



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2 N. 31 Ave., Phoenix, AZ 85009

Murphy 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)

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

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

School Overview

Principal/Administrator : Mr. Jose Diaz
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-8
 2005 Enrollment : 828
 Web Address : www.msdez.org
 Phone Number : (602) 353-5220
 Fax Number : (602) 353-5284
 E-mail : jdiaz@msdez.org

Mission

W.R. Sullivan, in partnership with our community, will empower the students to achieve, to their highest potential, and develop as lifelong learners through continuous, effective and joyful learning experiences that celebrate a diverse society.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

2004-05	N/A
2003-04	Year 2
2002-03	Year 2

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

School / Academic Goals

- ü All Students at Sullivan School will show an increase in achievement in reading, writing and math by the percent necessary to meet benchmarks set by the Department of education.
- ü Achievement will be evident by the fourth quarter 2005-06 results of the AIMS/Terra Nova and DIBELS state assessments.

Enrollment

October 1, 2004 School Year Student Enrollment : 843
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 50

Instructional Programs

- ü All-day Kindergarten
- ü Structured English Immersion
- ü Language Support
- ü Two Hour Reading Block
- ü Headstart
- ü 301 Tutorials
- ü 21st Century Tutorials
- ü Law Related Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

We have a primary responsibility to educate all Sullivan students, K-8, so that no child is left behind. The school has a responsibility to inform our parents regarding any school events, student achievement and behavior through newsletters, phone calls, home visits, progress reports, report cards, curriculum nights, 301 nights and parent-teacher conferences. Through the Student/Parent/Teacher Compact, Sullivan strives to work collaboratively with all stakeholders.

Parents

A Parent Advisory Coffee meets to discuss issues in the community and in the school. Guest speakers also address areas of concerns. Also included are staff members who provide instruction to our parents so they may assist their children at home. Parents who serve on our School Improvement Team are responsible for bringing in community issues, as well as taking this information back out to our families. A new parent group has been established to organize parent activities and volunteer efforts.

Transportation Policy

A policy is in place that allows students with disabilities to ride the bus as indicated in their respective IEP, students living within one-mile radius of the school, or students who pass by hazardous or difficult routes as long as they are residing in our district of attendance.

School Honors

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

Award/Honor	Year
ü City of Phoenix Fight Back Grant	2002
ü Stuff the Bus Program	2004
ü Positive Youth Development State/Local Collaboration	2004
ü \$10,000.00 Uniform Donation	2004

