

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

591 Mesquite Street, Chandler, AZ 85225

Mesa Unified 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)

2005-06	Excelling
2004-05	Highly Performing
2003-04	Highly Performing

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

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 Overview

Principal/Administrator : Mr. Willie Fort
 Schedule : 07:30 AM to 03:30 PM
 Grades : Pre-K-6
 Web Address : www.mps.az.org/sirrine
 Phone Number : (480) 472-3600
 Fax Number : (480) 472-3666
 E-mail : wffort@mpsaz.org

Mission

We believe parents, educators and children should reach high levels of achievement. This is a shared responsibility of all. Children have unique backgrounds, talents, interests and needs that deserve affirmation and support. Together we will succeed in providing an excellent educational opportunity for all students. The development of a true partnership is essential to reaching the high educational goals set for our students. Each day we put into practice the work habits that lead to success.

School / Academic Goals

- ü Results on standardized assessments are above the national average. The students at Sirrine have traditionally scored above the national average in all measures of performance. The staff strives toward excellence. High quality after programs exist.
- ü Increase student accountable requires reading practice. Utilization of Accelerated Reader Program utilizing computers. Achievement of our school-wide goals results in our students mastering more of the academic standards set by the state of Arizona.
- ü The students at Sirrine Elementary have the opportunity to participate in a variety of after school activities. These have also include academic study halls to assist students. Our goal is to provide activities which produce well rounded citizens.
- ü Sirrine Elementary strives to involve the community. Each year the faculty and PTO work to improve the educational experience of our students. Example of this cooperation include new computers and playground equipment. Active participation is our goal.

Enrollment

October 1, 2005 School Year Student Enrollment : 641
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 111

Instructional Programs

- Ü Full-day Kindergarten
- Ü Preschool Programs
- Ü Extended Learning Program
- Ü Art Masterpiece
- Ü Homework Spot
- Ü Read Naturally

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school will provide curriculum supporting high academic achievement; design instruction to ensure success; maintain a safe/comfortable environment; establish open communication with parents; provide effective reporting system using agendas. We will ensure that the state standards are taught in a systematic manner. Teachers and administration will model high levels of professionalism at all times. The staff will strive to learn new strategies to increase student learning.

Parents

As educational partners, parents will participate in their child's education; support classroom/school activities and policies; promote daily, prompt attendance; to promote educational success; cooperate and participate in educational decisions. Parents will provide a positive environment at home to practice skills and complete homework. Frequent communication and the monitoring of the daily student planner is requested. Parent participation in the PTO is strongly encouraged.

Transportation Policy

Busing is provided for students living more than one mile from school. Busing is not provided for open enrollment students. Bus transportation requires appropriate student behavior as riding is considered a privilege. Most students currently walk that live near the school.

School Honors

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

Award/Honor	Year
Ü Service Learning Grant	2004
Ü Battle of the Books	2003
Ü Student Honor Band Recognition	2004
Ü Teacher Astronaut Program	2003

