



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

707 W. Grant, Phoenix, AZ 85006

Phoenix Elementary 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
2004-05 Performing
2003-04 Performing

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

School Overview

Principal/Administrator : Ms. Loraine Conley-Franklin
Schedule : 08:15 AM to 04:00 PM
Grades : Pre-K-6
Web Address : www.phxelem.k12.az.us
Phone Number : (602) 257-3830
Fax Number : (602) 257-2915
E-mail : loranie.franklin@phxelem.k12.az.us

Mission

Dunbar school holds the belief that all students, parents, and staff share responsibility for academic achievement as guided by the Phoenix Elementary School District #1 anchors. We believe everyone in the school is expected to work to the best of their ability.

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

- At Dunbar school, our goal is to have every student meeting the Arizona standards for reading as measured by the AIMS DPA for by the third grade.
At Dunbar school, our goal is to have every student meeting the Arizona Standards in math and writing as measured by the AIMS-DPA by the fifth grade.

Enrollment

October 1, 2005 School Year Student Enrollment : 287
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 40

Instructional Programs

- Ü Structured English Immersion
- Ü 21st Century Afterschool programs
- Ü Saturday School

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/7/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

We will provide a clean and safe environment; maintain high expectations for children; treat each child with respect; use all resources available to enable each child to succeed academically.

Parents

Parents are expected to send their children to school every day on time; send their children to school ready to learn; help their children with their homework; and support the school.

Transportation Policy

Dunbar School provides bus transportation to and from the school for about 5% of the students attending the school.

