

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3535 W. Dunlap, Phoenix, AZ 85051

Cortez Park Charter Middle School, Inc., dba Cortez Park Charter Middle School

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Not Evaluated

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

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Freddie D. Villalon
 Schedule : 07:00 AM to 05:00 PM
 Grades : 6-8
 Web Address : webs.learningstation.com/cortez_park/
 Phone Number : (602) 589-9840
 Fax Number : (602) 589-9841
 E-mail : fvillalon-cpes@imageschools.com

Mission

Cortez Park staff, students, parents, and community will collectively provide support to increase academic proficiency through standards- based instruction in a safe environment that is conducive to the needs of the students.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Not 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 2007, 80 percent of the students at Cortez Park will be meeting or exceeding the state standards in reading and math as measured by the AIMS.
- ü Teachers and students will utilize the key elements of 21st Century methodologies as outlined in the School Design Manual.

Enrollment

October 1, 2005 School Year Student Enrollment : 157
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 150

Instructional Programs

- Ü Interdisciplinary Thematic Units
- Ü Character Education
- Ü Technology/Internet Access
- Ü Cooperative Learning
- Ü On-Site Special Education
- Ü Saturday School
- Ü Computer Based Learning
- Ü Fall and Spring Diagnostic Assessments

Calendar Information

Number of Instruction Days :	186
Average Daily Instruction Time :	7 hours 45 minutes
First Day of School :	8/10/2005
Last Day of School :	6/7/2006

Shared Responsibilities

School

Cortez Park Charter Middle School will strive to keep families informed, to value parent input in educational decisions affecting their children, and to make educational decisions based on student needs.

Parents

Parents will ensure and guide their children in being prepared each and every day for learning, being at school on time, and wearing the proper school uniform.

Transportation Policy

Transportation is provided for sixth, seventh and eighth grade students to and from Bell Canyon Charter School.

School Honors

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

Award/Honor	Year
Ü AIT Conference Champs in football	2002
Ü 3rd place in the State Charter Conference for baseball	2003
Ü Academic Excellence Award	2004
Ü Economic Sustainability Award	2005

6th 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	61	61	79327	97	97	98	499	499	518	33	33	19	15	15	20	51	51	46	2	2	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	39	38961	100	100	98	499	499	520	31	31	16	13	13	20	56	56	48	NA	NA	16
Male	22	22	40295	85	85	97	499	499	516	36	36	21	18	18	19	41	41	44	5	5	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	22	22	32327	96	96	98	495	495	499	36	36	27	14	14	25	50	50	41	NA	NA	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	26	26	36373	96	96	98	511	511	538	19	19	10	15	15	14	62	62	52	4	4	25
Students with Disabilities	10	10	9321	100	100	87	NA	NA	467	NA	NA	54	NA	NA	22	NA	NA	21	NA	NA	3
Students without Disabilities	51	51	70006	96	96	100	503	503	524	27	27	14	16	16	19	57	57	49	NA	NA	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	45	45	37097	98	98	97	490	490	498	40	40	27	16	16	25	44	44	41	NA	NA	7
Non-Economically Disadvantaged	16	16	42230	94	94	99	525	525	535	13	13	11	13	13	15	69	69	50	6	6	24

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	61	61	79501	97	97	98	483	483	497	15	15	10	31	31	25	52	52	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	39	39062	100	100	99	486	486	502	10	10	8	33	33	23	56	56	64	NA	NA	5
Male	22	22	40368	85	85	98	477	477	491	23	23	13	27	27	27	45	45	57	5	5	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	22	22	32389	96	96	98	474	474	478	14	14	16	41	41	34	45	45	48	NA	NA	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	26	26	36446	96	96	99	493	493	516	8	8	4	23	23	15	69	69	73	NA	NA	7
Students with Disabilities	10	10	9411	100	100	88	NA	NA	453	NA	NA	36	NA	NA	36	NA	NA	26	NA	NA	1
Students without Disabilities	51	51	70090	96	96	100	486	486	502	12	12	7	29	29	24	57	57	65	2	2	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	45	45	37183	98	98	97	475	475	479	20	20	16	33	33	34	44	44	49	2	2	1
Non-Economically Disadvantaged	16	16	42318	94	94	99	504	504	513	NA	NA	5	25	25	17	75	75	70	NA	NA	7

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	61	61	80000	97	97	99	558	558	564	3	3	3	10	10	11	82	82	75	5	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	39	39288	100	100	99	570	570	579	3	3	2	8	8	6	82	82	77	8	8	16
Male	22	22	40644	85	85	98	538	538	549	5	5	4	14	14	15	82	82	74	NA	NA	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	22	22	32672	96	96	99	567	567	548	5	5	4	5	5	14	86	86	76	5	5	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	26	26	36602	96	96	99	559	559	579	NA	NA	2	12	12	7	85	85	75	4	4	16
Students with Disabilities	10	10	9919	100	100	93	NA	NA	505	NA	NA	9	NA	NA	35	NA	NA	54	NA	NA	2
Students without Disabilities	51	51	70081	96	96	100	565	565	571	4	4	2	6	6	7	84	84	79	6	6	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	45	45	37534	98	98	98	551	551	547	4	4	4	13	13	15	78	78	76	4	4	5
Non-Economically Disadvantaged	16	16	42466	94	94	100	579	579	578	NA	NA	2	NA	NA	7	94	94	75	6	6	16

