	10	15	6	33	24	13	37	49	54	20	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	123	2279	79438	96	98	98	433	427	451	19	20	9	28	32	24	50	44	56	3	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1157	38775	99	98	99	432	432	457	18	16	7	26	31	22	53	48	58	3	4	13
Male	57	1115	40560	93	97	97	434	422	446	19	23	12	30	33	25	47	40	54	4	3	9
African American	NC	87	4178	NC	96	98	NC	427	439	NC	20	13	NC	33	29	NC	46	52	NC	1	6
Hispanic	107	2029	34297	96	98	98	430	426	434	19	20	14	28	33	31	50	44	50	3	3	5
Asian/Pacific Islander	NC	15	2063	NC	100	99	NC	436	475	NC	20	3	NC	20	15	NC	60	63	NC	NA	20
American Indian/Alaskan Native	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	13	239	9588	100	84	88	392	383	416	62	56	30	15	28	32	15	14	34	8	2	5
Students without Disabilities	110	2040	69850	95	100	100	438	432	456	14	15	7	29	33	23	55	48	59	3	4	12
Limited English Proficient Students	48	931	13856	89	97	96	401	398	407	40	35	27	33	44	43	23	20	29	4	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	95	1760	38685	96	96	97	432	426	435	19	20	14	28	33	32	51	44	50	2	3	5
Non-Economically Disadvantaged	28	519	40753	97	100	99	436	432	467	18	18	5	25	30	16	50	46	62	7	6	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	2329	79971	100	100	99	409	397	423	8	14	8	53	51	41	39	35	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	1176	38974	100	100	99	419	409	437	4	10	5	49	46	33	47	43	57	NA	1	4
Male	60	1147	40895	98	100	98	398	384	410	12	17	10	58	57	47	30	26	41	NA	0	2
African American	NC	89	4203	NC	98	99	NC	393	411	NC	12	11	NC	55	45	NC	31	43	NC	1	2
Hispanic	112	2072	34481	100	100	99	407	396	410	9	14	10	52	51	46	39	35	43	NA	1	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	416	449	NC	NA	4	NC	67	28	NC	33	60	NC	NA	8
American Indian/Alaskan Native	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	12	288	10258	100	100	94	377	328	377	25	44	23	50	46	51	25	10	25	NA	0	1
Students without Disabilities	116	2041	69713	100	100	100	413	406	429	6	9	5	53	52	39	41	38	52	NA	1	3
Limited English Proficient Students	52	964	13985	96	100	97	380	366	382	19	24	18	56	58	54	25	19	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	99	1805	38994	100	99	98	410	398	409	8	13	10	53	52	47	39	34	41	NA	1	1
Non-Economically Disadvantaged	29	524	40977	100	100	100	408	393	437	7	16	5	55	48	34	38	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	125	2306	80147	99	99	99	474	461	482	13	18	11	18	24	17	53	47	49	17	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1105	39281	98	99	99	474	462	483	15	17	9	15	24	17	47	48	50	23	11	24
Male	65	1195	40780	100	99	98	473	461	482	11	18	12	20	24	17	58	46	48	11	12	24
African American	NC	81	4249	NC	99	99	NC	446	464	NC	31	17	NC	23	22	NC	40	48	NC	6	13
Hispanic	106	2028	33494	99	99	99	476	460	466	9	18	15	18	25	23	57	47	49	16	11	14
Asian/Pacific Islander	NC	14	2103	NC	100	99	NC	508	515	NC	NA	4	NC	7	8	NC	71	44	NC	21	45
American Indian/Alaskan Native	NC	19	4117	NC	100	96	NC	451	456	NC	26	19	NC	21	27	NC	37	46	NC	16	8
White	NC	164	36122	NC	99	99	NC	477	501	NC	12	5	NC	18	10	NC	51	50	NC	20	35
Students with Disabilities	18	319	10295	100	97	92	421	423	443	50	50	33	33	28	26	17	21	33	NA	2	8
Students without Disabilities	107	1987	69852	99	100	100	482	467	488	7	12	7	15	23	16	59	51	51	20	13	26
Limited English Proficient Students	48	884	12722	98	97	97	450	436	441	17	31	27	31	34	33	50	32	37	2	2	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	105	1814	38371	99	98	97	471	460	465	13	18	15	20	25	23	51	47	49	15	11	13
Non-Economically Disadvantaged	20	492	41776	100	100	100	487	468	498	10	17	6	5	20	11	60	48	49	25	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	125	2296	79686	99	99	98	454	445	470	11	20	11	38	35	24	50	43	57	NA	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1102	39163	98	99	99	457	450	475	8	15	9	40	37	22	52	45	60	NA	3	10
Male	65	1188	40438	100	99	97	450	440	465	14	25	13	37	33	25	49	40	54	NA	2	7
African American	NC	80	4228	NC	98	98	NC	441	458	NC	21	15	NC	38	28	NC	40	53	NC	1	4
Hispanic	106	2023	33299	99	99	98	454	444	452	9	21	17	41	36	32	50	41	47	NA	2	3
Asian/Pacific Islander	NC	14	2097	NC	100	99	NC	477	490	NC	7	5	NC	14	13	NC	71	68	NC	7	14
American Indian/Alaskan Native	NC	19	4087	NC	100	96	NC	439	446	NC	26	16	NC	26	38	NC	47	44	NC	NA	2
White	NC	160	35914	NC	97	98	NC	465	489	NC	13	5	NC	24	15	NC	58	67	NC	6	14
Students with Disabilities	18	289	9808	100	88	87	421	410	432	22	51	35	72	33	32	6	16	30	NA	0	3
Students without Disabilities	107	2007	69878	99	100	100	459	450	475	9	16	8	33	35	23	58	46	61	NA	2	9
Limited English Proficient Students	48	885	12594	98	97	96	429	416	422	17	39	34	65	47	45	19	14	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	105	1805	38095	99	97	97	451	443	452	12	21	17	41	36	32	47	42	48	NA	2	3
Non-Economically Disadvantaged	20	491	41591	100	100	99	470	452	486	5	19	6	25	30	16	70	46	65	NA	4	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2331	80372	100	100	99	448	450	475	8	8	4	51	45	30	41	47	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1118	39452	100	100	99	466	465	488	2	5	3	49	36	22	49	58	72	NA	1	3
Male	65	1207	40836	100	100	98	432	436	464	14	11	6	52	53	37	34	36	56	NA	0	1
African American	NC	82	4264	NC	100	99	NC	447	465	NC	10	5	NC	51	35	NC	39	59	NC	NA	1
Hispanic	107	2051	33608	100	100	99	451	449	462	7	8	6	48	44	36	45	47	57	NA	0	1
Asian/Pacific Islander	NC	14	2098	NC	100	99	NC	491	500	NC	NA	2	NC	29	16	NC	64	75	NC	7	7
American Indian/Alaskan Native	NC	20	4128	NC	100	97	NC	445	464	NC	15	4	NC	45	39	NC	40	56	NC	NA	1
White	NC	164	36213	NC	99	99	NC	454	489	NC	8	2	NC	49	22	NC	42	72	NC	1	3
Students with Disabilities	18	329	10526	100	100	94	408	397	427	17	26	15	78	58	53	6	15	31	NA	0	1
Students without Disabilities	108	2002	69846	100	100	100	455	458	482	6	5	3	46	42	26	47	52	69	NA	0	2
Limited English Proficient Students	49	907	12747	100	100	97	423	419	432	14	15	12	63	62	52	22	23	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	106	1840	38521	100	99	98	448	449	461	8	8	6	54	46	38	39	46	55	NA	0	1
Non-Economically Disadvantaged	20	491	41851	100	100	100	452	451	489	10	10	3	35	40	22	55	49	72	NA	1	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	2249	79306	100	100	99	493	487	504	14	20	13	23	24	20	50	46	49	12	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1112	38845	100	100	99	491	486	505	16	19	11	25	25	20	49	47	50	10	9	18
Male	54	1134	40383	100	100	98	495	487	504	13	20	14	20	24	19	52	46	47	15	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	89	1952	32673	100	100	99	495	486	487	13	20	18	25	25	25	48	46	46	13	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	NC	159	36234	NC	100	99	NC	497	523	NC	13	6	NC	21	13	NC	56	52	NC	10	28
Students with Disabilities	19	300	10286	100	100	91	468	447	462	26	51	41	32	31	27	37	17	27	5	1	5
Students without Disabilities	86	1949	69020	100	100	100	499	492	510	12	15	9	21	23	18	53	51	52	14	11	21
Limited English Proficient Students	38	667	10291	100	100	96	466	456	458	26	39	38	39	34	34	34	25	26	NA	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	85	1730	37437	100	98	97	494	485	486	11	20	19	25	24	26	53	46	46	12	9	9
Non-Economically Disadvantaged	20	519	41869	100	100	100	492	493	521	30	17	7	15	24	14	40	46	51	15	12	27