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	87	279	79306	99	100	99	421	415	445	16	18	10	35	32	18	48	48	51	1	2	20
All Students (Prior Year)	91	279	75509	99	99	100	487	498	521	29	21	13	33	37	23	33	29	33	5	12	31
Female	37	131	38691	100	100	99	415	416	446	22	15	10	28	29	18	47	54	52	3	2	20
Male	50	149	40583	98	100	99	425	413	445	11	21	11	40	34	18	49	43	50	0	2	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	85	262	32869	99	100	99	421	415	429	16	17	15	33	32	25	49	49	51	1	2	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	24	60	10321	100	100	100	402	373	389	33	48	30	38	32	27	29	20	34	0	0	9
Students without Disabilities	63	220	69060	97	99	98	429	427	454	8	9	7	34	32	17	57	56	54	2	3	22
Limited English Proficient Students	66	179	15509	100	100	100	420	411	406	18	20	20	35	34	30	45	44	45	2	2	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	84	264	39415	99	97	96	421	418	431	16	19	15	34	31	25	49	48	50	1	2	10
Non-Economically Disadvantaged	NC	16	39966	NC	100	100	NC	360	459	NC	14	6	NC	50	12	NC	36	52	NC	0	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	87	280	79395	99	0	99	413	413	446	23	20	9	36	38	25	40	41	55	0	0	11
All Students (Prior Year)	91	279	75492	99	99	100	502	504	519	16	11	12	32	39	16	42	41	47	11	9	24
Female	37	131	38743	100	0	100	412	419	451	22	13	7	38	41	24	41	46	57	0	0	12
Male	50	150	40618	98	0	99	414	408	440	24	26	11	36	36	27	40	38	53	0	0	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	85	262	32915	99	0	99	414	414	426	23	19	15	36	39	35	41	42	47	0	0	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	24	60	10331	100	0	100	384	365	388	54	55	25	33	36	37	13	9	34	0	0	4
Students without Disabilities	63	221	69139	97	0	99	427	427	454	9	10	7	38	39	24	53	51	58	0	0	11
Limited English Proficient Students	66	179	15545	100	0	100	412	407	399	24	21	21	35	43	42	41	36	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	84	265	39484	99	0	96	412	415	429	24	21	14	36	39	35	39	40	47	0	0	4
Non-Economically Disadvantaged	NC	16	39986	NC	0	100	NC	374	461	NC	0	4	NC	36	16	NC	64	63	NC	0	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	87	279	78869	99	100	99	414	414	442	5	8	6	43	33	21	52	58	63	0	1	10
All Students (Prior Year)	89	277	75053	97	99	99	556	564	597	5	3	7	26	23	12	68	73	72	0	1	9
Female	38	132	38536	100	100	99	438	433	458	0	4	4	25	21	15	75	73	67	0	2	14
Male	49	148	40302	96	99	99	397	398	428	9	11	8	56	43	26	36	45	60	0	1	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	85	261	32606	99	100	98	414	416	426	5	8	8	43	31	27	52	60	60	0	1	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	24	59	10246	100	100	100	389	341	367	4	22	18	58	51	39	38	27	40	0	0	4
Students without Disabilities	63	221	68697	97	99	98	425	435	454	6	4	4	36	28	18	58	66	67	0	2	11
Limited English Proficient Students	66	178	15339	100	100	100	412	412	399	6	9	11	44	32	31	50	58	54	0	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	83	263	39106	98	97	95	413	417	427	5	8	8	42	32	28	53	58	59	0	1	5
Non-Economically Disadvantaged	NC	17	39837	NC	100	100	NC	366	457	NC	0	4	NC	50	14	NC	50	67	NC	0	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	100	279	78906	96	99	99	459	462	498	35	32	13	32	31	19	32	34	48	1	3	20
All Students (Prior Year)	114	298	76019	100	100	100	468	466	499	23	18	14	55	63	39	13	11	14	9	7	33
Female	52	136	38644	95	98	99	462	468	500	37	26	12	31	35	19	33	37	49	0	2	19
Male	48	143	40236	98	100	99	456	456	497	33	38	15	33	26	19	31	32	46	3	4	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	92	262	31938	96	99	99	456	461	481	36	32	19	34	31	25	30	34	46	0	3	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	16	56	10664	94	97	100	432	429	430	64	63	42	29	22	27	7	14	26	0	2	5
Students without Disabilities	84	223	68310	97	100	98	464	470	509	30	24	9	32	33	18	36	40	51	1	3	22
Limited English Proficient Students	60	171	12573	97	100	100	455	456	454	39	35	27	34	34	30	27	30	38	0	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	95	264	38679	95	97	96	458	463	483	36	32	20	32	31	25	31	34	45	1	2	10
Non-Economically Disadvantaged	NC	15	40295	NC	100	100	NC	445	513	NC	25	7	NC	25	13	NC	33	50	NC	17	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	100	279	78908	96	0	99	447	450	484	28	27	10	41	37	23	28	35	58	2	1	9
All Students (Prior Year)	114	298	76020	100	100	100	491	487	503	40	49	25	31	30	23	26	19	40	3	2	12
Female	52	136	38648	95	0	99	455	459	489	20	19	8	45	39	22	33	41	61	2	1	10
Male	48	143	40233	98	0	99	437	441	479	38	34	12	36	35	25	23	29	55	3	2	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	92	262	31940	96	0	99	442	448	465	30	27	16	43	38	32	27	34	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	16	56	10665	94	0	100	417	414	423	50	55	30	43	33	36	7	12	31	0	0	2
Students without Disabilities	84	223	68312	97	0	98	453	459	493	24	20	7	41	38	21	32	41	62	3	2	10
Limited English Proficient Students	60	171	12556	97	0	100	441	443	436	33	31	24	41	39	40	26	30	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	95	264	38662	95	0	96	446	451	468	29	27	16	40	37	32	30	35	49	1	1	3
Non-Economically Disadvantaged	NC	15	40315	NC	0	100	NC	435	498	NC	17	5	NC	33	15	NC	42	66	NC	8	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	99	278	78750	95	99	99	455	468	500	15	10	6	45	48	29	40	42	63	0	0	2
All Students (Prior Year)	114	298	75673	100	100	100	509	494	530	9	15	12	34	37	25	57	48	58	0	1	4
Female	52	136	38586	95	98	99	466	481	515	10	6	4	51	48	22	39	46	71	0	0	3
Male	47	142	40135	96	99	99	442	455	486	21	13	8	37	48	35	42	38	56	0	1	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	91	261	31841	95	98	99	450	465	483	16	10	8	46	49	36	38	41	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	16	56	10622	94	97	100	392	406	415	29	25	21	71	63	50	0	12	28	0	0	1
Students without Disabilities	83	222	68196	95	99	98	468	484	513	12	6	3	40	44	25	48	50	69	0	1	3
Limited English Proficient Students	59	170	12504	95	99	100	444	457	451	19	12	12	45	51	44	36	37	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	94	263	38558	94	97	96	454	469	485	16	10	8	45	48	37	40	42	54	0	0	1
Non-Economically Disadvantaged	NC	15	40260	NC	100	100	NC	445	514	NC	8	3	NC	42	21	NC	42	72	NC	8	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	221	78250	100	100	99	522	537	548	44	30	21	20	21	18	30	40	48	6	10	13
All Students (Prior Year)	102	250	75001	98	100	99	446	457	468	59	47	37	33	36	36	7	11	16	2	6	10
Female	38	113	38071	100	100	99	523	548	549	45	25	20	13	20	19	39	42	49	3	13	12
Male	37	107	40126	95	100	99	520	524	547	43	35	23	26	21	17	23	37	46	9	7	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	73	211	29129	100	100	99	521	539	527	44	30	32	20	21	23	30	38	40	6	10	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	--	NC	38320	--	NC	99	--	NC	568	--	NC	12	--	NC	14	--	NC	55	--	NC	19
Students with Disabilities	15	36	9329	100	100	100	463	461	454	100	82	64	0	12	18	0	6	16	0	0	2
Students without Disabilities	61	185	68996	100	100	99	536	553	561	30	18	16	25	23	18	38	47	52	8	12	14
Limited English Proficient Students	47	120	10133	100	100	100	516	529	488	45	33	45	22	19	25	29	41	28	4	7	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	68	199	33388	97	98	94	520	537	530	44	31	32	21	22	22	31	38	40	5	9	5
Non-Economically Disadvantaged	NC	22	44937	NC	100	100	NC	534	561	NC	13	13	NC	7	15	NC	60	54	NC	20	18

