

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2550 N. 79th Avenue, Phoenix, AZ 85035

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	N/A
2002-03	Not Evaluated

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

School Overview

Principal/Administrator : Mrs. Tracy Faulkner
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 907
 Web Address : www.cartwright.k12.az.us
 Phone Number : (623) 691-3100
 Fax Number : (623) 691-3120
 E-mail : tfaulkner@pena.cartwright.k12.az.us

Mission

The Pena staff will ensure a high level of academic achievement for all students by providing challenging, standards-based curricula, implementing appropriate assessments and using researched-based resources.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	N/A
2002-03	Not Evaluated

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

- ü Manuel Pena Jr. Elementary School will provide all students with a solid academic foundation emphasizing reading, writing and mathematics.
- ü Manuel Pena Jr. Elementary School will ensure a high level of academic achievement for all students by providing challenging, standards-based curricula, appropriate assessments and using researched-based resources.

Enrollment

October 1, 2004 School Year Student Enrollment : 1069
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 27

Instructional Programs

- Ü Standards-based Curricula/Instruction
- Ü Gifted Education
- Ü English Immersion
- Ü On-site Special Education

Calendar Information

Number of Instruction Days :	180
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

Pena has the responsibility of providing a safe and orderly environment, positive school climate, and high academic standards. Methods of communication may include the mission statement, family handbook, newsletters, grade reports and conferences.

Parents

Parents are responsible for school attendance and providing money for meals or completing applications for federal meal programs. Parents need to work in partnership with the school on appropriate student behavior and academic achievement.

Transportation Policy

Transportation is provided for students living at a greater distance than one mile; areas with unique safety situations; students with special transportation needs; and students participating in field trips and interscholastic sports.

School Honors

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

Award/Honor	Year
Ü Odyssey of the Mind West Region 2nd Place	2005
Ü Odyssey of the Mind West Region 3rd Place	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	2374	79306	98	98	99	445	433	445	12	14	10	24	22	18	47	53	51	18	11	20
All Students (Prior Year)	129	2216	75509	100	99	100	501	501	521	28	21	13	22	30	23	31	30	33	19	19	31
Female	65	1136	38691	98	98	99	447	433	446	8	13	10	24	23	18	51	53	52	16	11	20
Male	79	1236	40583	98	98	99	442	433	445	14	15	11	23	21	18	44	52	50	19	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	119	2060	32869	98	99	99	441	432	429	13	14	15	25	22	25	46	52	51	16	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	15	190	36197	94	97	99	471	447	463	0	11	5	21	17	11	57	52	53	21	20	31
Students with Disabilities	NC	295	10321	NC	100	100	NC	381	389	NC	41	30	NC	30	27	NC	26	34	NC	3	9
Students without Disabilities	138	2079	69060	99	98	98	447	441	454	10	10	7	21	21	17	50	57	54	19	13	22
Limited English Proficient Students	77	1191	15509	100	98	100	436	421	406	17	19	20	23	26	30	42	48	45	17	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	115	1999	39415	88	93	96	441	432	431	13	15	15	25	23	25	46	52	50	16	11	10
Non-Economically Disadvantaged	29	375	39966	100	100	100	469	438	459	0	10	6	15	16	12	54	56	52	31	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	144	2381	79395	98	0	99	424	421	446	20	18	9	35	38	25	40	42	55	4	3	11
All Students (Prior Year)	130	2220	75492	100	100	100	507	507	519	26	20	12	14	20	16	43	46	47	16	14	24
Female	65	1140	38743	98	0	100	433	427	451	10	14	7	39	37	24	47	46	57	4	3	12
Male	79	1239	40618	98	0	99	416	415	440	28	22	11	33	38	27	34	38	53	5	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	119	2064	32915	98	0	99	419	419	426	21	19	15	38	38	35	39	41	47	2	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	15	190	36221	94	0	99	456	442	465	14	11	4	21	30	15	43	50	63	21	10	17
Students with Disabilities	NC	298	10331	NC	0	100	NC	368	388	NC	42	25	NC	43	37	NC	15	34	NC	0	4
Students without Disabilities	138	2083	69139	99	0	99	427	429	454	17	14	7	36	37	24	42	46	58	5	3	11
Limited English Proficient Students	77	1194	15545	100	0	100	410	405	399	25	25	21	41	43	42	33	31	35	2	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	115	2006	39484	88	0	96	421	419	429	20	19	14	40	39	35	36	40	47	4	2	4
Non-Economically Disadvantaged	29	375	39986	100	0	100	448	433	461	23	10	4	0	27	16	69	57	63	8	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	144	2244	78869	98	93	99	408	412	442	18	10	6	24	34	21	55	54	63	4	2	10
All Students (Prior Year)	130	2211	75053	100	99	99	539	546	597	12	11	7	30	22	12	54	65	72	4	3	9
Female	65	1078	38536	98	93	99	445	428	458	4	7	4	24	29	15	65	62	67	6	3	14
Male	79	1164	40302	98	92	99	379	396	428	28	14	8	23	38	26	47	47	60	2	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	119	1943	32606	98	93	98	405	411	426	20	10	8	25	34	27	51	54	60	4	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	15	183	36078	94	94	99	432	417	459	0	9	4	29	31	16	71	57	66	0	3	14
Students with Disabilities	NC	278	10246	NC	95	100	NC	325	367	NC	34	18	NC	42	39	NC	23	40	NC	0	4
Students without Disabilities	138	1966	68697	99	93	98	418	425	454	14	7	4	24	32	18	58	58	67	4	3	11
Limited English Proficient Students	77	1123	15339	100	92	100	392	395	399	22	14	11	34	39	31	42	46	54	2	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	115	1887	39106	88	88	95	405	411	427	19	11	8	25	35	28	53	52	59	3	2	5
Non-Economically Disadvantaged	29	357	39837	100	100	100	431	419	457	8	7	4	15	23	14	69	67	67	8	3	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	150	2212	78906	99	99	99	491	483	498	19	17	13	24	24	19	41	49	48	16	10	20
All Students (Prior Year)	131	2133	76019	98	99	100	505	482	499	10	16	14	39	51	39	13	14	14	39	18	33
Female	75	1117	38644	100	99	99	491	486	500	17	16	12	27	26	19	42	50	49	14	9	19
Male	75	1095	40236	99	100	99	490	481	497	20	19	15	22	22	19	40	49	46	18	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	125	1905	31938	98	99	99	486	483	481	21	17	19	24	24	25	42	49	46	13	9	10
Asian/Pacific Islander	NC	11	1805	NC	100	98	NC	523	536	NC	0	5	NC	11	8	NC	67	45	NC	22	42
American Indian/Alaskan Native	NC	24	4593	NC	96	100	NC	467	467	NC	14	26	NC	19	29	NC	62	39	NC	5	6
White	17	160	36483	100	98	99	524	499	517	0	14	7	20	18	13	40	49	51	40	19	30
Students with Disabilities	11	264	10664	100	100	100	434	412	430	56	53	42	33	30	27	11	15	26	0	2	5
Students without Disabilities	139	1951	68310	98	98	98	495	493	509	16	12	9	23	23	18	43	54	51	17	11	22
Limited English Proficient Students	55	896	12573	98	99	100	468	461	454	28	25	27	24	30	30	48	42	38	0	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	125	1906	38679	93	95	96	486	484	483	19	18	20	25	25	25	44	49	45	12	9	10
Non-Economically Disadvantaged	25	309	40295	100	100	100	521	480	513	13	12	7	19	19	13	25	52	50	44	16	30

