

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	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
 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)

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 / 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 multiple measures.
- ü All students will develop knowledge of and be able to apply the Scientific Method.

Enrollment

October 1, 2005 School Year Student Enrollment : 711
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 49

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 Exemplary Website Design and Maintenance Award	2005
Ü Customer Service Award	2005
Ü Sam's Club Teacher of the Year Award	2006
Ü Public Education Initiative Implementation Grant	2005

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	91	2658	80010	100	99	99	436	460	447	14	5	10	22	11	18	54	61	53	10	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1252	38935	100	99	99	438	458	447	11	4	9	16	12	19	65	63	55	8	21	17
Male	54	1406	40974	100	99	98	434	462	448	17	5	11	26	11	18	46	59	52	11	25	19
African American	NC	84	4201	NC	99	99	NC	439	430	NC	11	17	NC	21	23	NC	60	51	NC	8	9
Hispanic	32	406	34545	100	97	99	440	441	432	16	11	14	13	19	24	56	57	53	16	14	9
Asian/Pacific Islander	NC	97	2068	NC	100	99	NC	473	474	NC	2	4	NC	8	10	NC	55	50	NC	35	36
American Indian/Alaskan Native	NC	18	3979	NC	90	96	NC	434	424	NC	11	17	NC	17	30	NC	67	47	NC	6	6
White	55	2053	35142	100	99	99	434	465	465	13	4	5	29	10	11	51	62	56	7	25	28
Students with Disabilities	14	327	10161	100	92	93	396	430	419	43	21	28	36	23	28	21	46	36	NA	10	8
Students without Disabilities	77	2331	69849	100	100	100	442	464	451	9	3	7	19	10	17	60	63	56	12	25	19
Limited English Proficient Students	NC	134	14013	NC	92	97	NC	409	413	NC	25	24	NC	37	34	NC	39	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	19	261	39029	95	95	98	421	441	432	21	11	14	21	20	25	58	54	52	NA	15	9
Non-Economically Disadvantaged	72	2397	40981	100	99	100	440	462	462	13	4	6	22	10	13	53	61	54	13	24	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	91	2643	79438	100	98	98	447	470	451	12	4	9	29	14	24	48	65	56	11	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1248	38775	100	99	99	456	475	457	8	3	7	24	12	22	54	66	58	14	19	13
Male	54	1395	40560	100	98	97	440	465	446	15	5	12	31	16	25	44	65	54	9	14	9
African American	NC	83	4178	NC	98	98	NC	454	439	NC	6	13	NC	18	29	NC	66	52	NC	10	6
Hispanic	32	402	34297	100	96	98	455	449	434	9	10	14	22	23	31	50	54	50	19	12	5
Asian/Pacific Islander	NC	98	2063	NC	100	99	NC	483	475	NC	1	3	NC	11	15	NC	63	63	NC	24	20
American Indian/Alaskan Native	NC	18	3940	NC	90	95	NC	445	429	NC	NA	14	NC	39	36	NC	61	47	NC	NA	3
White	55	2042	34887	100	99	98	444	474	471	13	3	4	33	12	15	47	68	63	7	17	18
Students with Disabilities	14	311	9588	100	88	88	386	437	416	64	14	30	29	32	32	NA	47	34	7	7	5
Students without Disabilities	77	2332	69850	100	100	100	456	474	456	3	2	7	29	12	23	57	68	59	12	18	12
Limited English Proficient Students	NC	134	13856	NC	92	96	NC	402	407	NC	27	27	NC	47	43	NC	26	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	19	261	38685	95	95	97	423	445	435	21	11	14	32	25	32	47	55	50	NA	10	5