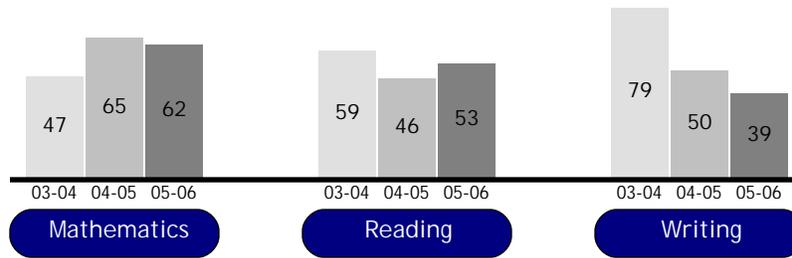
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	2221	79000	100	99	98	474	468	489	14	16	10	30	35	24	51	47	58	4	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1101	38774	100	100	99	474	471	494	14	13	7	29	35	22	53	49	61	4	3	10
Male	54	1118	40150	100	99	98	473	466	485	15	19	12	31	35	25	50	44	55	4	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	89	1926	32508	100	99	98	474	467	472	12	16	15	31	36	33	53	46	49	3	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	NC	158	36135	NC	100	98	NC	483	508	NC	13	4	NC	27	14	NC	55	67	NC	6	15
Students with Disabilities	19	273	9991	100	91	88	437	429	449	37	48	33	47	40	36	16	12	29	NA	NA	2
Students without Disabilities	86	1948	69009	100	100	100	482	473	495	9	11	6	27	34	22	59	51	62	5	3	10
Limited English Proficient Students	38	647	10199	100	97	95	443	436	439	29	37	35	53	50	47	18	13	18	NA	0	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	85	1704	37234	100	97	97	474	466	472	12	17	15	34	36	33	51	45	50	4	2	3
Non-Economically Disadvantaged	20	517	41766	100	100	99	473	475	505	25	14	5	15	31	16	55	50	65	5	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	105	2258	79611	100	100	99	469	469	496	8	12	7	57	52	37	35	36	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1115	39016	100	100	99	475	482	511	4	8	4	59	48	29	37	44	66	NA	NA	1
Male	54	1141	40519	100	100	98	464	456	482	11	16	10	56	57	44	33	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	89	1961	32855	100	100	99	474	469	481	7	12	10	56	53	43	37	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	NC	159	36380	NC	100	99	NC	475	511	NC	11	4	NC	52	30	NC	37	65	NC	NA	1
Students with Disabilities	19	307	10664	100	100	94	431	418	440	11	32	23	74	58	54	16	9	22	NA	0	1
Students without Disabilities	86	1951	68947	100	100	100	478	476	504	7	9	4	53	51	34	40	40	61	NA	NA	1
Limited English Proficient Students	38	670	10362	100	100	97	428	422	438	21	28	22	71	61	57	8	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	85	1741	37626	100	99	98	475	468	479	5	12	10	60	54	45	35	35	45	NA	0	0
Non-Economically Disadvantaged	20	517	41985	100	100	100	447	472	511	20	13	4	45	48	30	35	39	65	NA	NA	1