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	83	5547	80010	99	98	99	472	453	447	4	8	10	11	16	18	53	56	53	33	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2719	38935	98	98	99	474	452	447	2	8	9	7	17	19	60	56	55	30	19	17
Male	40	2828	40974	100	98	98	470	453	448	5	8	11	15	15	18	45	55	52	35	22	19
African American	11	236	4201	100	98	99	437	437	430	9	15	17	27	19	23	45	56	51	18	11	9
Hispanic	19	2182	34545	100	98	99	437	434	432	5	12	14	21	23	24	68	56	53	5	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	46	2783	35142	98	98	99	493	469	465	NA	4	5	4	9	11	50	55	56	46	31	28
Students with Disabilities	NC	645	10161	NC	90	93	NC	419	419	NC	27	28	NC	30	28	NC	36	36	NC	7	8
Students without Disabilities	74	4902	69849	99	99	100	478	457	451	1	5	7	7	14	17	58	58	56	34	22	19
Limited English Proficient Students	NC	877	14013	NC	97	97	NC	415	413	NC	20	24	NC	33	34	NC	44	39	NC	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	32	3005	39029	97	97	98	457	437	432	6	11	14	13	22	25	56	57	52	25	10	9
Non-Economically Disadvantaged	51	2542	40981	100	99	100	481	472	462	2	4	6	10	9	13	51	54	54	37	33	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	78	5457	79438	93	97	98	481	457	451	1	7	9	13	21	24	60	60	56	26	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2686	38775	93	97	99	494	463	457	NA	5	7	2	19	22	68	62	58	29	14	13
Male	37	2770	40560	93	96	97	465	452	446	3	8	12	24	23	25	51	58	54	22	10	9
African American	11	235	4178	100	98	98	455	445	439	NA	9	13	45	28	29	36	55	52	18	9	6
Hispanic	16	2140	34297	84	96	98	464	437	434	6	11	14	NA	31	31	94	54	50	NA	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	45	2744	34887	96	97	98	489	475	471	NA	3	4	11	13	15	56	65	63	33	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	74	4900	69850	99	99	100	482	461	456	1	5	7	12	20	23	59	62	59	27	13	12
Limited English Proficient Students	NC	846	13856	NC	93	96	NC	411	407	NC	22	27	NC	44	43	NC	34	29	NC	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	30	2946	38685	91	95	97	474	441	435	NA	10	14	23	29	32	60	55	50	17	5	5
Non-Economically Disadvantaged	48	2511	40753	94	98	99	485	477	467	2	3	5	6	12	16	60	65	62	31	20	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	84	5524	79971	100	98	99	430	415	423	7	8	8	24	46	41	68	44	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2715	38974	100	98	99	448	429	437	2	5	5	20	40	33	77	53	57	NA	2	4
Male	40	2808	40895	100	97	98	410	402	410	13	11	10	28	53	47	58	35	41	3	1	2
African American	11	235	4203	100	98	99	402	408	411	18	8	11	27	55	45	55	34	43	NA	3	2
Hispanic	19	2166	34481	100	97	99	411	399	410	11	12	10	32	53	46	58	35	43	NA	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	47	2779	35150	100	98	99	440	429	437	4	5	5	21	41	35	72	52	56	2	2	5
Students with Disabilities	NC	645	10258	NC	90	94	NC	373	377	NC	20	23	NC	54	51	NC	24	25	NC	1	1
Students without Disabilities	75	4879	69713	100	99	100	437	420	429	5	6	5	23	45	39	71	46	52	1	2	3
Limited English Proficient Students	NC	865	13985	NC	95	97	NC	371	382	NC	22	18	NC	56	54	NC	22	27	NC	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	33	2986	38994	100	97	98	437	401	409	3	11	10	27	52	47	70	36	41	NA	1	1
Non-Economically Disadvantaged	51	2538	40977	100	99	100	426	432	437	10	4	5	22	40	34	67	53	56	2	3	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	87	5739	80147	100	98	99	495	498	482	3	6	11	11	13	17	53	48	49	32	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2849	39281	100	99	99	494	498	483	5	5	9	11	13	17	48	49	50	36	33	24
Male	43	2889	40780	100	98	98	497	497	482	2	7	12	12	12	17	58	48	48	28	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	36	2106	33494	100	98	99	482	479	466	3	9	15	11	18	23	67	55	49	19	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	39	2998	36122	100	98	99	506	514	501	5	4	5	5	8	10	49	44	50	41	44	35
Students with Disabilities	10	657	10295	100	90	92	NA	451	443	NA	25	33	NA	27	26	NA	38	33	NA	10	8
Students without Disabilities	77	5082	69852	100	99	100	496	503	488	3	4	7	10	11	16	56	50	51	31	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	38	2944	38371	100	97	97	495	480	465	5	9	15	18	18	23	42	52	49	34	20	13
Non-Economically Disadvantaged	49	2795	41776	100	99	100	496	516	498	2	3	6	6	7	11	61	45	49	31	45	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	87	5655	79686	100	97	98	486	478	470	1	7	11	20	21	24	63	61	57	16	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2823	39163	100	98	99	489	482	475	NA	6	9	18	19	22	61	63	60	20	12	10
Male	43	2831	40438	100	96	97	483	474	465	2	9	13	21	22	25	65	60	54	12	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	36	2071	33299	100	96	98	472	458	452	NA	12	17	28	30	32	67	54	47	6	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	39	2959	35914	100	97	98	498	495	489	3	3	5	10	13	15	67	67	67	21	17	14
