



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4960 East Acoma Drive, Scottsdale, AZ 85254

Paradise Valley 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)

2003-04 Excelling
2002-03 Excelling
2001-02 Improving

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

School Overview

Principal/Administrator : Mr. Greg Martin
Schedule : 7:00 AM to 3:00 PM
Grades : 7-8
2004 Enrollment : 670
Web Address : www.pvUSD.k12.az.us/static/schools/sunrise.htm
Phone Number : (602) 493-6030
Fax Number : (602) 493-6037
E-mail : gmartin@pvUSD.k12.az.us

Mission

The mission of Sunrise Middle School is to provide each student an opportunity to excel academically within his/her capabilities and to develop life and character skills to live by, to learn with, and to lead our country into the future.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

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

School / Academic Goals

- Students will focus on mastery achievement of the Arizona Academic Standards in all content areas for which standards have been adopted. Students will strengthen basic skills in mathematics, reading, writing and study skills.
Implement all parts of the newly-created Paradise Valley Unified School District long-range plan.

Enrollment

October 1, 2003 School Year Student Enrollment : 753
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 90

Instructional Programs

- Interdisciplinary Curriculum
- Exploratory Elective Curriculum
- Broad Fine/Performing Arts Program
- Honors Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

The staff at Sunrise Middle School recognizes the important role parents play in their child's education. Six comprehensive newsletters are sent each school year. Also, progress reports and report cards are sent home at the end of each quarter. Finally, parents can access their child's academic and attendance information in real time via the PowerSchool network.

Parents

We encourage parent participation in the learning process by school visits, serving on committees, reinforcing adherence to school rules, and monitoring student responsibility for completing assignments and projects related to the course of study.

Transportation Policy

Bus transportation services are provided for all in-district students who reside farther than one and one-half miles from the school.

School Honors

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

Award/Honor	Year
• CAMLA Middle School Teacher of the Year	2004
• Grant from Foundation for Arizona's Future	2002
• Teacher Inducted into Amer. Soc. Band Director Assn	2002

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	358	2804	75001	98	100	99	513	481	468	6	26	37	33	39	36	35	20	16	27	15	10
All Students (Prior Year)	433	2739	71167	99	99	99	506	477	463	7	25	38	37	45	41	31	19	14	25	11	7
Female	163	1352	36846	100	100	99	510	480	468	6	25	36	35	41	38	30	20	16	28	14	10
Male	193	1442	37974	96	100	99	515	482	467	5	27	39	31	37	34	38	20	16	26	17	11
African American	NC	86	3720	NC	100	98	NC	464	446	NC	38	53	NC	37	33	NC	15	9	NC	10	4
Hispanic	26	437	26675	84	100	98	496	450	448	17	52	52	28	33	34	44	10	10	11	5	4
Asian/Pacific Islander	18	78	1575	100	98	99	523	507	504	6	11	18	33	37	33	22	26	20	39	26	29
American Indian/Alaskan Native	--	29	4731	--	97	98	--	452	438	--	42	61	--	46	30	--	8	7	--	4	2
White	313	2156	37785	100	100	99	513	486	482	5	22	25	33	40	39	35	21	21	27	17	15
Students with Disabilities	33	308	8802	87	100	100	492	421	418	20	77	79	20	17	16	40	5	3	20	1	1
Students without Disabilities	325	2496	66199	100	100	99	513	487	472	6	21	34	33	41	38	34	21	17	27	17	11
Limited English Proficient Students	11	325	11710	100	100	100	469	437	429	14	63	70	71	31	25	14	4	4	0	2	1
Migrant Students	--	--	709	--	--	--	--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	31	652	29814	--	--	--	487	453	448	16	47	53	32	36	33	44	12	10	8	5	4
Non-Economically Disadvantaged	327	2152	45170	--	--	--	515	488	479	5	21	28	33	40	38	34	22	20	28	18	14