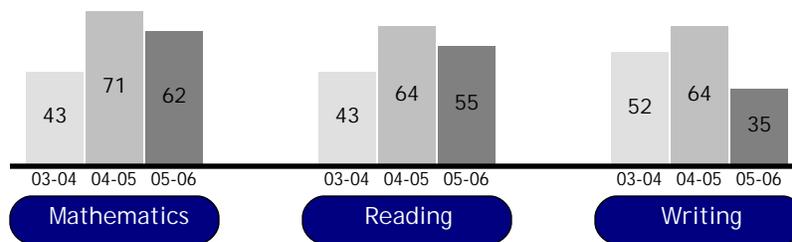
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	43	NA	58	92	33	30	47	100	27	24	46
	Language	96	39	28	50	92	46	34	47	100	41	28	48
	Mathematics	99	56	37	64	92	37	34	50	100	43	30	52
3	Reading	100	36	NA	55	90	25	28	44	100	30	24	46
	Language	100	46	40	61	90	30	32	44	100	35	28	46
	Mathematics	100	43	40	61	89	43	43	51	100	48	39	52
4	Reading	86	38	NA	56	89	31	34	48	100	35	34	52
	Language	95	37	34	52	89	36	38	49	100	39	37	52
	Mathematics	96	54	39	61	89	44	42	53	100	58	44	58
5	Reading	95	41	NA	55	93	42	38	50	100	41	37	56
	Language	100	40	36	49	93	44	40	50	100	39	35	54
	Mathematics	100	52	48	63	93	47	43	49	100	43	39	52

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

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

School Site Council

Council Composition

- 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 Certification.	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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	91	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

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

## ACHIEVEMENT PROFILES

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

## TITLE I TERMS

### Title I School Improvement Year 1

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

### Title I School Improvement Year 2

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

### Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

Footnotes

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

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

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

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

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

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

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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