



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

17624 N. 31st Av, Phoenix, AZ 85053

Deer 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	Performing
2002-03	Performing
2001-02	Improving

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

School Overview

Principal/Administrator : Mrs. Shelly Negron
 Schedule : 7:30 AM to 4:30 AM
 Grades : K-6
 2004 Enrollment : 771
 Web Address : sunrise.dvUSD.org/
 Phone Number : (602) 467-5900
 Fax Number : (602) 467-5980
 E-mail : snegron@sr.dvUSD.org

Mission

Sunrise is committed to teaching in an environment that enhances student self-worth and positive growth in social behavior and attitudes, providing opportunities for students to attain their maximum educational potential based on measurable growth.

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

- ü Increase the percentage of 3rd-grade students who meet or exceed state standards in reading, writing, and math as measured by AIMS.
- ü Increase the percentage of 5th-grade students who meet or exceed state standards in reading, writing, and math as measured by AIMS.

Enrollment

October 1, 2003 School Year Student Enrollment : 751
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 22

Instructional Programs

- Ü Gifted
- Ü On-site Special Education
- Ü Multiple Handicapped
- Ü English Acquisition Services

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/19/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Sunrise provides high quality curriculum content, opportunities and experiences in which each student realizes his or her maximum potential, a positive environment in which all students are capable of success, and regular home-school communication.

Parents

Parents are asked to ensure their children's regular attendance and prompt arrival; establish a time for homework; support school policies, including dress code and behavior guidelines; and communicate regularly with their children and the school.

Transportation Policy

Students living within the attendance area walk to school with the exception of morning kindergarten students living north of Grovers or east of 28th Drive and students with disabilities as indicated in their respective individual education plans.

School Honors

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

Award/Honor	Year
Ü Public Education Initiative Planning Grant, \$9950	2003
Ü AZ State Solo/Ensemble Band Festival- Superior Ratings	2002
Ü District Spelling Bee - 3rd Place Runner Up	2002
Ü Sam's Club Teacher of the Year Award	2002

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	122	2528	75509	98	99	100	511	532	521	14	7	13	27	19	23	32	38	33	27	36	31
All Students (Prior Year)	104	2543	75372	100	100	100	517	538	523	8	2	9	31	19	25	33	40	36	27	39	30
Female	62	1212	37013	98	99	100	507	530	522	17	7	12	33	19	24	27	39	33	23	35	31
Male	60	1311	38430	98	99	99	515	533	521	10	7	14	21	18	22	38	37	33	31	37	31
African American	NC	92	3660	NC	100	99	NC	515	496	NC	13	24	NC	28	31	NC	31	28	NC	28	18
Hispanic	34	360	30486	100	98	99	498	519	505	25	10	18	17	23	29	38	39	32	21	28	21
Asian/Pacific Islander	NC	90	1780	NC	97	98	NC	542	549	NC	3	5	NC	14	13	NC	44	33	NC	39	50
American Indian/Alaskan Native	NC	19	4075	NC	86	100	NC	509	486	NC	19	28	NC	31	34	NC	25	26	NC	25	12
White	76	1956	35192	99	99	99	514	534	534	11	6	8	32	18	19	27	38	35	30	38	39
Students with Disabilities	22	347	9708	81	100	100	474	499	489	40	24	32	20	26	27	40	29	24	0	21	17
Students without Disabilities	100	2181	65801	100	99	98	513	535	525	13	5	11	27	18	23	32	39	34	28	38	33
Limited English Proficient Students	NC	133	16928	NC	80	100	NC	485	485	NC	31	29	NC	31	33	NC	23	26	NC	15	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	58	604	36411				502	513	503	23	16	19	27	25	29	27	32	32	23	27	20
Non-Economically Disadvantaged	64	1924	39040				518	537	534	7	5	8	27	17	19	36	40	34	30	39	39