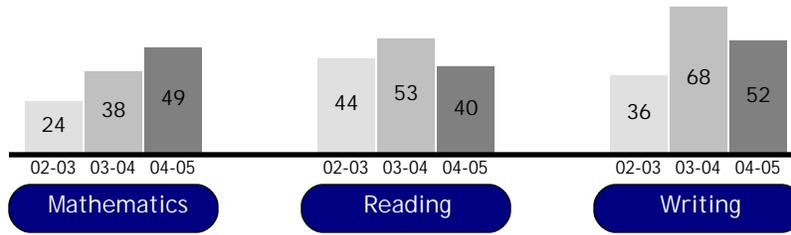
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	221	78302	100	0	99	485	494	512	24	17	11	38	33	25	36	46	57	2	3	7
All Students (Prior Year)	103	251	74918	99	100	99	475	482	497	52	45	32	21	21	19	25	30	35	2	4	15
Female	38	113	38082	100	0	99	497	505	518	19	14	8	32	31	24	45	51	61	3	4	7
Male	37	107	40166	95	0	99	474	483	507	29	21	14	43	36	26	29	40	54	0	2	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	73	211	29152	100	0	99	484	496	492	25	18	17	38	34	34	36	45	46	2	3	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	--	NC	38347	--	NC	99	--	NC	531	--	NC	5	--	NC	17	--	NC	68	--	NC	10
Students with Disabilities	15	36	9353	100	0	100	430	435	429	77	56	40	23	32	38	0	9	22	0	3	1
Students without Disabilities	61	185	69024	100	0	99	498	507	524	11	9	7	42	34	23	45	54	62	2	3	7
Limited English Proficient Students	47	120	10140	100	0	100	478	485	451	33	23	28	37	35	43	29	38	29	2	3	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	68	199	33398	97	0	94	483	495	495	26	19	18	35	33	35	37	45	46	2	3	2
Non-Economically Disadvantaged	NC	22	44979	NC	0	100	NC	488	525	NC	0	6	NC	33	18	NC	60	66	NC	7	10

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	75	220	78094	100	100	99	503	515	545	8	7	3	39	29	18	53	63	77	0	1	2
All Students (Prior Year)	103	251	74503	99	100	99	461	465	491	7	8	9	48	46	32	45	45	51	0	2	8
Female	38	113	38025	100	100	99	516	533	558	6	4	2	32	24	13	61	72	82	0	0	2
Male	36	106	40013	92	99	99	492	494	534	9	11	5	46	35	23	46	53	71	0	1	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	72	210	29068	100	100	99	501	516	523	8	8	5	41	30	27	52	63	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	--	NC	38265	--	NC	99	--	NC	564	--	NC	2	--	NC	11	--	NC	84	--	NC	3
Students with Disabilities	15	36	9275	100	100	100	413	424	444	31	26	14	69	56	46	0	15	39	0	3	1
Students without Disabilities	60	184	68892	98	100	98	526	535	559	2	3	2	32	23	14	66	74	82	0	0	2
Limited English Proficient Students	46	119	10084	98	100	100	492	503	474	10	8	10	41	34	39	49	57	50	0	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	67	198	33296	96	97	94	500	514	527	8	8	5	42	31	27	50	61	67	0	0	0
Non-Economically Disadvantaged	NC	22	44871	NC	100	100	NC	522	559	NC	0	2	NC	7	12	NC	87	84	NC	7	3