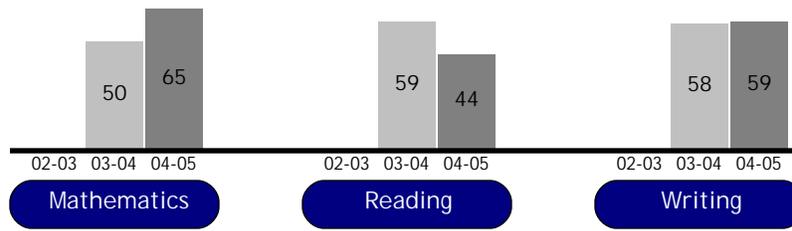
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	150	2211	78908	99	0	99	478	464	484	10	15	10	33	31	23	52	51	58	6	2	9
All Students (Prior Year)	132	2131	76020	99	99	100	507	493	503	19	35	25	22	31	23	46	30	40	14	5	12
Female	75	1118	38648	100	0	99	481	469	489	8	12	8	31	31	22	55	55	61	6	2	10
Male	75	1093	40233	99	0	99	475	457	479	12	19	12	35	32	25	48	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	125	1904	31940	98	0	99	472	462	465	12	16	16	37	32	32	47	50	49	5	2	3
Asian/Pacific Islander	NC	11	1805	NC	0	98	NC	494	507	NC	0	4	NC	22	13	NC	67	65	NC	11	18
American Indian/Alaskan Native	NC	24	4569	NC	0	100	NC	455	457	NC	14	18	NC	14	39	NC	62	41	NC	10	2
White	17	160	36502	100	0	99	517	484	502	0	9	4	7	22	14	80	62	67	13	6	15
Students with Disabilities	11	264	10665	100	0	100	447	400	423	0	44	30	100	39	36	0	16	31	0	0	2
Students without Disabilities	139	1950	68312	98	0	98	481	473	493	10	11	7	28	30	21	56	56	62	6	3	10
Limited English Proficient Students	55	895	12556	98	0	100	455	439	436	18	25	24	52	42	40	30	32	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	125	1905	38662	93	0	96	474	464	468	10	16	16	37	32	32	47	50	49	6	2	3
Non-Economically Disadvantaged	25	309	40315	100	0	100	503	464	498	6	7	5	6	26	15	81	61	66	6	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	150	2210	78750	99	99	99	495	474	500	8	10	6	31	40	29	60	50	63	0	0	2
All Students (Prior Year)	131	2119	75673	98	99	100	544	494	530	11	18	12	21	34	25	63	47	58	5	1	4
Female	75	1121	38586	100	99	99	516	489	515	3	7	4	22	33	22	75	60	71	0	0	3
Male	75	1089	40135	99	99	99	471	458	486	13	13	8	42	48	35	45	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	125	1903	31841	98	99	99	491	474	483	9	10	8	33	40	36	59	50	55	0	0	1
Asian/Pacific Islander	NC	11	1802	NC	100	98	NC	531	533	NC	0	2	NC	33	16	NC	56	75	NC	11	7
American Indian/Alaskan Native	NC	24	4586	NC	96	100	NC	480	481	NC	0	8	NC	38	37	NC	62	54	NC	0	1
White	17	159	36440	100	97	99	530	485	516	0	7	3	27	41	22	73	52	71	0	0	4
Students with Disabilities	11	262	10622	100	100	100	416	382	415	33	33	21	44	53	50	22	13	28	0	0	1
Students without Disabilities	139	1951	68196	98	98	98	501	487	513	6	6	3	30	39	25	63	55	69	0	0	3
Limited English Proficient Students	55	894	12504	98	99	100	464	444	451	16	16	12	42	50	44	42	34	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	125	1905	38558	93	95	96	493	474	485	8	10	8	31	41	37	60	49	54	0	0	1
Non-Economically Disadvantaged	25	308	40260	100	100	100	507	472	514	6	8	3	31	34	21	63	57	72	0	1	4