Non-Economically Disadvantaged	72	2382	40753	100	99	99	453	472	467	10	3	5	28	13	16	49	66	62	14	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	90	2647	79971	100	98	99	412	437	423	9	4	8	46	34	41	43	59	49	2	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1251	38974	100	99	99	438	451	437	5	3	5	27	25	33	62	67	57	5	5	4
Male	53	1396	40895	98	98	98	394	425	410	11	5	10	58	42	47	30	51	41	NA	2	2
African American	NC	84	4203	NC	99	99	NC	426	411	NC	5	11	NC	42	45	NC	52	43	NC	1	2
Hispanic	32	403	34481	100	96	99	420	422	410	9	7	10	34	39	46	56	52	43	NA	2	1
Asian/Pacific Islander	NC	98	2067	NC	100	99	NC	449	449	NC	3	4	NC	31	28	NC	56	60	NC	10	8
American Indian/Alaskan Native	NC	19	3995	NC	95	96	NC	416	409	NC	11	10	NC	37	47	NC	53	42	NC	NA	1
White	54	2043	35150	100	99	99	408	440	437	9	3	5	50	33	35	37	60	56	4	4	5
Students with Disabilities	13	328	10258	93	92	94	310	398	377	54	14	23	46	53	51	NA	31	25	NA	2	1
Students without Disabilities	77	2319	69713	100	99	100	427	442	429	1	3	5	45	31	39	51	63	52	3	4	3
Limited English Proficient Students	NC	132	13985	NC	91	97	NC	383	382	NC	16	18	NC	57	54	NC	27	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	19	258	38994	95	93	98	375	414	409	26	11	10	37	38	47	37	50	41	NA	2	1
Non-Economically Disadvantaged	71	2389	40977	100	99	100	422	440	437	4	3	5	48	33	34	45	60	56	3	4	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	121	2846	80147	99	98	99	468	499	482	12	5	11	21	11	17	55	50	49	12	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1403	39281	99	99	99	469	497	483	7	5	9	27	11	17	52	53	50	13	31	24
Male	54	1443	40780	100	98	98	467	501	482	17	6	12	15	11	17	57	47	48	11	36	24
African American	NC	84	4249	NC	99	99	NC	486	464	NC	8	17	NC	15	22	NC	50	48	NC	26	13
Hispanic	35	405	33494	100	96	99	453	474	466	17	11	15	37	20	23	40	54	49	6	16	14
Asian/Pacific Islander	NC	116	2103	NC	98	99	NC	520	515	NC	1	4	NC	3	8	NC	50	44	NC	46	45
American Indian/Alaskan Native	NC	25	4117	NC	96	96	NC	474	456	NC	16	19	NC	24	27	NC	36	46	NC	24	8
White	77	2215	36122	99	98	99	474	503	501	10	4	5	13	9	10	62	50	50	14	36	35
Students with Disabilities	23	362	10295	100	89	92	440	458	443	26	22	33	39	29	26	30	34	33	4	15	8
Students without Disabilities	98	2484	69852	99	100	100	475	505	488	8	3	7	17	8	16	60	53	51	14	36	26
Limited English Proficient Students	NC	107	12722	NC	94	97	NC	438	441	NC	30	27	NC	30	33	NC	38	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	36	291	38371	100	95	97	462	479	465	11	11	15	22	18	23	56	51	49	11	21	13
Non-Economically Disadvantaged	85	2555	41776	99	99	100	471	501	498	12	5	6	21	10	11	54	50	49	13	35	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	121	2836	79686	99	98	98	462	488	470	12	5	11	26	15	24	57	67	57	5	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1404	39163	99	99	99	469	491	475	6	4	9	24	14	22	63	68	60	7	15	10
Male	54	1432	40438	100	97	97	454	485	465	19	6	13	30	16	25	50	67	54	2	11	7
African American	NC	82	4228	NC	96	98	NC	479	458	NC	5	15	NC	16	28	NC	74	53	NC	5	4
Hispanic	35	405	33299	100	96	98	452	467	452	11	9	17	37	26	32	49	59	47	3	6	3
Asian/Pacific Islander	NC	115	2097	NC	97	99	NC	498	490	NC	3	5	NC	10	13	NC	69	68	NC	19	14
American Indian/Alaskan Native	NC	24	4087	NC	92	96	NC	461	446	NC	13	16	NC	33	38	NC	50	44	NC	4	2
White	77	2209	35914	99	98	98	464	492	489	13	4	5	23	13	15	58	69	67	5	15	14
Students with Disabilities	23	350	9808	100	86	87	419	449	432	43	22	35	30	31	32	26	41	30	NA	6	3