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)

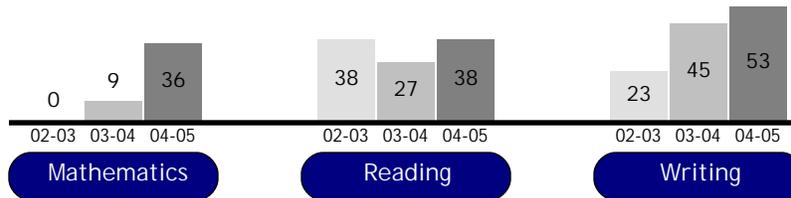
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	98	21	24	50	95	47	NA	58	100	29	35	47
	Language	99	22	22	43	98	37	30	50	100	37	44	47
	Mathematics	100	28	32	57	98	54	47	64	100	29	38	50
3	Reading	99	14	19	47	100	28	NA	55	99	26	26	44
	Language	99	24	28	54	100	33	42	61	99	26	27	44
	Mathematics	98	21	30	54	100	38	41	61	99	37	35	51
4	Reading	100	18	22	52	93	14	NA	56	97	28	31	48
	Language	100	21	26	48	98	19	29	52	97	34	36	49
	Mathematics	100	22	28	57	98	18	31	61	97	32	36	53
5	Reading	97	18	21	50	100	29	NA	55	96	27	29	50
	Language	97	19	23	46	100	29	29	49	96	25	28	50
	Mathematics	100	30	29	57	100	39	35	63	96	27	29	49
6	Reading	93	26	26	53	100	24	NA	56	100	35	34	51
	Language	96	21	24	45	100	17	23	48	100	34	31	47
	Mathematics	96	40	37	62	100	41	43	66	100	48	38	52
7	Reading	95	21	24	51	100	27	NA	54	99	34	36	50
	Language	95	22	26	54	100	23	33	58	99	36	38	52
	Mathematics	100	27	28	58	100	40	44	62	99	36	37	50
8	Reading	94	25	30	53	96	37	NA	55	100	33	41	51
	Language	94	21	24	49	98	29	33	52	100	38	45	50
	Mathematics	97	28	36	58	98	43	45	61	100	38	46	53

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

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

Council Duties

- Ü School Improvement Plan
- Ü Student Discipline Program
- Ü School Safety Issues
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü School Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	2.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	27	2	0	2
4 to 6 years	2	1	0	0
7 to 9 years	1	1	0	0
10 or more years	12	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	134
Teachers with Emergency Certificaton.	19
Percent of teachers in the school with Emergency/Provisional Certification	43%
Percent of core classes not taught by Hightly Qualified Teachers	56%

Resources Available at School Site

Special Facilities

- Ü Computer Lab/Media Center
- Ü Music Room
- Ü Art Studio
- Ü Gymnasium

Extracurricular Activities

- Ü 21st Century Tutorials/301 Tutorials
- Ü Art club
- Ü Camp Fire USA
- Ü Wheel Council
- Ü After School Sports/Cheerleading
- Ü Wake Up
- Ü Student Council
- Ü Sullivan Voices

Social Services

- Ü Breakfast Program
- Ü Dental/Health Care
- Ü Lunch Program
- Ü Valle Del Sol Adult Education/Parenting
- Ü Clothing/Food Banks
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Sullivan has made Adequate Yearly Progress for the 2003-2004 and 2004-2005 school years. Sullivan and its district have been labeled preforming. Over 60% of Sullivan's students have made OYG.

- ü Parent participation has increased to an average of over 100 parents at the monthly principal/parent meetings (Coffee with the Principals). One outcome from this was over 95 percent satisfaction rating on the spring 2005 parent satisfaction surveys.

- ü Sullivan School was awarded three grants through our SRO program. The first was the Wake-Up Grant through the City of Phoenix. The second grant was the Camp Wilderness Grant. We also received a substantial Fight Back Grant from the City of Phoenix.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	28	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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

Sullivan enforces a mandatory school uniform policy. In addition, a zero-tolerance policy regarding drugs, gangs, and weapons is in effect. Sullivan supports Lee Canter's Assertive Discipline program. Law Related and Anti-Bullying Education is made mandatory for all students. Wheel Council teaches students about the effects of drugs, alcohol and tobacco and the Wake-Up Organization serves the community, teaches service learning, and character education.

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) :

22

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	Catherine Webb	(602) 353-5220
Transportation Policy	Ernie Meza	(602) 353-5055
Community Resources	Pam Morrison	(602) 353-5167
School Nutrition Programs	Charlotte Archuleta	(602) 353-5009
Parent Organization	Ryen Borden	(602) 353-5220
Student Health/Nurse	Maria Duarte	(602) 353-5222

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."

ACHIEVEMENT PROFILES

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