School Honors

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

Award/Honor	Year
Ü District Cheerleading Contest - 4th Place	2003
Ü Academic Bowl for 6th Grade	2001
Ü Writing Contest - 2nd Place	2003
Ü Spelling Bee - 2nd & 3rd Place	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	875	80010	96	98	99	419	431	447	20	16	10	30	26	18	46	48	53	4	10	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	429	38935	97	98	99	420	431	447	25	15	9	18	26	19	54	49	55	4	9	17
Male	22	446	40974	96	99	98	418	431	448	14	17	11	45	26	18	36	47	52	5	10	19
African American	NC	50	4201	NC	100	99	NC	429	430	NC	16	17	NC	34	23	NC	36	51	NC	14	9
Hispanic	42	774	34545	95	99	99	419	430	432	21	17	14	29	26	24	45	49	53	5	9	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	NC	39	35142	NC	95	99	NC	457	465	NC	5	5	NC	23	11	NC	49	56	NC	23	28
Students with Disabilities	NC	114	10161	NC	91	93	NC	399	419	NC	42	28	NC	34	28	NC	21	36	NC	3	8
Students without Disabilities	41	761	69849	95	100	100	425	435	451	15	12	7	27	25	17	54	52	56	5	11	19
Limited English Proficient Students	13	338	14013	100	96	97	400	413	413	31	27	24	38	33	34	31	36	39	NA	4	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	--	NC	39029	--	NC	98	--	NC	432	--	NC	14	--	NC	25	--	NC	52	--	NC	9
Non-Economically Disadvantaged	50	867	40981	96	98	100	419	431	462	20	16	6	30	26	13	46	48	54	4	10	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	50	876	79438	96	99	98	417	432	451	24	15	9	32	34	24	44	48	56	NA	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	429	38775	97	98	99	426	436	457	14	12	7	32	32	22	54	51	58	NA	5	13
Male	22	447	40560	96	100	97	405	428	446	36	17	12	32	35	25	32	45	54	NA	4	9
African American	NC	50	4178	NC	100	98	NC	437	439	NC	10	13	NC	32	29	NC	52	52	NC	6	6
Hispanic	42	775	34297	95	99	98	416	431	434	26	15	14	31	34	31	43	48	50	NA	3	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	NC	39	34887	NC	95	98	NC	457	471	NC	10	4	NC	33	15	NC	36	63	NC	21	18
Students with Disabilities	NC	115	9588	NC	92	88	NC	390	416	NC	45	30	NC	38	32	NC	16	34	NC	1	5
Students without Disabilities	41	761	69850	95	100	100	428	438	456	15	10	7	32	33	23	54	52	59	NA	5	12
Limited English Proficient Students	13	339	13856	100	96	96	399	410	407	46	26	27	15	41	43	38	32	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	--	NC	38685	--	NC	97	--	NC	435	--	NC	14	--	NC	32	--	NC	50	--	NC	5
Non-Economically Disadvantaged	50	868	40753	96	99	99	417	432	467	24	14	5	32	34	16	44	48	62	NA	4	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	50	854	79971	96	96	99	401	403	423	10	10	8	56	52	41	34	37	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	425	38974	100	97	99	419	415	437	3	7	5	52	48	33	45	44	57	NA	1	4
Male	21	429	40895	91	96	98	376	392	410	19	12	10	62	57	47	19	30	41	NA	1	2
African American	NC	49	4203	NC	98	99	NC	419	411	NC	2	11	NC	55	45	NC	43	43	NC	NA	2
Hispanic	42	756	34481	95	96	99	397	401	410	12	11	10	55	52	46	33	37	43	NA	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	NC	37	35150	NC	90	99	NC	433	437	NC	NA	5	NC	54	35	NC	38	56	NC	8	5
Students with Disabilities	NC	110	10258	NC	88	94	NC	350	377	NC	28	23	NC	61	51	NC	10	25	NC	1	1
Students without Disabilities	41	744	69713	95	97	100	420	411	429	NA	7	5	61	51	39	39	41	52	NA	1	3
Limited English Proficient Students	12	329	13985	92	93	97	359	378	382	25	19	18	50	55	54	25	27	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	--	NC	38994	--	NC	98	--	NC	409	--	NC	10	--	NC	47	--	NC	41	--	NC	1
Non-Economically Disadvantaged	50	848	40977	96	96	100	401	403	437	10	10	5	56	52	34	34	37	56	NA	1	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	62	841	80147	95	97	99	466	456	482	13	19	11	23	25	17	55	48	49	10	7	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	426	39281	100	98	99	470	458	483	13	17	9	17	27	17	53	50	50	17	7	24
Male	32	415	40780	91	96	98	462	454	482	13	22	12	28	24	17	56	46	48	3	8	24
African American	14	55	4249	93	95	99	460	457	464	14	22	17	29	25	22	50	44	48	7	9	13
Hispanic	45	721	33494	94	97	99	466	454	466	13	20	15	22	26	23	56	46	49	9	7	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	19	4117	NC	100	96	NC	462	456	NC	5	19	NC	26	27	NC	63	46	NC	5	8
White	NC	42	36122	NC	100	99	NC	487	501	NC	7	5	NC	12	10	NC	67	50	NC	14	35
Students with Disabilities	13	127	10295	93	91	92	434	417	443	15	51	33	62	30	26	23	18	33	NA	1	8
Students without Disabilities	49	714	69852	96	98	100	473	463	488	12	14	7	12	25	16	63	53	51	12	9	26
Limited English Proficient Students	17	318	12722	100	96	97	450	434	441	24	33	27	24	32	33	53	33	37	NA	1	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	--	13	38371	--	100	97	--	438	465	--	31	15	--	38	23	--	31	49	--	NA	13
Non-Economically Disadvantaged	62	828	41776	95	97	100	466	456	498	13	19	6	23	25	11	55	48	49	10	8	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	63	841	79686	97	97	98	448	446	470	21	19	11	32	36	24	44	43	57	3	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	428	39163	100	99	99	455	452	475	13	13	9	35	37	22	48	48	60	3	2	10
Male	32	413	40438	91	95	97	441	439	465	28	25	13	28	35	25	41	38	54	3	2	7
African American	15	56	4228	100	97	98	446	447	458	27	20	15	20	30	28	47	45	53	7	5	4
Hispanic	45	719	33299	94	97	99	446	443	452	20	20	17	38	38	32	40	41	47	2	1	3
Asian/Pacific Islander	--	NC	2097	--	NC	98	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	19	4087	NC	100	96	NC	458	446	NC	NA	16	NC	37	38	NC	63	44	NC	NA	2
White	NC	43	35914	NC	100	98	NC	488	489	NC	7	5	NC	12	15	NC	70	67	NC	12	14
Students with Disabilities	14	127	9808	100	91	87	403	407	432	64	51	35	21	38	32	14	11	30	NA	NA	3
Students without Disabilities	49	714	69878	96	98	100	459	452	475	8	13	8	35	35	23	53	49	61	4	3	9
Limited English Proficient Students	17	316	12594	100	95	96	427	419	422	29	36	34	47	46	45	24	19	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	--	13	38095	--	100	97	--	427	452	--	23	17	--	38	32	--	38	48	--	NA	3
