



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mrs. Shelly Erwin-Negron
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-6
 2005 Enrollment : 725
 Web Address : sunrise.dvUSD.org/
 Phone Number : (602) 467-5900
 Fax Number : (602) 467-5980
 E-mail : shelly.negron@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)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü All students will improve their reading skills as evidenced through multiple measures.
- ü All students will improve their writing skills as evidenced through multiple measures.
- ü All students will improve their math skills as evidenced through AIMS.
- ü All students will develop skills and content knowledge in science.

Enrollment

October 1, 2004 School Year Student Enrollment : 726
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 48

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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 Michigan 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 Implementation Grant	2004
Ü Public Education Initiative Planning Grant	2003
Ü AZ State Solo/Ensemble Band Festival-Superior Ratings	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	108	2698	79306	98	99	99	429	462	445	14	6	10	26	12	18	51	54	51	9	29	20
All Students (Prior Year)	122	2528	75509	98	99	100	511	532	521	14	7	13	27	19	23	32	38	33	27	36	31
Female	59	1299	38691	98	99	99	434	462	446	13	5	10	24	12	18	51	55	52	11	28	20
Male	49	1398	40583	98	99	99	424	462	445	15	6	11	28	12	18	51	52	50	6	30	21
African American	NC	85	4041	NC	98	99	NC	449	426	NC	7	17	NC	16	23	NC	57	50	NC	20	10
Hispanic	25	374	32869	96	100	99	417	442	429	25	11	15	35	21	25	40	55	51	0	13	10
Asian/Pacific Islander	--	110	1935	--	100	99	--	477	474	--	2	3	--	6	9	--	53	48	--	39	40
American Indian/Alaskan Native	NC	19	4264	NC	95	100	NC	443	419	NC	11	19	NC	26	30	NC	42	45	NC	21	6
White	76	2110	36197	99	99	99	432	465	463	11	5	5	24	10	11	55	53	53	11	31	31
Students with Disabilities	23	411	10321	92	100	100	395	411	389	26	24	30	37	24	27	32	39	34	5	13	9
Students without Disabilities	85	2289	69060	100	98	98	437	471	454	11	2	7	23	10	17	56	56	54	10	31	22
Limited English Proficient Students	10	157	15509	100	100	100	354	396	406	56	18	20	22	28	30	22	45	45	0	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	31	257	39415	94	88	96	428	445	431	9	9	15	36	22	25	55	54	50	0	16	10
Non-Economically Disadvantaged	77	2443	39966	100	100	100	429	463	459	16	5	6	23	11	12	50	54	52	11	30	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2697	79395	99	0	99	437	465	446	5	4	9	37	17	25	51	63	55	8	17	11
All Students (Prior Year)	121	2538	75492	98	100	100	516	528	519	11	7	12	19	12	16	46	52	47	23	30	24
Female	60	1298	38743	100	0	100	446	471	451	0	3	7	41	14	24	50	64	57	9	20	12
Male	49	1395	40618	98	0	99	429	459	440	11	5	11	32	19	27	51	62	53	6	14	9
African American	NC	85	4052	NC	0	100	NC	454	434	NC	4	11	NC	33	29	NC	54	54	NC	9	6
Hispanic	25	375	32915	96	0	99	431	447	426	0	7	15	60	28	35	35	57	47	5	8	4
Asian/Pacific Islander	--	110	1936	--	0	99	--	473	468	--	1	3	--	11	14	--	68	63	--	20	19
American Indian/Alaskan Native	NC	19	4271	NC	0	100	NC	447	420	NC	5	15	NC	26	42	NC	58	41	NC	11	2
White	77	2108	36221	100	0	99	439	468	465	7	3	4	30	14	15	54	64	63	9	18	17
Students with Disabilities	24	412	10331	96	0	100	397	413	388	15	16	25	55	38	37	30	37	34	0	8	4
Students without Disabilities	85	2287	69139	100	0	99	448	474	454	3	2	7	32	13	24	56	67	58	10	18	11
Limited English Proficient Students	10	157	15545	100	0	100	368	392	399	11	16	21	67	38	42	22	44	35	0	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	32	258	39484	97	0	96	432	445	429	0	8	14	43	28	35	52	57	47	4	7	4
Non-Economically Disadvantaged	77	2441	39986	100	0	100	439	466	461	7	4	4	34	16	16	50	63	63	9	17	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	109	2692	78869	99	99	99	419	460	442	11	3	6	26	15	21	57	67	63	6	14	10
All Students (Prior Year)	119	2525	75053	96	99	99	576	625	597	6	4	7	11	8	12	81	76	72	2	12	9
Female	60	1299	38536	100	99	99	446	476	458	4	2	4	20	10	15	65	68	67	11	20	14
Male	49	1392	40302	98	99	99	392	445	428	17	4	8	32	20	26	49	67	60	2	8	7
African American	NC	85	4015	NC	98	99	NC	455	430	NC	4	8	NC	20	24	NC	63	61	NC	13	7
Hispanic	25	372	32606	96	99	98	443	441	426	5	6	8	20	23	27	60	63	60	15	8	5
Asian/Pacific Islander	--	110	1925	--	100	99	--	477	471	--	2	3	--	8	11	--	69	64	--	21	22
American Indian/Alaskan Native	NC	19	4245	NC	95	100	NC	447	423	NC	5	9	NC	32	26	NC	53	61	NC	11	4
White	77	2106	36078	100	99	99	416	462	459	10	3	4	28	14	16	57	68	66	4	15	14
Students with Disabilities	24	409	10246	96	100	100	345	392	367	25	12	18	65	38	39	10	46	40	0	4	4
Students without Disabilities	85	2285	68697	100	98	98	439	472	454	7	2	4	15	11	18	70	71	67	8	16	11
Limited English Proficient Students	10	156	15339	100	100	100	377	385	399	22	11	11	22	35	31	44	47	54	11	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	32	255	39106	97	88	95	390	438	427	17	8	8	30	24	28	52	59	59	0	10	5
Non-Economically Disadvantaged	77	2439	39837	100	100	100	428	461	457	9	3	4	24	15	14	59	68	67	9	14	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2877	78906	98	100	99	508	510	498	10	6	13	14	14	19	53	58	48	23	22	20
All Students (Prior Year)	106	2572	76019	100	100	100	525	517	499	5	5	14	33	33	39	18	18	14	45	44	33
Female	47	1429	38644	100	100	99	504	511	500	7	4	12	20	14	19	56	60	49	17	22	19
Male	50	1450	40236	96	100	99	512	509	497	13	7	15	9	14	19	50	56	46	28	23	20
African American	NC	97	4087	NC	100	99	NC	500	481	NC	11	20	NC	19	24	NC	56	45	NC	14	11
Hispanic	30	402	31938	97	99	99	515	492	481	4	10	19	11	22	25	59	56	46	26	13	10
Asian/Pacific Islander	NC	84	1805	NC	100	98	NC	542	536	NC	3	5	NC	9	8	NC	43	45	NC	45	42
American Indian/Alaskan Native	--	26	4593	--	100	100	--	451	467	--	13	26	--	25	29	--	54	39	--	8	6
White	56	2268	36483	98	100	99	505	513	517	12	5	7	18	12	13	47	59	51	24	24	30
Students with Disabilities	21	412	10664	95	100	100	438	442	430	44	28	42	17	27	27	33	39	26	6	6	5
Students without Disabilities	76	2467	68310	99	98	98	526	522	509	1	2	9	13	12	18	58	61	51	28	25	22
Limited English Proficient Students	NC	152	12573	NC	100	100	NC	411	454	NC	20	27	NC	29	30	NC	44	38	NC	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	18	235	38679	95	90	96	519	496	483	0	8	20	0	27	25	92	51	45	8	14	10
Non-Economically Disadvantaged	79	2644	40295	99	100	100	506	511	513	12	6	7	16	13	13	47	59	50	25	23	30