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	121	2538	75492	98	100	100	516	528	519	11	7	12	19	12	16	46	52	47	23	30	24
All Students (Prior Year)	104	2540	75221	100	100	100	518	532	523	7	2	8	20	11	16	57	60	56	15	27	21
Female	61	1215	37014	97	99	100	514	531	523	12	6	10	20	10	15	43	52	48	25	33	27
Male	60	1317	38400	98	99	99	518	525	516	10	8	14	19	13	17	50	53	47	21	27	21
African American	NC	91	3665	NC	100	99	NC	519	505	NC	11	20	NC	18	22	NC	45	43	NC	27	14
Hispanic	34	363	30438	100	99	99	517	520	508	20	11	17	16	14	21	36	53	47	28	22	15
Asian/Pacific Islander	NC	90	1773	NC	97	98	NC	532	534	NC	1	4	NC	11	10	NC	65	50	NC	23	36
American Indian/Alaskan Native	NC	19	4081	NC	86	100	NC	516	498	NC	19	25	NC	13	26	NC	44	40	NC	25	8
White	75	1956	35177	97	99	99	517	529	528	8	6	8	20	11	13	48	52	49	23	31	31
Students with Disabilities	21	347	9707	78	100	100	480	502	495	50	25	33	0	25	21	50	36	33	0	14	13
Students without Disabilities	100	2191	65785	100	99	98	518	530	522	9	5	10	20	11	16	46	53	49	24	31	26
Limited English Proficient Students	NC	133	16905	NC	80	100	NC	484	489	NC	23	34	NC	46	28	NC	31	32	NC	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	58	606	36302				511	515	507	14	15	18	27	17	21	39	48	46	20	20	14
Non-Economically Disadvantaged	63	1932	39164				520	531	528	9	4	8	13	10	13	53	53	48	25	32	31

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	119	2525	75053	96	99	99	576	625	597	6	4	7	11	8	12	81	76	72	2	12	9
All Students (Prior Year)	102	2511	73654	99	99	99	524	542	530	8	3	9	16	7	13	70	79	70	6	11	7
Female	60	1212	36872	95	99	99	598	651	621	6	3	5	6	6	9	84	75	74	4	16	12
Male	59	1310	38109	97	99	99	553	600	573	6	6	10	17	9	14	77	76	69	0	8	6
African American	NC	91	3636	NC	100	99	NC	634	568	NC	6	12	NC	8	16	NC	71	67	NC	15	6
Hispanic	33	362	30235	97	99	98	572	609	575	4	4	9	20	9	14	72	79	70	4	8	6
Asian/Pacific Islander	NC	89	1768	NC	96	98	NC	663	651	NC	0	3	NC	1	5	NC	79	72	NC	20	19
American Indian/Alaskan Native	NC	19	4044	NC	86	99	NC	584	550	NC	13	13	NC	13	17	NC	69	66	NC	6	4
White	74	1948	35028	96	99	99	577	626	613	6	5	6	9	8	10	83	75	73	2	12	11
Students with Disabilities	19	343	9625	70	100	100	428	551	530	25	12	21	25	21	21	50	63	55	0	4	4
Students without Disabilities	100	2182	65428	100	99	98	582	631	604	5	4	6	11	6	11	82	77	73	2	13	10
Limited English Proficient Students	NC	132	16765	NC	79	100	NC	546	525	NC	8	17	NC	0	20	NC	92	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	55	601	36077				566	590	566	9	8	10	16	13	16	74	70	69	0	8	5
Non-Economically Disadvantaged	64	1924	38950				584	634	618	4	4	5	7	6	9	86	77	73	4	13	12

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	106	2572	76019	100	100	100	525	517	499	5	5	14	33	33	39	18	18	14	45	44	33
All Students (Prior Year)	109	2489	76230	100	100	100	530	516	498	6	4	12	18	32	38	7	14	12	70	50	37
Female	48	1284	37207	100	100	100	528	515	499	7	5	12	30	36	41	19	18	14	44	41	33
Male	58	1284	38677	100	100	100	522	519	498	2	5	15	36	30	38	17	18	13	45	47	34
African American	NC	73	3817	NC	97	100	NC	494	475	NC	10	23	NC	41	47	NC	25	11	NC	24	18
Hispanic	27	299	29458	100	100	100	498	502	480	4	10	20	48	40	48	35	23	12	13	28	20
Asian/Pacific Islander	NC	79	1673	NC	99	99	NC	547	531	NC	1	4	NC	19	29	NC	15	14	NC	65	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	504	466	NC	13	28	NC	29	49	NC	13	10	NC	46	13
White	67	2080	35880	99	99	100	541	518	515	4	4	7	27	33	32	6	17	16	63	46	45
Students with Disabilities	21	338	9786	100	100	100	539	482	457	0	19	39	50	43	40	25	13	7	25	25	13
Students without Disabilities	85	2234	66233	98	99	99	524	519	503	5	4	11	32	33	39	17	18	14	46	46	35
Limited English Proficient Students	NC	99	15206	NC	79	100	NC	476	459	NC	25	31	NC	42	53	NC	25	7	NC	8	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	52	532	35714				501	495	480	10	10	20	33	45	47	26	20	12	31	26	20
Non-Economically Disadvantaged	54	2040	40266				545	522	513	0	4	9	33	31	33	11	17	15	57	48	43