Non-Economically Disadvantaged	63	828	41591	97	97	99	448	446	486	21	19	6	32	36	16	44	43	65	3	2	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	63	844	80372	97	97	99	467	457	475	3	9	4	37	35	30	60	55	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	426	39452	100	98	99	477	470	488	3	5	3	17	28	22	80	66	72	NA	1	3
Male	33	418	40836	94	96	98	456	443	464	3	12	6	55	43	37	42	44	56	NA	NA	1
African American	14	55	4264	93	95	99	460	461	465	7	7	5	29	29	35	64	64	59	NA	NA	1
Hispanic	46	724	33608	96	97	99	467	455	462	2	9	6	41	36	36	57	54	57	NA	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	19	4128	NC	100	97	NC	460	464	NC	11	4	NC	21	39	NC	68	56	NC	NA	1
White	NC	42	36213	NC	100	99	NC	476	489	NC	5	2	NC	36	22	NC	57	72	NC	2	3
Students with Disabilities	13	133	10526	93	96	94	426	403	427	8	26	15	77	55	53	15	19	31	NA	NA	1
Students without Disabilities	50	711	69846	98	98	100	476	466	482	2	5	3	26	32	26	72	62	69	NA	1	2
Limited English Proficient Students	17	318	12747	100	96	97	444	431	432	6	15	12	47	50	52	47	34	36	NA	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	--	13	38521	--	100	98	--	409	461	--	15	6	--	62	38	--	23	55	--	NA	1
Non-Economically Disadvantaged	63	831	41851	97	97	100	467	458	489	3	9	3	37	35	22	60	56	72	NA	0	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	34	880	79306	100	99	99	472	479	504	18	21	13	32	29	20	47	43	49	3	7	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	447	38845	100	100	99	473	481	505	13	19	11	42	30	20	42	45	50	4	6	18
Male	10	433	40383	100	98	98	NA	477	504	NA	24	14	NA	28	19	NA	40	47	NA	8	19
African American	NC	51	4171	NC	98	98	NC	478	485	NC	20	20	NC	37	26	NC	37	44	NC	6	10
Hispanic	29	746	32673	100	99	99	475	476	487	17	23	18	28	30	25	52	42	46	3	5	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	20	4034	NC	100	97	NC	484	479	NC	15	22	NC	35	29	NC	45	43	NC	5	7
White	--	56	36234	--	98	99	--	518	523	--	4	6	--	9	13	--	61	52	--	27	28
Students with Disabilities	10	125	10286	100	91	91	NA	443	462	NA	58	41	NA	26	27	NA	14	27	NA	2	5
Students without Disabilities	24	755	69020	100	100	100	482	485	510	4	15	9	42	30	18	50	47	52	4	8	21
Limited English Proficient Students	NC	299	10291	NC	97	96	NC	456	458	NC	37	38	NC	37	34	NC	25	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	--	16	37437	--	100	97	--	483	486	--	25	19	--	19	26	--	44	46	--	13	9
Non-Economically Disadvantaged	34	864	41869	100	99	100	472	479	521	18	21	7	32	29	14	47	43	51	3	7	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	34	882	79000	100	99	98	458	468	489	21	17	10	41	33	24	35	48	58	3	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	448	38774	100	100	99	461	473	494	21	15	7	38	29	22	38	54	61	4	2	10
Male	10	434	40150	100	98	98	NA	462	485	NA	21	12	NA	36	25	NA	41	55	NA	2	8
African American	NC	51	4153	NC	98	98	NC	474	476	NC	10	13	NC	33	30	NC	57	53	NC	NA	4
Hispanic	29	748	32508	100	99	98	459	464	472	21	19	15	41	35	33	34	45	49	3	1	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	20	4016	NC	100	96	NC	468	467	NC	20	14	NC	20	37	NC	60	46	NC	NA	2
White	--	56	36135	--	98	98	--	512	508	--	4	4	--	13	14	--	73	67	--	11	15
Students with Disabilities	10	126	9991	100	92	88	NA	429	449	NA	56	33	NA	28	36	NA	14	29	NA	2	2
Students without Disabilities	24	756	69009	100	100	100	471	474	495	13	11	6	38	34	22	46	53	62	4	2	10
Limited English Proficient Students	NC	300	10199	NC	98	95	NC	439	439	NC	36	35	NC	43	47	NC	21	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	--	16	37234	--	100	97	--	464	472	--	25	15	--	31	33	--	44	50	--	NA	3
Non-Economically Disadvantaged	34	866	41766	100	99	99	458	468	505	21	17	5	41	33	16	35	48	65	3	2	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	34	881	79611	100	99	99	456	470	496	21	13	7	56	48	37	24	38	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	447	39016	100	100	99	462	486	511	17	9	4	58	42	29	25	48	66	NA	0	1
Male	10	434	40519	100	98	98	NA	453	482	NA	18	10	NA	55	44	NA	28	46	NA	NA	0
African American	NC	51	4188	NC	98	98	NC	495	486	NC	6	9	NC	49	40	NC	43	50	NC	2	0
Hispanic	29	750	32855	100	100	99	454	465	481	24	15	10	48	49	43	28	36	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	19	3992	NC	95	96	NC	496	478	NC	NA	10	NC	53	46	NC	47	44	NC	NA	0
White	--	54	36380	--	95	99	--	499	511	--	6	4	--	43	30	--	52	65	--	NA	1
Students with Disabilities	10	127	10664	100	93	94	NA	400	440	NA	46	23	NA	48	54	NA	6	22	NA	NA	1
Students without Disabilities	24	754	68947	100	100	100	476	481	504	13	8	4	54	48	34	33	44	61	NA	0	1
Limited English Proficient Students	NC	300	10362	NC	98	97	NC	430	438	NC	28	22	NC	54	57	NC	18	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	--	16	37626	--	100	98	--	473	479	--	13	10	--	31	45	--	56	45	--	NA	0
Non-Economically Disadvantaged	34	865	41985	100	99	100	456	470	511	21	13	4	56	49	30	24	38	65	NA	0	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	22	773	79327	88	97	98	473	498	518	45	28	19	18	25	20	36	38	46	NA	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	379	38961	83	97	98	NA	503	520	NA	22	16	NA	30	20	NA	40	48	NA	9	16
Male	12	394	40295	92	98	97	460	493	516	67	34	21	8	21	19	25	37	44	NA	8	16
African American	NC	51	4247	NC	98	98	NC	498	499	NC	25	27	NC	31	24	NC	33	41	NC	10	8
Hispanic	21	668	32327	91	97	98	472	496	499	48	28	27	14	26	25	38	38	41	NA	7	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	--	16	4391	--	100	96	--	489	489	--	38	32	--	13	27	--	50	36	--	NA	4
White	--	34	36373	--	100	98	--	531	538	--	15	10	--	21	14	--	38	52	--	26	25
Students with Disabilities	NC	106	9321	NC	85	87	NC	450	467	NC	71	54	NC	17	22	NC	11	21	NC	1	3
Students without Disabilities	16	667	70006	94	100	100	489	505	524	31	21	14	25	27	19	44	42	49	NA	10	18
Limited English Proficient Students	10	213	9431	91	94	95	NA	469	466	NA	50	53	NA	24	27	NA	24	18	NA	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	--	12	37097	--	92	97	--	482	498	--	33	27	--	42	25	--	17	41	--	8	7
Non-Economically Disadvantaged	22	761	42230	88	98	99	473	498	535	45	28	11	18	25	15	36	39	50	NA	9	24