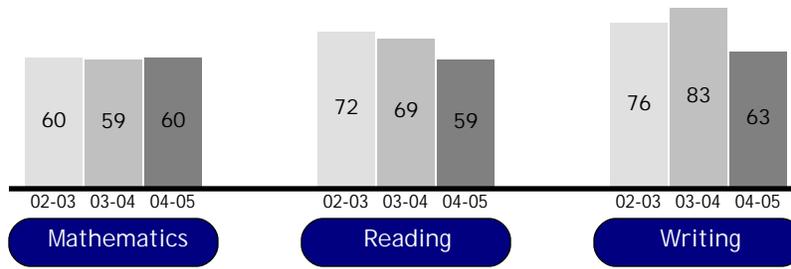
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2878	78908	98	0	99	485	497	484	7	4	10	20	16	23	64	69	58	9	11	9
All Students (Prior Year)	105	2572	76020	99	100	100	508	510	503	19	14	25	18	21	23	48	50	40	15	15	12
Female	47	1429	38648	100	0	99	483	502	489	7	3	8	20	13	22	61	71	61	12	13	10
Male	50	1451	40233	96	0	99	486	492	479	7	5	12	20	19	25	67	67	55	7	9	8
African American	NC	97	4092	NC	0	99	NC	486	473	NC	4	12	NC	29	28	NC	58	54	NC	10	5
Hispanic	30	403	31940	97	0	99	483	478	465	4	9	16	30	25	32	67	61	49	0	4	3
Asian/Pacific Islander	NC	84	1805	NC	0	98	NC	513	507	NC	4	4	NC	9	13	NC	69	65	NC	18	18
American Indian/Alaskan Native	--	26	4569	--	0	100	--	444	457	--	8	18	--	29	39	--	54	41	--	8	2
White	56	2268	36502	98	0	99	484	501	502	8	3	4	16	14	14	65	71	67	12	12	15
Students with Disabilities	21	412	10665	95	0	100	433	432	423	28	17	30	33	40	36	33	39	31	6	3	2
Students without Disabilities	76	2468	68312	99	0	98	498	508	493	1	2	7	16	12	21	72	74	62	10	13	10
Limited English Proficient Students	NC	152	12556	NC	0	100	NC	394	436	NC	19	24	NC	40	40	NC	39	35	NC	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	18	234	38662	95	0	96	497	484	468	0	9	16	17	26	32	75	59	49	8	5	3
Non-Economically Disadvantaged	79	2646	40315	99	0	100	483	498	498	8	4	5	20	15	15	63	69	66	9	12	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	97	2869	78750	98	100	99	490	514	500	11	3	6	25	23	29	61	70	63	2	4	2
All Students (Prior Year)	106	2565	75673	100	100	100	535	553	530	15	7	12	24	20	25	53	66	58	8	6	4
Female	47	1424	38586	100	100	99	497	530	515	7	2	4	27	14	22	63	78	71	2	6	3
Male	50	1447	40135	96	99	99	484	498	486	15	5	8	24	32	35	59	62	56	2	2	1
African American	NC	96	4081	NC	99	99	NC	506	488	NC	4	8	NC	28	32	NC	66	59	NC	3	2
Hispanic	30	402	31841	97	99	99	499	493	483	7	8	8	37	34	36	56	55	55	0	3	1
Asian/Pacific Islander	NC	84	1802	NC	100	98	NC	551	533	NC	0	2	NC	11	16	NC	78	75	NC	11	7
American Indian/Alaskan Native	--	26	4586	--	100	100	--	466	481	--	8	8	--	25	37	--	67	54	--	0	1
White	56	2261	36440	98	100	99	488	517	516	12	3	3	24	21	22	63	72	71	2	4	4
Students with Disabilities	21	408	10622	95	100	100	392	432	415	50	14	21	28	47	50	17	37	28	6	2	1
Students without Disabilities	76	2463	68196	99	98	98	516	528	513	1	2	3	25	19	25	72	75	69	1	4	3
Limited English Proficient Students	NC	151	12504	NC	100	100	NC	401	451	NC	13	12	NC	46	44	NC	40	43	NC	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	18	234	38558	95	90	96	518	493	485	8	7	8	17	34	37	75	58	54	0	1	1
Non-Economically Disadvantaged	79	2637	40260	99	100	100	485	516	514	12	3	3	27	22	21	59	71	72	3	4	4