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

7th 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	43	43	78546	96	96	97	520	520	543	26	26	15	23	23	18	51	51	52	NA	NA	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	38645	96	96	98	511	511	545	29	29	13	21	21	18	50	50	54	NA	NA	15
Male	19	19	39792	95	95	97	530	530	542	21	21	17	26	26	17	53	53	50	NA	NA	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	22	22	31177	96	96	97	525	525	524	27	27	22	9	9	23	64	64	48	NA	NA	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	13	13	36450	100	100	97	536	536	563	8	8	7	31	31	12	62	62	57	NA	NA	23
Students with Disabilities	NC	NC	8093	NC	NC	82	NC	NC	489	NC	NC	50	NC	NC	24	NC	NC	23	NC	NC	2
Students without Disabilities	37	37	70453	95	95	100	523	523	549	22	22	11	22	22	17	57	57	56	NA	NA	16
Limited English Proficient Students	10	10	9323	100	100	94	NA	NA	491	NA	NA	47	NA	NA	28	NA	NA	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	26	26	34694	96	96	96	526	526	524	27	27	23	12	12	23	62	62	48	NA	NA	7
Non-Economically Disadvantaged	17	17	43852	94	94	99	511	511	559	24	24	10	41	41	13	35	35	56	NA	NA	22

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	43	43	79045	96	96	98	508	508	512	7	7	10	30	30	25	56	56	58	7	7	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	38860	96	96	98	502	502	519	13	13	7	21	21	22	58	58	62	8	8	8
Male	19	19	40075	95	95	97	515	515	505	NA	NA	12	42	42	28	53	53	54	5	5	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	22	22	31314	96	96	98	507	507	493	5	5	16	32	32	34	59	59	48	5	5	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	13	13	36730	100	100	98	525	525	532	NA	NA	4	31	31	16	54	54	68	15	15	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	37	37	70493	95	95	100	512	512	517	5	5	7	30	30	24	57	57	62	8	8	8
Limited English Proficient Students	10	10	9355	100	100	95	NA	NA	456	NA	NA	37	NA	NA	48	NA	NA	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	26	26	34922	96	96	96	514	514	493	4	4	15	31	31	34	54	54	48	12	12	3
Non-Economically Disadvantaged	17	17	44123	94	94	99	498	498	527	12	12	6	29	29	18	59	59	66	NA	NA	11

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	43	43	79657	96	96	99	560	560	566	5	5	3	7	7	8	88	88	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	39120	96	96	99	557	557	580	8	8	2	8	8	4	83	83	92	NA	NA	2
Male	19	19	40423	95	95	98	563	563	553	NA	NA	5	5	5	12	95	95	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	22	22	31642	96	96	99	572	572	552	5	5	5	5	5	11	91	91	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	13	13	36929	100	100	99	570	570	579	NA	NA	2	8	8	5	92	92	91	NA	NA	2
Students with Disabilities	NC	NC	9069	NC	NC	92	NC	NC	508	NC	NC	11	NC	NC	30	NC	NC	58	NC	NC	1
Students without Disabilities	37	37	70588	95	95	100	562	562	573	5	5	2	3	3	5	92	92	91	NA	NA	1
Limited English Proficient Students	10	10	9521	100	100	96	NA	NA	507	NA	NA	13	NA	NA	24	NA	NA	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	26	26	35341	96	96	97	566	566	551	4	4	5	8	8	12	88	88	83	NA	NA	0
Non-Economically Disadvantaged	17	17	44316	94	94	100	550	550	578	6	6	2	6	6	5	88	88	90	NA	NA	2

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	45	78400	100	100	97	521	521	554	36	36	21	33	33	19	31	31	47	NA	NA	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	28	38686	100	100	98	516	516	554	43	43	20	29	29	20	29	29	49	NA	NA	12
Male	17	17	39636	100	100	96	530	530	554	24	24	23	41	41	18	35	35	46	NA	NA	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	20	20	30732	100	100	97	513	513	534	30	30	31	50	50	24	20	20	40	NA	NA	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	17	17	37038	100	100	97	527	527	575	41	41	11	18	18	14	41	41	56	NA	NA	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	36	36	70560	100	100	99	531	531	560	19	19	17	42	42	19	39	39	50	NA	NA	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	33	33	33014	97	97	95	522	522	534	30	30	31	42	42	24	27	27	40	NA	NA	5
Non-Economically Disadvantaged	12	12	45386	100	100	99	519	519	569	50	50	15	8	8	15	42	42	52	NA	NA	18