Students with Disabilities	10	571	9808	100	78	87	NA	440	432	NA	25	35	NA	35	32	NA	35	30	NA	5	3
Students without Disabilities	77	5084	69878	100	99	100	486	482	475	1	5	8	18	19	23	66	64	61	14	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	38	2879	38095	100	95	97	480	462	452	3	11	17	29	29	32	55	55	48	13	5	3
Non-Economically Disadvantaged	49	2776	41591	100	98	99	490	495	486	NA	3	6	12	13	16	69	67	65	18	17	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	87	5728	80372	100	98	99	492	476	475	NA	3	4	20	31	30	79	64	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2841	39452	100	99	99	504	487	488	NA	2	3	14	22	22	84	73	72	2	3	3
Male	43	2887	40836	100	98	98	479	464	464	NA	4	6	26	39	37	74	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	36	2102	33608	100	98	99	490	460	462	NA	6	6	19	38	36	81	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	39	2995	36213	100	98	99	489	487	489	NA	2	2	21	24	22	79	72	72	NA	3	3
Students with Disabilities	10	651	10526	100	89	94	NA	428	427	NA	13	15	NA	53	53	NA	32	31	NA	2	1
Students without Disabilities	77	5077	69846	100	99	100	492	481	482	NA	2	3	17	28	26	83	68	69	NA	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	38	2941	38521	100	97	98	487	462	461	NA	5	6	24	38	38	76	56	55	NA	1	1
Non-Economically Disadvantaged	49	2787	41851	100	99	100	495	491	489	NA	1	3	16	23	22	82	73	72	2	3	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	93	5603	79306	100	98	99	509	518	504	5	9	13	29	15	20	45	50	49	20	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2724	38845	100	98	99	503	518	505	5	8	11	30	16	20	51	51	50	14	26	18
Male	50	2879	40383	100	97	98	514	517	504	6	10	14	28	14	19	40	50	47	26	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	22	2000	32673	100	98	99	476	496	487	9	14	18	55	22	25	32	52	46	5	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	60	2974	36234	100	98	99	518	535	523	5	4	6	20	9	13	48	49	52	27	37	28
Students with Disabilities	15	622	10286	100	87	91	478	469	462	27	32	41	33	27	27	20	34	27	20	7	5
Students without Disabilities	78	4981	69020	100	99	100	515	523	510	1	6	9	28	14	18	50	52	52	21	28	21
Limited English Proficient Students	NC	601	10291	NC	95	96	NC	462	458	NC	34	38	NC	33	34	NC	31	26	NC	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	31	2874	37437	100	97	97	491	499	486	10	13	19	42	21	26	35	51	46	13	14	9
Non-Economically Disadvantaged	62	2729	41869	100	98	100	518	538	521	3	4	7	23	9	14	50	49	51	24	39	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	92	5547	79000	99	97	98	499	496	489	1	7	10	25	20	24	64	62	58	10	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2710	38774	98	98	99	505	501	494	NA	5	7	24	19	22	60	63	61	17	12	10
Male	50	2837	40150	100	96	98	493	492	485	2	9	12	26	21	25	68	61	55	4	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	22	1963	32508	100	96	98	472	476	472	NA	12	15	55	31	33	41	53	49	5	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	59	2962	36135	98	97	98	508	513	508	2	3	4	14	12	14	73	69	67	12	16	15
Students with Disabilities	14	569	9991	93	79	88	479	456	449	7	22	33	43	36	36	43	39	29	7	3	2
Students without Disabilities	78	4978	69009	100	99	100	502	500	495	NA	5	6	22	19	22	68	65	62	10	12	10
Limited English Proficient Students	NC	573	10199	NC	91	95	NC	441	439	NC	33	35	NC	46	47	NC	20	18	NC	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	31	2829	37234	100	96	97	476	478	472	NA	11	15	42	29	33	58	55	50	NA	4	3
Non-Economically Disadvantaged	61	2718	41766	98	98	99	510	515	505	2	2	5	16	11	16	67	69	65	15	18	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	91	5609	79611	98	98	99	492	490	496	2	7	7	52	43	37	46	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2732	39016	98	98	99	505	505	511	2	4	4	33	34	29	64	61	66	NA	1	1
Male	49	2877	40519	98	97	98	482	476	482	2	9	10	67	51	44	31	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	22	2001	32855	100	98	99	487	470	481	NA	11	10	64	51	43	36	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	58	2984	36380	97	98	99	492	504	511	3	4	4	50	36	30	47	59	65	NA	1	1
Students with Disabilities	15	639	10664	100	89	94	469	437	440	7	21	23	73	56	54	20	20	22	NA	4	1
Students without Disabilities	76	4970	68947	97	99	100	497	496	504	1	5	4	47	41	34	51	54	61	NA	0	1
Limited English Proficient Students	NC	599	10362	NC	95	97	NC	415	438	NC	30	22	NC	56	57	NC	14	21	NC	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	31	2874	37626	100	97	98	484	472	479	3	10	10	58	51	45	39	38	45	NA	1	0
Non-Economically Disadvantaged	60	2735	41985	97	99	100	497	508	511	2	3	4	48	34	30	50	63	65	NA	1	1