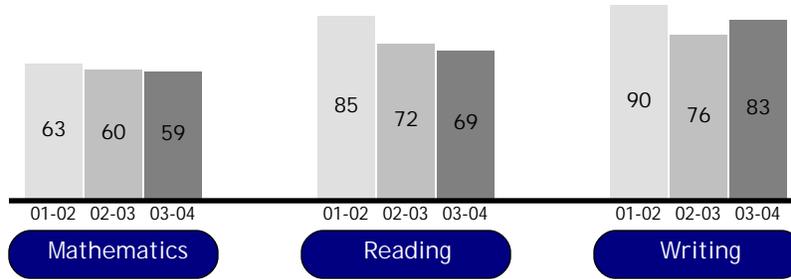
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	2572	76020	99	100	100	508	510	503	19	14	25	18	21	23	48	50	40	15	15	12
All Students (Prior Year)	109	2490	76202	100	100	100	504	510	505	15	10	19	18	21	24	61	57	46	7	12	11
Female	48	1284	37213	100	100	100	506	510	504	14	12	22	14	22	23	58	52	42	14	15	13
Male	57	1284	38666	98	100	100	510	510	501	24	17	29	21	19	22	38	49	38	17	15	12
African American	NC	74	3819	NC	99	100	NC	500	494	NC	24	37	NC	28	26	NC	41	31	NC	7	6
Hispanic	27	298	29442	100	100	99	498	500	494	22	19	37	26	26	26	48	48	31	4	7	6
Asian/Pacific Islander	NC	79	1672	NC	99	99	NC	516	513	NC	6	12	NC	12	19	NC	54	49	NC	28	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	510	489	NC	22	48	NC	9	25	NC	65	24	NC	4	3
White	66	2081	35890	97	100	100	513	511	511	19	14	15	15	20	20	44	51	48	21	16	18
Students with Disabilities	20	339	9784	100	100	100	501	492	485	50	43	58	0	19	19	25	33	19	25	6	4
Students without Disabilities	85	2233	66236	98	99	99	508	511	504	17	12	23	19	21	23	49	52	42	15	15	13
Limited English Proficient Students	NC	99	15198	NC	79	100	NC	489	483	NC	58	59	NC	0	25	NC	42	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	51	533	35703				497	499	494	31	25	37	21	26	26	44	42	31	5	7	6
Non-Economically Disadvantaged	54	2039	40274				518	512	509	9	12	17	15	19	20	52	52	47	24	16	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	106	2565	75673	100	100	100	535	553	530	15	7	12	24	20	25	53	66	58	8	6	4
All Students (Prior Year)	108	2460	74692	100	100	99	513	518	502	13	8	18	26	23	27	51	59	47	10	10	8
Female	48	1281	37099	100	100	100	557	570	548	12	5	8	12	15	22	67	71	64	9	8	6
Male	58	1280	38441	100	100	99	513	536	513	19	10	16	36	25	29	38	60	52	7	4	3
African American	NC	74	3791	NC	99	99	NC	509	506	NC	15	18	NC	32	29	NC	50	50	NC	3	3
Hispanic	27	298	29305	100	100	99	509	537	507	22	8	16	17	27	31	57	61	51	4	5	2
Asian/Pacific Islander	NC	79	1665	NC	99	99	NC	597	573	NC	6	6	NC	12	16	NC	65	67	NC	18	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	535	492	NC	4	19	NC	21	33	NC	75	46	NC	0	1
White	67	2074	35760	99	99	99	550	556	550	13	7	9	25	19	21	50	67	64	12	6	6
Students with Disabilities	21	339	9706	100	100	100	595	488	462	0	26	36	50	31	32	25	40	31	25	2	1
Students without Disabilities	85	2226	65967	98	98	99	532	558	536	16	6	10	22	19	25	54	68	60	7	7	5
Limited English Proficient Students	NC	98	15115	NC	78	100	NC	420	471	NC	50	26	NC	17	38	NC	33	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	52	532	35541				485	519	504	26	14	17	26	26	31	46	57	50	3	4	2
Non-Economically Disadvantaged	54	2033	40091				578	561	550	7	6	9	22	19	21	59	68	64	13	7	6