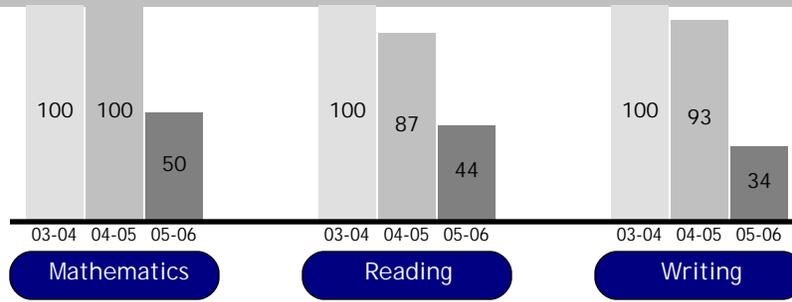
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	782	79501	92	99	98	443	476	497	39	19	10	48	31	25	13	48	60	NA	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	385	39062	83	99	99	NA	484	502	NA	14	8	NA	31	23	NA	52	64	NA	3	5
Male	13	397	40368	100	98	98	430	469	491	46	24	13	54	32	27	NA	44	57	NA	1	3
African American	NC	52	4279	NC	100	99	NC	478	485	NC	19	14	NC	27	30	NC	52	54	NC	2	2
Hispanic	22	676	32389	96	98	98	442	474	478	41	20	16	45	32	34	14	47	48	NA	1	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	--	16	4401	--	100	96	--	483	473	--	13	17	--	31	40	--	56	43	--	NA	1
White	--	34	36446	--	100	99	--	512	516	--	9	4	--	18	15	--	59	73	--	15	7
Students with Disabilities	NC	113	9411	NC	91	88	NC	432	453	NC	61	36	NC	23	36	NC	16	26	NC	NA	1
Students without Disabilities	16	669	70090	94	100	100	456	483	502	19	12	7	69	33	24	13	53	65	NA	2	5
Limited English Proficient Students	11	219	9401	100	96	94	429	445	443	64	38	40	36	44	46	NA	18	14	NA	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	--	12	37183	--	92	97	--	464	479	--	33	16	--	33	34	--	33	49	--	NA	1
Non-Economically Disadvantaged	23	770	42318	92	99	99	443	476	513	39	19	5	48	31	17	13	48	70	NA	2	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	22	778	80000	88	98	99	504	540	564	14	6	3	18	18	11	59	70	75	9	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	384	39288	92	99	99	538	559	579	9	5	2	NA	9	6	73	76	77	18	10	16
Male	11	394	40644	85	98	98	473	522	549	18	6	4	36	26	15	45	64	74	NA	3	7
African American	NC	52	4307	NC	100	99	NC	548	551	NC	10	4	NC	6	13	NC	75	75	NC	10	7
Hispanic	21	674	32672	91	98	99	499	538	548	14	6	4	19	19	14	57	70	76	10	6	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	--	16	4424	--	100	97	--	544	549	--	6	3	--	13	14	--	69	77	--	13	5
White	--	32	36602	--	97	99	--	568	579	--	NA	2	--	13	7	--	72	75	--	16	16
Students with Disabilities	NC	116	9919	NC	94	93	NC	472	505	NC	17	9	NC	47	35	NC	35	54	NC	1	2
Students without Disabilities	16	662	70081	94	99	100	538	552	571	NA	4	2	13	13	7	81	76	79	6	8	12
Limited English Proficient Students	10	216	9571	91	95	96	NA	496	502	NA	12	10	NA	31	29	NA	56	60	NA	0	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	--	12	37534	--	92	98	--	554	547	--	NA	4	--	17	15	--	83	76	--	NA	5
Non-Economically Disadvantaged	22	766	42466	88	98	100	504	540	578	14	6	2	18	18	7	59	70	75	9	7	16