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

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	85	5505	79327	99	98	98	561	531	518	4	12	19	5	16	20	58	50	46	34	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2626	38961	100	98	98	561	532	520	3	11	16	5	17	20	59	51	48	32	21	16
Male	48	2875	40295	98	98	97	561	531	516	4	13	21	4	16	19	56	48	44	35	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	29	1926	32327	100	98	98	544	510	499	3	18	27	10	23	25	62	49	41	24	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	45	2984	36373	98	99	98	574	549	538	2	7	10	2	11	14	51	51	52	44	31	25
Students with Disabilities	NC	587	9321	NC	89	87	NC	473	467	NC	44	54	NC	23	22	NC	27	21	NC	5	3
Students without Disabilities	79	4918	70006	100	99	100	565	537	524	1	8	14	4	15	19	61	53	49	34	24	18
Limited English Proficient Students	NC	525	9431	NC	95	95	NC	475	466	NC	40	53	NC	30	27	NC	29	18	NC	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	29	2687	37097	97	97	97	549	511	498	3	18	27	7	21	25	59	49	41	31	11	7
Non-Economically Disadvantaged	56	2818	42230	100	99	99	567	550	535	4	6	11	4	11	15	57	50	50	36	32	24

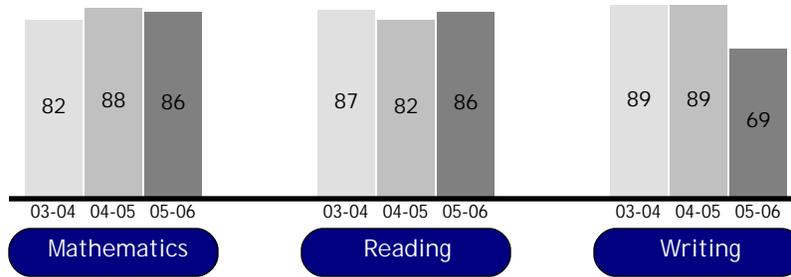
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	5447	79501	99	97	98	521	506	497	1	6	10	12	20	25	81	68	60	6	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2606	39062	100	98	99	527	510	502	NA	5	8	8	19	23	84	70	64	8	6	5
Male	48	2837	40368	98	97	98	516	503	491	2	8	13	15	22	27	79	66	57	4	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	29	1887	32389	100	96	98	506	488	478	NA	10	16	28	31	34	69	58	48	3	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	45	2973	36446	98	98	99	534	521	516	2	4	4	NA	12	15	89	76	73	9	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	79	4915	70090	100	99	100	523	510	502	NA	4	7	10	19	24	84	72	65	6	6	5
Limited English Proficient Students	NC	496	9401	NC	90	94	NC	450	443	NC	28	40	NC	51	46	NC	20	14	NC	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	29	2646	37183	97	96	97	514	489	479	NA	10	16	21	29	34	79	59	49	NA	2	1
Non-Economically Disadvantaged	56	2801	42318	100	98	99	524	522	513	2	3	5	7	12	17	82	76	70	9	9	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	85	5492	80000	99	98	99	582	565	564	NA	3	3	5	10	11	82	77	75	13	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2626	39288	100	98	99	595	580	579	NA	2	2	3	5	6	76	78	77	22	15	16
Male	48	2862	40644	98	97	98	573	552	549	NA	4	4	6	14	15	88	76	74	6	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	29	1917	32672	100	97	99	575	548	548	NA	4	4	3	13	14	90	77	76	7	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	45	2977	36602	98	98	99	588	578	579	NA	2	2	4	8	7	80	77	75	16	14	16
Students with Disabilities	NC	585	9919	NC	88	93	NC	497	505	NC	11	9	NC	34	35	NC	51	54	NC	5	2
Students without Disabilities	79	4907	70081	100	99	100	585	572	571	NA	2	2	3	7	7	85	80	79	13	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	29	2675	37534	97	97	98	577	547	547	NA	4	4	3	14	15	90	77	76	7	5	5
Non-Economically Disadvantaged	56	2817	42466	100	99	100	585	582	578	NA	1	2	5	7	7	79	77	75	16	15	16