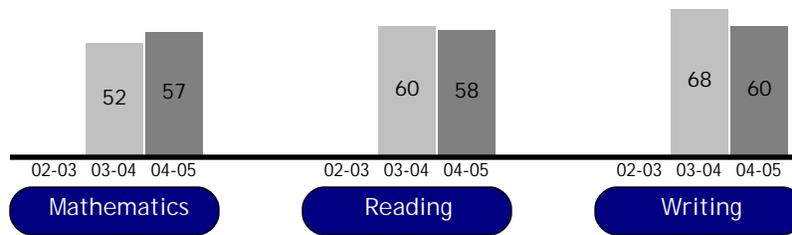
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	--	--	34	50	98	22	NA	58	98	32	30	47
	Language	--	--	25	43	100	16	28	50	98	35	34	47
	Mathematics	--	--	33	57	100	20	37	64	98	32	34	50
3	Reading	--	--	29	47	100	34	NA	55	98	29	28	44
	Language	--	--	38	54	100	40	40	61	98	30	32	44
	Mathematics	--	--	36	54	100	39	40	61	98	43	43	51
4	Reading	--	--	33	52	100	44	NA	56	98	44	34	48
	Language	--	--	33	48	100	43	34	52	98	46	38	49
	Mathematics	--	--	37	57	100	55	39	61	99	53	42	53
5	Reading	--	--	31	50	97	60	NA	55	99	42	38	50
	Language	--	--	32	46	97	57	36	49	99	45	40	50
	Mathematics	--	--	41	57	96	62	48	63	99	46	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

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

Council Duties

- Ü School Improvement
- Ü Direction of Pena Strategic Plan
- Ü Direction of Pena Title 1 Plan
- Ü School Safety
- Ü Curriculum Development
- Ü Communication

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	51.66
Other Professional Staff	2.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	6	0	0
4 to 6 years	6	7	0	0
7 to 9 years	0	5	0	0
10 or more years	1	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	105
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Multipurpose Facility

Extracurricular Activities

- Ü Student Council
- Ü After School Intervention
- Ü Chorus/Band/Strings
- Ü Gifted Art/Music
- Ü Odyssey of the Mind

Social Services

- Ü Breakfast/Lunch Program
- Ü Clothing/Food Bank
- Ü Family Resource Center
- Ü Adult ESL Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü An after school intervention program is provided to meet the needs of students in grades 2-5 in order to achieve high academic standards. Reading Recovery is provided for the most at-need first graders.

- ü Ongoing staff development in the areas of: Writing Process, Reading, TERC Investigations Math and SEI Strategies. Teachers are supported through literacy and math coaching, as well as a language support specialist.

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	22	12	12	17
Transfers In Rate ⁶	44	28	28	37
Stability Rate ⁷	77	87	87	82
Promotion Rate ⁸	97	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

Pena School is working in partnership with parents, the business community, health organizations and local police agencies to ensure the health and safety of all students and staff.

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	Tracy Faulkner	(623) 691-3100
Transportation Policy	Henry Meza	(623) 691-4093
Community Resources	Irene Rivera	(623) 691-1981
School Nutrition Programs	Kathy Honaker	(623) 691-3130
Parent Organization	Emily Samaniego	(623) 691-3100
Student Health/Nurse	Barbara Thompson	(623) 691-3115

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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** 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.