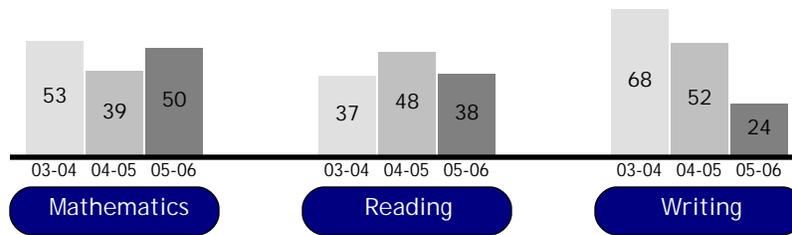
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	91	NA	NA	58	100	39	36	47	100	35	34	46
	Language	91	NA	41	50	100	42	39	47	100	54	43	48
	Mathematics	96	NA	57	64	100	47	39	50	100	52	44	52
3	Reading	86	NA	NA	55	100	47	32	44	98	17	28	46
	Language	90	NA	56	61	100	50	35	44	98	22	34	46
	Mathematics	93	NA	51	61	100	71	39	51	98	25	37	52
4	Reading	100	47	NA	56	100	34	37	48	98	35	34	52
	Language	100	47	43	52	100	34	38	49	97	44	37	52
	Mathematics	100	66	44	61	100	41	38	53	97	43	39	58
5	Reading	88	59	NA	55	100	33	39	50	100	35	39	56
	Language	88	69	40	49	100	35	39	50	100	43	39	54
	Mathematics	88	82	48	63	100	26	35	49	100	27	34	52
6	Reading	100	45	NA	56	96	40	42	51	92	25	43	56
	Language	100	37	38	48	96	34	38	47	88	22	39	50
	Mathematics	100	71	55	66	96	37	40	52	88	37	43	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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Student Discipline
- Ü Extracurricular Activities
- Ü Adult Language Program
- Ü Title One

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.50	Teacher	17.50
Other Professional Staff	.50	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Media Center

Extracurricular Activities

- Ü 21 Century Programs

Social Services

- Ü Afterschool Program(Peer Club)
- Ü Boys and Girls Club

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Last year we were a Benchmark School supporting and help other school like ours to improve student achievement.

ü Dunbar school is registered as a Historic Landmark with the city of Phoenix.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	88	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

Closed campus, crossing guard, adult supervision, school safety patrol, monthly fire drills, and quarterly lockdown drills.

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	Loraine Conley-Franklin	(602) 257-3830
Transportation Policy	Mike Fisher	(602) 257-3929
Community Resources	Irene Cabecera	(602) 257-3830
School Nutrition Programs	Michelle Burkhart	(602) 257-3741
Parent Organization	Irene Cabecera	(602) 257-3844
Student Health/Nurse	Hortensica Mercado	(602) 257-3832

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

Footnotes

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

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

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

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

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

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

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

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