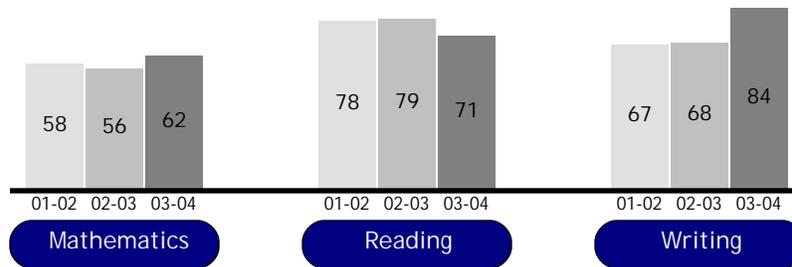
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	358	2801	74918	98	100	99	523	511	497	12	20	32	17	17	19	47	43	35	24	20	15
All Students (Prior Year)	431	2728	71100	98	99	99	528	516	502	5	14	25	16	18	21	49	46	40	30	22	15
Female	163	1349	36805	100	100	99	523	513	501	12	18	28	17	17	19	46	44	37	25	21	16
Male	193	1442	37936	96	100	99	521	509	493	12	23	35	17	16	18	49	41	33	23	20	14
African American	NC	86	3719	NC	100	98	NC	504	481	NC	24	43	NC	21	21	NC	40	29	NC	15	7
Hispanic	26	436	26645	84	100	98	515	481	478	22	44	46	17	18	20	50	32	27	11	6	6
Asian/Pacific Islander	18	77	1571	100	96	99	520	527	521	22	13	18	17	19	15	28	37	38	33	31	30
American Indian/Alaskan Native	--	29	4729	--	97	98	--	483	468	--	50	57	--	8	19	--	42	19	--	0	4
White	313	2155	37773	100	100	99	523	515	511	10	17	20	17	16	18	48	45	41	24	22	21
Students with Disabilities	33	310	8801	87	100	100	472	455	448	50	68	75	0	17	13	50	12	10	0	2	2
Students without Disabilities	325	2491	66117	100	100	99	523	516	501	11	16	28	17	16	19	47	45	37	25	22	16
Limited English Proficient Students	11	324	11706	100	100	100	483	467	454	29	56	71	43	22	16	29	18	12	0	4	1
Migrant Students	--	--	706	--	--	--	--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	31	651	29785	--	--	--	503	485	477	20	41	47	24	20	20	40	32	26	16	7	6
Non-Economically Disadvantaged	327	2150	45115	--	--	--	524	517	508	11	16	23	16	16	18	48	45	39	25	23	20

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	358	2793	74503	98	100	99	538	507	491	1	7	9	16	27	32	70	57	51	14	9	8
All Students (Prior Year)	430	2662	69001	98	96	96	509	498	490	3	11	17	29	35	37	67	54	45	1	1	1
Female	163	1346	36686	100	100	99	539	520	506	1	4	5	11	22	29	75	63	57	13	11	9
Male	193	1437	37644	96	100	98	535	494	476	1	10	13	20	32	36	65	50	45	14	8	6
African American	NC	84	3677	NC	99	97	NC	505	475	NC	10	12	NC	24	36	NC	56	46	NC	9	5
Hispanic	26	430	26500	84	99	97	531	469	467	0	13	13	28	37	39	56	45	44	17	4	4
Asian/Pacific Islander	18	78	1566	100	98	99	558	538	537	0	1	5	11	27	23	72	59	55	17	13	18
American Indian/Alaskan Native	--	29	4695	--	97	97	--	461	464	--	9	14	--	43	39	--	48	44	--	0	3
White	313	2154	37606	100	100	99	537	511	508	1	6	6	15	25	28	70	58	56	13	10	10
Students with Disabilities	33	308	8662	87	100	100	581	429	409	0	25	37	0	48	42	75	26	20	25	2	1
Students without Disabilities	325	2485	65841	100	100	98	537	513	499	1	5	7	16	25	32	70	59	53	14	10	8
Limited English Proficient Students	11	320	11608	100	100	100	435	449	430	0	15	23	86	47	47	14	37	28	0	1	1
Migrant Students	--	--	701	--	--	--	--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	31	648	29587	--	--	--	524	469	465	0	14	14	24	36	40	60	47	43	16	4	4
Non-Economically Disadvantaged	327	2145	44898	--	--	--	539	516	507	1	5	7	15	25	28	70	59	55	14	11	10

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	71	60	48	99	68	60	51	98	76	NA	54
	Language	100	74	66	51	99	69	64	54	99	80	69	58
	Mathematics	100	82	66	54	98	85	70	58	88	88	73	62
8	Reading	100	69	59	49	99	73	60	53	95	70	NA	55
	Language	100	69	59	46	99	71	59	49	95	71	62	52
	Mathematics	100	82	64	54	98	87	67	58	93	88	71	61

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

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues
- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü Vision/Mission
- Ü Budget Prioritizing
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	32.50
Other Professional Staff	4.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	2	0	0	0
7 to 9 years	3	4	0	0
10 or more years	4	21	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	23
Core academic classes taught by Highly Qualified (NCLB) teachers.	129
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Three Complete Computer Labs
- Ü Telecommunication/Media Center

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Intramural Sports Festival Program
- Ü Instrumental/Vocal Music Programs

Social Services

- Ü Recreational Activities
- Ü Counseling Services
- Ü Breakfast Program
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Stanford 9 percentile scores range from 71 percent to 88 percent in mathematics, reading, and language arts.

ü State Award Winner for the 2000-01 PTSA Reflections contest in the area of music composition.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	63	85
Grades 7-8	72	85

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Instructional programs are provided which educate students relative to the problematic issues of harassment and alcohol/substance/tobacco use. Proactive plans have been developed for implementation in response to unanticipated crisis situations.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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.

Contacts

	Name	Phone Number
School Site Council	Greg Martin	(602) 493-6030
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Liz Eidal	(602) 493-6030
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Renee Staenglen	(602) 493-6030
Student Health/Nurse	Bridgette Trombley	(602) 493-6030

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.