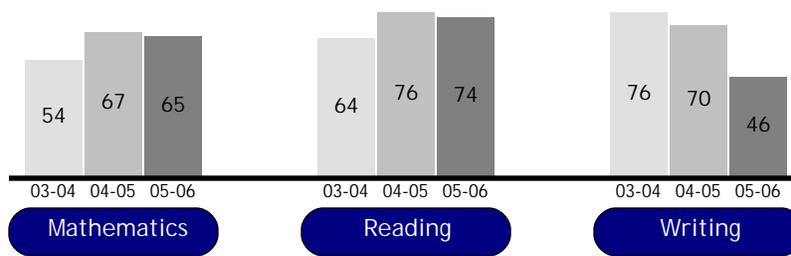
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	69	NA	58	96	56	50	47	99	61	50	46
	Language	100	54	53	50	96	48	49	47	99	56	50	48
	Mathematics	100	70	71	64	98	55	54	50	99	61	56	52
3	Reading	99	66	NA	55	100	59	50	44	95	70	52	46
	Language	98	74	63	61	100	57	49	44	100	63	48	46
	Mathematics	98	74	66	61	100	65	55	51	100	70	56	52
4	Reading	98	61	NA	56	100	53	52	48	100	65	58	52
	Language	100	54	55	52	100	58	52	49	100	63	58	52
	Mathematics	99	60	68	61	100	59	59	53	100	65	67	58
5	Reading	100	65	NA	55	100	54	55	50	99	67	61	56
	Language	100	63	55	49	100	53	55	50	100	56	59	54
	Mathematics	98	71	71	63	100	51	54	49	100	56	59	52
6	Reading	94	76	NA	56	100	68	58	51	99	73	63	56
	Language	95	67	55	48	100	66	54	47	99	65	58	50
	Mathematics	94	85	76	66	100	76	62	52	99	85	68	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)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Effective Communication
- Ü School Improvement
- Ü Student Safety
- Ü Student Recognition
- Ü School Emergency Procedures
- Ü Extra Curricular Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	2.00	Teacher Aide	12.00

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	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	12	24	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certification.	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 Macintosh and PC Computer Lab
- Ü Greenhouse and Kiln

Extracurricular Activities

- Ü Academic Honors Clubs/Math-Spelling
- Ü Student Council
- Ü Spirit Line
- Ü Green Thumb Club
- Ü Chess Club
- Ü Singing Hands
- Ü Jump Rope Club
- Ü Sirrine Singers Chorus

Social Services

- Ü Enrichment Activities
- Ü Before/After School Program
- Ü Recreational Activities
- Ü Lunch Program
- Ü Breakfast Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Sirrine students scored above national average in grades two through six in the areas of reading, math and language on the Stanford 9 Achievement Test. Sirrine students also performed above the state average on the AIMS instrument.

- ü Sirrine will continue to expand student accountable reading practice through programs such as RISE and the Accelerated Reader Program. Sirrine Elementary received a quality service report with 95% of the parents giving the school As and Bs.

- ü Sirrine Elementary has developed an outstanding music program. Several students have been recognized for excellence in both band and orchestra over the last several years. Sirrine also has an excellent choir and a signing hands choir group.

- ü Sirrine Elementary has received a service learning grant through the state department of education. This grant allows Sirrine to provide training to our volunteers in reading instruction. Students receive additional instruction from these tutors.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	85	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 Safety Plan involves a variety of interventions with the community/staff/students. A Safety Committee reviews the emergency procedures and the Site Council reviews the School Handbook procedures to ensure students maintain high standards. We will continue to hold BEAT meetings with the Chandler Police Department. This partnership has allowed the school to take an active role in our neighborhood watch program. We also have utilized our DARE officer in the review of the emergency plan.

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	Sandy Peters	(480) 472-3600
Transportation Policy	Transportation	(480) 472-0178
Community Resources	Susan Henderson	(480) 472-3600
School Nutrition Programs	Food/Nutrition Department	(480) 472-0908
Parent Organization	PTO President	(480) 472-3600
Student Health/Nurse	Janelle Selover	(480) 472-3600

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.

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.

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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.