Students without Disabilities	98	2486	69878	99	100	100	472	493	475	4	2	8	26	13	23	64	71	61	6	14	9
Limited English Proficient Students	NC	106	12594	NC	93	96	NC	421	422	NC	31	34	NC	46	45	NC	23	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	36	289	38095	100	94	97	457	468	452	8	9	17	39	24	32	47	62	48	6	6	3
Non-Economically Disadvantaged	85	2547	41591	99	98	99	464	490	486	13	4	6	21	14	16	61	68	65	5	14	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	121	2871	80372	99	99	99	465	490	475	7	2	4	27	20	30	65	75	64	NA	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1417	39452	99	100	99	477	501	488	4	1	3	24	13	22	72	81	72	NA	4	3
Male	54	1454	40836	100	99	98	450	479	464	11	3	6	31	26	37	57	70	56	NA	2	1
African American	NC	86	4264	NC	100	99	NC	489	465	NC	1	5	NC	19	35	NC	80	59	NC	NA	1
Hispanic	35	408	33608	100	97	99	473	477	462	3	4	6	31	25	36	66	70	57	NA	1	1
Asian/Pacific Islander	NC	116	2098	NC	98	99	NC	509	500	NC	NA	2	NC	13	16	NC	78	75	NC	9	7
American Indian/Alaskan Native	NC	25	4128	NC	96	97	NC	462	464	NC	4	4	NC	32	39	NC	64	56	NC	NA	1
White	77	2235	36213	99	99	99	457	491	489	10	2	2	29	19	22	61	76	72	NA	3	3
Students with Disabilities	23	385	10526	100	94	94	386	446	427	39	9	15	39	46	53	22	43	31	NA	1	1
Students without Disabilities	98	2486	69846	99	100	100	483	496	482	NA	1	3	24	16	26	76	80	69	NA	3	2
Limited English Proficient Students	NC	108	12747	NC	95	97	NC	434	432	NC	13	12	NC	48	52	NC	39	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	36	295	38521	100	96	98	478	477	461	NA	3	6	31	27	38	69	68	55	NA	1	1
Non-Economically Disadvantaged	85	2576	41851	99	99	100	460	491	489	11	2	3	26	19	22	64	76	72	NA	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	129	2780	79306	100	98	99	510	517	504	9	7	13	16	13	20	56	58	49	19	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1359	38845	100	98	99	514	516	505	6	5	11	11	14	20	65	62	50	18	19	18
Male	64	1416	40383	100	98	98	506	518	504	13	8	14	20	13	19	47	55	47	20	25	19
African American	10	109	4171	100	98	98	NA	505	485	NA	8	20	NA	22	26	NA	54	44	NA	16	10
Hispanic	42	398	32673	100	98	99	501	498	487	5	11	18	24	23	25	55	51	46	17	15	10
Asian/Pacific Islander	NC	102	2147	NC	100	99	NC	537	539	NC	1	5	NC	12	10	NC	56	46	NC	31	40
American Indian/Alaskan Native	NC	15	4034	NC	100	97	NC	488	479	NC	13	22	NC	20	29	NC	60	43	NC	7	7
White	73	2153	36234	99	98	99	515	521	523	12	6	6	12	11	13	53	60	52	22	23	28
Students with Disabilities	24	350	10286	100	91	91	472	472	462	29	29	41	21	30	27	46	36	27	4	5	5
Students without Disabilities	105	2430	69020	100	100	100	518	523	510	5	3	9	14	11	18	58	61	52	23	24	21
Limited English Proficient Students	NC	92	10291	NC	92	96	NC	462	458	NC	34	38	NC	41	34	NC	20	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	35	263	37437	100	95	97	500	499	486	9	13	19	26	21	26	54	51	46	11	15	9
Non-Economically Disadvantaged	94	2517	41869	100	99	100	514	519	521	10	6	7	12	13	14	56	59	51	22	23	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	129	2775	79000	100	98	98	483	505	489	14	5	10	22	15	24	58	68	58	6	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1360	38774	100	98	99	491	510	494	9	4	7	18	12	22	66	70	61	6	14	10
Male	64	1411	40150	100	98	98	475	500	485	19	6	12	25	17	25	50	65	55	6	11	8
African American	10	111	4153	100	100	98	NA	493	476	NA	5	13	NA	23	30	NA	68	53	NA	4	4
Hispanic	42	398	32508	100	98	98	473	483	472	17	12	15	31	25	33	50	56	49	2	6	3