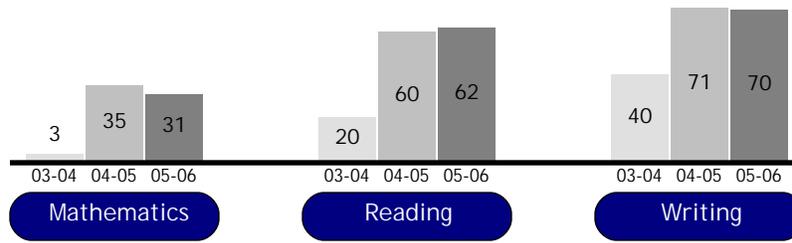
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	45	79179	100	100	98	512	512	519	11	11	11	27	27	27	60	60	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	28	38974	100	100	99	508	508	524	11	11	8	29	29	25	61	61	61	NA	NA	5
Male	17	17	40124	100	100	97	518	518	513	12	12	13	24	24	28	59	59	54	6	6	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	20	20	30987	100	100	98	504	504	498	10	10	17	40	40	36	50	50	45	NA	NA	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	17	17	37467	100	100	98	516	516	539	18	18	5	18	18	17	59	59	70	6	6	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	36	36	70612	100	100	99	526	526	524	NA	NA	7	25	25	25	72	72	62	3	3	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	33	33	33345	97	97	96	515	515	499	9	9	17	27	27	36	64	64	46	NA	NA	1
Non-Economically Disadvantaged	12	12	45834	100	100	99	505	505	533	17	17	7	25	25	19	50	50	67	8	8	7

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	44	44	79734	98	98	99	541	541	554	5	5	3	25	25	19	70	70	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	28	39243	100	100	99	538	538	568	7	7	2	21	21	12	71	71	85	NA	NA	1
Male	16	16	40413	94	94	98	546	546	541	NA	NA	4	31	31	26	69	69	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	20	20	31254	100	100	99	532	532	539	10	10	5	20	20	25	70	70	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	16	16	37668	94	94	99	547	547	569	NA	NA	1	25	25	13	75	75	85	NA	NA	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	35	35	70791	97	97	100	552	552	561	6	6	2	11	11	15	83	83	83	NA	NA	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	32	32	33718	94	94	97	538	538	538	6	6	5	28	28	26	66	66	69	NA	NA	0
Non-Economically Disadvantaged	12	12	46016	100	100	100	548	548	567	NA	NA	2	17	17	14	83	83	84	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)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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
6	Reading	96	36	NA	56	98	55	55	51	100	41	41	56
	Language	95	23	23	48	98	50	50	47	100	39	39	50
	Mathematics	95	34	34	66	98	51	51	52	100	44	44	58
7	Reading	98	57	NA	54	100	47	47	50	95	46	46	54
	Language	98	53	53	58	100	48	48	52	95	46	46	58
	Mathematics	98	41	41	62	100	42	42	50	95	46	46	54
8	Reading	90	34	NA	55	100	47	47	51	100	50	50	58
	Language	90	30	30	52	100	44	44	50	100	48	48	56
	Mathematics	90	33	33	61	100	35	35	53	100	37	37	58

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)
- 3 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Public Relations
- Ü Advisory Councils
- Ü Support General Welfare of School
- Ü Communication
- Ü Fundraising

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	7.00
Other Professional Staff	5.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	14%
Percent of core classes not taught by Highly Qualified Teachers	16%

Resources Available at School Site

Special Facilities

- Ü Media Center/Library/Technology Lab
- Ü Computers in Every Classroom
- Ü Two Gymnasiums
- Ü Full Service Cafeteria

Extracurricular Activities

- Ü Media
- Ü Sports
- Ü Reading Club
- Ü Student Council
- Ü Boy Scouts
- Ü Girl Scouts
- Ü Cheerleading
- Ü Chorus

Social Services

- Ü Before/After School Care Programs
- Ü Parent Teacher Organization
- Ü Parent Link to Power School
- Ü Athletes in Training
- Ü Weekly Home/School Communication
- Ü Uniform Vouchers
- Ü Family/Community Support Groups
- Ü On-Site Homework Support

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students showed significant gains in reading and math as measured by the AIMS.

- ü Ninety-five percent of the parents were satisfied with the quality of instruction received at Cortez Park Charter Middle School.

- ü Cortez Park Charter School received the Academic Excellence Award from Imagine Schools for the 2003-2004 school year.

- ü Cortez Park Charter received the Economic Sustainability Award from Imagine Schools for the 2004-2005 school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	86	89	88	73
Graduation Rate ⁶	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

The school provides fire safety and personal safety instruction along with regularly scheduled fire drills as well as other safety and crisis intervention drills. Our staff strives to provide a safe and warm learning environment. The school also provides instruction in personal health and safety.

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	Freddie Villalon	(602) 589-9840
Transportation Policy	Ed Schultz	(602) 589-9840
Community Resources	Ben Kugler	(602) 589-9840
School Nutrition Programs	Veronica Cramer	(602) 547-7963
Parent Organization	Kathy Troutman	(602) 589-9840
Student Health/Nurse	Aleah Baca	(602) 589-9840

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

ACHIEVEMENT PROFILES

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

Footnotes

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

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

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

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

5 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.