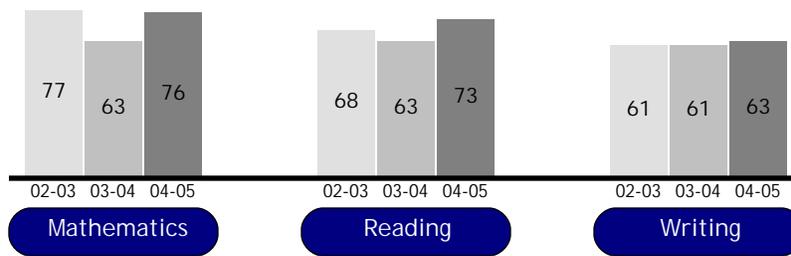
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	47	63	50	99	47	NA	58	99	45	57	47
	Language	100	47	58	43	100	41	61	50	99	44	58	47
	Mathematics	99	57	70	57	100	56	72	64	98	50	62	50
3	Reading	99	46	61	47	96	45	NA	55	98	41	55	44
	Language	99	46	67	54	98	57	70	61	98	39	53	44
	Mathematics	98	50	66	54	98	54	69	61	97	41	60	51
4	Reading	99	58	66	52	91	57	NA	56	99	45	57	48
	Language	99	56	61	48	97	50	63	52	99	47	59	49
	Mathematics	99	67	73	57	97	56	74	61	99	47	63	53
5	Reading	97	58	62	50	100	59	NA	55	97	53	60	50
	Language	98	58	57	46	100	54	60	49	97	51	59	50
	Mathematics	99	80	73	57	100	77	75	63	97	53	58	49
6	Reading	97	58	66	53	93	51	NA	56	99	59	61	51
	Language	100	49	60	45	95	43	60	48	99	52	58	47
	Mathematics	100	71	79	62	94	64	79	66	99	64	66	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

School Site Council

Council Composition

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

Council Duties

- Ü Continuous School Improvement Planning
- Ü Student Achievement
- Ü Safe Schools
- Ü Human Resources
- Ü Parent/Community Involvement
- Ü Technology

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	44.50
Other Professional Staff	4.30	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	5	3	0	0
7 to 9 years	1	2	0	0
10 or more years	15	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	94
Teachers with Emergency Certificaton.	13
Percent of teachers in the school with Emergency/Provisional Certification	28%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library/Media Center
- Ü Music Room
- Ü Art Room

Extracurricular Activities

- Ü Band
- Ü Chorus
- Ü Student Council
- Ü Art Club

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 2004-05

School Achievements/Accomplishments 2004-05

- 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.

- ü The number of discipline referrals decreased by 22%.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	28	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

An Emergency Preparedness Plan is in place. Lock-down and fire drills are practiced regularly. 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 for school year 2004-05 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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.