Asian/Pacific Islander	NC	101	2142	NC	100	99	NC	511	510	NC	NA	4	NC	14	14	NC	72	67	NC	14	16
American Indian/Alaskan Native	NC	15	4016	NC	100	96	NC	478	467	NC	13	14	NC	40	37	NC	40	46	NC	7	2
White	73	2148	36135	99	98	98	488	509	508	15	4	4	16	12	14	59	70	67	10	14	15
Students with Disabilities	24	347	9991	100	90	88	437	460	449	29	21	33	54	40	36	17	35	29	NA	4	2
Students without Disabilities	105	2428	69009	100	100	100	493	511	495	10	2	6	14	11	22	68	72	62	8	14	10
Limited English Proficient Students	NC	91	10199	NC	91	95	NC	439	439	NC	38	35	NC	45	47	NC	14	18	NC	2	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	35	260	37234	100	94	97	481	488	472	14	9	15	26	28	33	57	55	50	3	8	3
Non-Economically Disadvantaged	94	2515	41766	100	99	99	484	507	505	14	4	5	20	13	16	59	69	65	7	13	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	128	2787	79611	99	99	99	477	515	496	14	3	7	37	26	37	49	70	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1367	39016	98	99	99	496	528	511	6	2	4	34	17	29	59	80	66	NA	1	1
Male	64	1415	40519	100	98	98	458	503	482	22	4	10	39	36	44	39	60	46	NA	0	0
African American	10	111	4188	100	100	98	NA	508	486	NA	6	9	NA	23	40	NA	71	50	NA	NA	0
Hispanic	42	402	32855	100	99	99	485	498	481	12	6	10	31	35	43	57	58	47	NA	1	0
Asian/Pacific Islander	NC	103	2149	NC	100	100	NC	519	519	NC	4	4	NC	24	24	NC	71	70	NC	1	2
American Indian/Alaskan Native	NC	15	3992	NC	100	96	NC	507	478	NC	7	10	NC	40	46	NC	53	44	NC	NA	0
White	72	2153	36380	97	98	99	475	518	511	14	2	4	43	25	30	43	72	65	NA	1	1
Students with Disabilities	23	360	10664	96	94	94	430	468	440	35	11	23	35	56	54	30	32	22	NA	1	1
Students without Disabilities	105	2427	68947	100	99	100	487	521	504	10	2	4	37	22	34	53	76	61	NA	1	1
Limited English Proficient Students	NC	96	10362	NC	96	97	NC	453	438	NC	18	22	NC	59	57	NC	23	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	35	265	37626	100	96	98	482	493	479	9	8	10	40	32	45	51	60	45	NA	NA	0
Non-Economically Disadvantaged	93	2522	41985	99	99	100	475	517	511	16	2	4	35	26	30	48	71	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	92	2934	79327	100	99	98	517	537	518	23	9	19	12	13	20	51	56	46	14	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1475	38961	100	99	98	523	540	520	19	8	16	10	13	20	57	56	48	14	24	16
Male	50	1456	40295	100	98	97	512	534	516	26	11	21	14	13	19	46	55	44	14	21	16
African American	NC	98	4247	NC	100	98	NC	508	499	NC	23	27	NC	19	24	NC	48	41	NC	9	8
Hispanic	31	430	32327	100	99	98	515	515	499	19	19	27	19	19	25	52	50	41	10	12	8
Asian/Pacific Islander	NC	91	1939	NC	100	99	NC	575	556	NC	1	6	NC	5	10	NC	47	47	NC	46	36
American Indian/Alaskan Native	--	22	4391	--	85	96	--	521	489	--	14	32	--	18	27	--	59	36	--	9	4
White	53	2288	36373	100	98	98	516	541	538	25	7	10	9	12	14	51	57	52	15	24	25
Students with Disabilities	22	345	9321	100	91	87	465	486	467	73	39	54	9	24	22	14	31	21	5	6	3
Students without Disabilities	70	2589	70006	100	100	100	532	543	524	7	6	14	13	11	19	63	59	49	17	24	18
Limited English Proficient Students	NC	91	9431	NC	98	95	NC	473	466	NC	56	53	NC	21	27	NC	18	18	NC	5	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	19	263	37097	100	93	97	503	513	498	37	21	27	21	17	25	26	50	41	16	12	7
Non-Economically Disadvantaged	73	2671	42230	100	99	99	521	539	535	19	8	11	10	13	15	58	56	50	14	23	24