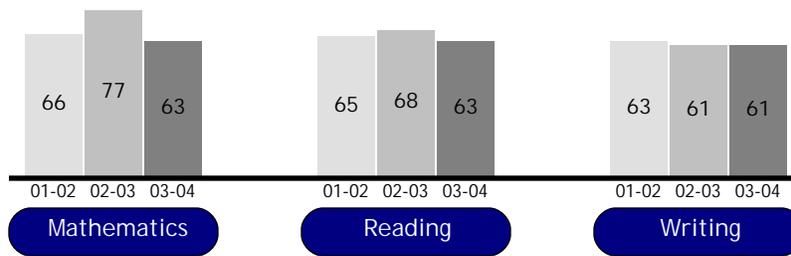
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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
2	Reading	92	37	54	44	96	47	63	50	99	47	NA	58
	Language	92	33	54	39	100	47	58	43	100	41	61	50
	Mathematics	92	42	60	52	99	57	70	57	100	56	72	64
3	Reading	98	41	53	43	99	46	61	47	96	45	NA	55
	Language	98	51	61	50	99	46	67	54	98	57	70	61
	Mathematics	98	47	61	50	98	50	66	54	98	54	69	61
4	Reading	92	42	57	47	99	58	66	52	91	57	NA	56
	Language	92	47	54	45	99	56	61	48	97	50	63	52
	Mathematics	92	65	64	52	99	67	73	57	97	56	74	61
5	Reading	86	44	57	46	97	58	62	50	100	59	NA	55
	Language	86	49	52	43	98	58	57	46	100	54	60	49
	Mathematics	86	63	68	54	99	80	73	57	100	77	75	63
6	Reading	89	37	57	49	97	58	66	53	93	51	NA	56
	Language	89	35	52	42	100	49	60	45	95	43	60	48
	Mathematics	89	64	68	58	100	71	79	62	94	64	79	66

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

Council Duties

- Ü Continuous School Improvement Planning
- Ü Raising Expectations
- Ü Alternatives, Options, Choices
- Ü District (School) Image
- Ü Parent/Community Involvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	43.30
Other Professional Staff	3.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	5	1	0	0
7 to 9 years	1	4	0	0
10 or more years	14	9	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	31
Core academic classes taught by Highly Qualified (NCLB) teachers.	87
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library/Media Center

Extracurricular Activities

- Ü Band
- Ü Chorus
- Ü Student Council

Social Services

- Ü Before/After School Day Care
- Ü Kindergarten Enrichment Program
- Ü Summer School
- Ü Social Work
- Ü Adult ESL Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Students participated in a variety of extended-day learning opportunities; including after-school tutoring, before-school literacy lab, and an extended-day program for Kindergarten English Language Learners.
- ü Students participated in extended school year learning opportunities; including a Jump Start Reading program and Title I Summer School program.
- ü Students participated in a variety of community service projects, supporting campus goals and providing opportunities for student success.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	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 2-3	67	63
Grades 3-4	79	77
Grades 4-5	71	70
Grades 5-6	66	47

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

An Emergency Preparedness Plan is in place. Lock-down and fire drills are practiced regularly. Sunrise participates in the DARE and Phoenix Urban Education programs. Teachers implement the Get Real About Tobacco and Get Real About Violence programs. All teachers have been trained in the implementation of the Raise Responsibility System.

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) :

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.

Contacts

	Name	Phone Number
School Site Council	Shelly Erwin-Negron	(602) 467-5904
Transportation Policy	Janet Boehland	(602) 467-5906
Community Resources	Debbie Mueldener	(602) 467-5904
School Nutrition Programs	Pat Fry	(602) 467-5914
Parent Organization	Kelly Leszuk	(602) 467-5937
Student Health/Nurse	Lisa Witt	(602) 467-5910

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.