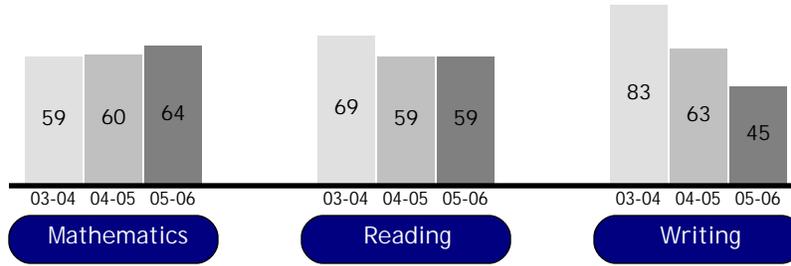
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	2939	79501	99	99	98	490	514	497	16	5	10	21	16	25	59	73	60	3	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1477	39062	100	99	99	502	522	502	12	3	8	17	12	23	64	76	64	7	8	5
Male	49	1458	40368	98	99	98	480	507	491	20	6	13	24	20	27	55	69	57	NA	5	3
African American	NC	97	4279	NC	99	99	NC	496	485	NC	7	14	NC	26	30	NC	63	54	NC	4	2
Hispanic	31	423	32389	100	97	98	482	496	478	13	11	16	32	24	34	55	62	48	NA	3	1
Asian/Pacific Islander	NC	91	1936	NC	100	99	NC	531	519	NC	NA	3	NC	14	14	NC	71	73	NC	14	9
American Indian/Alaskan Native	--	23	4401	--	88	96	--	499	473	--	13	17	--	13	40	--	70	43	--	4	1
White	52	2300	36446	98	99	99	494	518	516	19	3	4	15	14	15	60	75	73	6	7	7
Students with Disabilities	21	350	9411	95	93	88	444	469	453	52	25	36	29	38	36	19	35	26	NA	3	1
Students without Disabilities	70	2589	70090	100	100	100	503	520	502	6	2	7	19	13	24	71	78	65	4	7	5
Limited English Proficient Students	NC	87	9401	NC	94	94	NC	445	443	NC	41	40	NC	43	46	NC	16	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	19	263	37183	100	93	97	472	493	479	32	11	16	26	25	34	37	62	49	5	2	1
Non-Economically Disadvantaged	72	2676	42318	99	99	99	495	517	513	13	4	5	19	15	17	65	74	70	3	7	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	91	2943	80000	99	99	99	544	582	564	10	2	3	10	6	11	67	76	75	13	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1484	39288	100	99	99	582	597	579	5	2	2	NA	2	6	76	72	77	19	25	16
Male	49	1455	40644	98	98	98	512	566	549	14	2	4	18	9	15	59	79	74	8	9	7
African American	NC	98	4307	NC	100	99	NC	569	551	NC	4	4	NC	6	13	NC	74	75	NC	15	7
Hispanic	31	429	32672	100	98	99	549	564	548	10	5	4	10	10	14	65	75	76	16	11	6
Asian/Pacific Islander	NC	91	1945	NC	100	99	NC	599	592	NC	1	1	NC	1	4	NC	69	69	NC	29	25
American Indian/Alaskan Native	--	23	4424	--	88	97	--	592	549	--	NA	3	--	9	14	--	78	77	--	13	5
White	52	2297	36602	98	99	99	541	585	579	10	1	2	12	5	7	69	76	75	10	18	16
Students with Disabilities	21	358	9919	95	95	93	478	530	505	29	7	9	19	23	35	48	67	54	5	4	2
Students without Disabilities	70	2585	70081	100	100	100	562	588	571	4	1	2	7	3	7	73	77	79	16	19	12
Limited English Proficient Students	NC	88	9571	NC	95	96	NC	503	502	NC	13	10	NC	26	29	NC	60	60	NC	1	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	19	265	37534	100	94	98	516	559	547	11	5	4	21	11	15	53	74	76	16	10	5
Non-Economically Disadvantaged	72	2678	42466	99	99	100	552	584	578	10	2	2	7	5	7	71	76	75	13	18	16

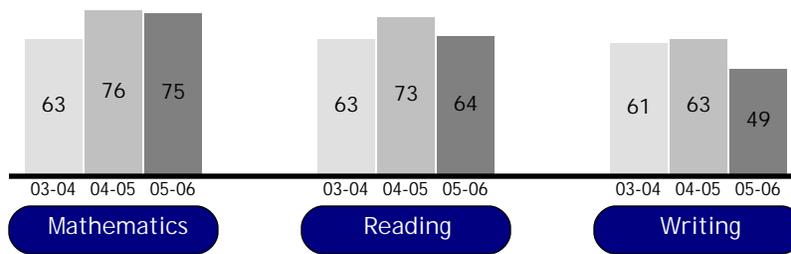
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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

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

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 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 Certification.	12
Percent of teachers in the school with Emergency/Provisional Certification	27%
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 2005-06

School Achievements/Accomplishments 2005-06

- 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 10%.

Student Activity Rates for School Year 2005-06

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

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 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	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 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.