



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

737 W Guadalupe Road, Mesa, AZ 85210

Mesa 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 Excelling
2004-05 Excelling
2003-04 Excelling

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

School Overview

Principal/Administrator : Ms. Beverly Potter
Schedule : 07:30 AM to 04:00 PM
Grades : K-6
Web Address : www.mesa.k12.az.us/~sunridge/
Phone Number : (480) 472-3575
Fax Number : (480) 472-3598
E-mail : bkpotter@mpsaz.org

Mission

Our primary mission is to provide opportunities for students to learn as they prepare for life in an informational age. Through on-site technology, students are exposed to the world beyond their neighborhoods.

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

- The students at Sunridge in Montessori will increase reading skills and an average of 90% of the students will be identified as meeting or exceeding on the AIMS.
Develop a mathematical language, relate math to daily life and an average of 90% of the students will be identified as meeting or exceeding on the AIMS.
Develop and improve writing skills based on district criteria and the state standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 175
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 173

Instructional Programs

Ü Montessori

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/14/2005
Last Day of School : 5/24/2006

Shared Responsibilities

School

Provide a safe, positive environment and a strong academic program. Share educational goals and create opportunities for parental involvement and parental input.

Parents

Encourage a positive attitude toward school, respect for staff, and promote regular attendance and on-time arrival. Communicate with the school by note, phone calls and attendance at Parent conferences.

Transportation Policy

Montessori parents provide their own transportation.

School Honors

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

Award/Honor

Year

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	31	5547	80010	100	98	99	480	453	447	NA	8	10	3	16	18	52	56	53	45	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	2719	38935	100	98	99	485	452	447	NA	8	9	7	17	19	36	56	55	57	19	17
Male	17	2828	40974	100	98	98	476	453	448	NA	8	11	NA	15	18	65	55	52	35	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	NC	2182	34545	NC	98	99	NC	434	432	NC	12	14	NC	23	24	NC	56	53	NC	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	--	226	3979	--	97	96	--	436	424	--	14	17	--	23	30	--	51	47	--	11	6
White	22	2783	35142	100	98	99	479	469	465	NA	4	5	NA	9	11	55	55	56	45	31	28
Students with Disabilities	NC	645	10161	NC	90	93	NC	419	419	NC	27	28	NC	30	28	NC	36	36	NC	7	8
Students without Disabilities	29	4902	69849	100	99	100	484	457	451	NA	5	7	3	14	17	48	58	56	48	22	19
Limited English Proficient Students	--	877	14013	--	97	97	--	415	413	--	20	24	--	33	34	--	44	39	--	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	NC	3005	39029	NC	97	98	NC	437	432	NC	11	14	NC	22	25	NC	57	52	NC	10	9
Non-Economically Disadvantaged	26	2542	40981	100	99	100	482	472	462	NA	4	6	NA	9	13	54	54	54	46	33	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	31	5457	79438	100	97	98	495	457	451	NA	7	9	NA	21	24	68	60	56	32	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	2686	38775	100	97	99	498	463	457	NA	5	7	NA	19	22	57	62	58	43	14	13
Male	17	2770	40560	100	96	97	493	452	446	NA	8	12	NA	23	25	76	58	54	24	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	NC	2140	34297	NC	96	98	NC	437	434	NC	11	14	NC	31	31	NC	54	50	NC	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	--	218	3940	--	94	95	--	443	429	--	10	14	--	27	36	--	57	47	--	6	3
White	22	2744	34887	100	97	98	495	475	471	NA	3	4	NA	13	15	68	65	63	32	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	29	4900	69850	100	99	100	498	461	456	NA	5	7	NA	20	23	66	62	59	34	13	12
Limited English Proficient Students	--	846	13856	--	93	96	--	411	407	--	22	27	--	44	43	--	34	29	--	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	NC	2946	38685	NC	95	97	NC	441	435	NC	10	14	NC	29	32	NC	55	50	NC	5	5
Non-Economically Disadvantaged	26	2511	40753	100	98	99	496	477	467	NA	3	5	NA	12	16	65	65	62	35	20	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	31	5524	79971	100	98	99	451	415	423	3	8	8	29	46	41	65	44	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	2715	38974	100	98	99	449	429	437	7	5	5	29	40	33	57	53	57	7	2	4
Male	17	2808	40895	100	97	98	453	402	410	NA	11	10	29	53	47	71	35	41	NA	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	NC	2166	34481	NC	97	99	NC	399	410	NC	12	10	NC	53	46	NC	35	43	NC	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	--	224	3995	--	97	96	--	403	409	--	11	10	--	50	47	--	38	42	--	0	1
White	22	2779	35150	100	98	99	451	429	437	5	5	5	27	41	35	64	52	56	5	2	5
Students with Disabilities	NC	645	10258	NC	90	94	NC	373	377	NC	20	23	NC	54	51	NC	24	25	NC	1	1
Students without Disabilities	29	4879	69713	100	99	100	454	420	429	3	6	5	24	45	39	69	46	52	3	2	3
Limited English Proficient Students	--	865	13985	--	95	97	--	371	382	--	22	18	--	56	54	--	22	27	--	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	NC	2986	38994	NC	97	98	NC	401	409	NC	11	10	NC	52	47	NC	36	41	NC	1	1
Non-Economically Disadvantaged	26	2538	40977	100	99	100	465	432	437	NA	4	5	23	40	34	73	53	56	4	3	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	23	5739	80147	100	98	99	531	498	482	NA	6	11	4	13	17	48	48	49	48	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	2849	39281	100	99	99	516	498	483	NA	5	9	8	13	17	54	49	50	38	33	24
Male	10	2889	40780	100	98	98	NA	497	482	NA	7	12	NA	12	17	NA	48	48	NA	32	24
African American	--	252	4249	--	98	99	--	478	464	--	11	17	--	19	22	--	51	48	--	19	13
Hispanic	NC	2106	33494	NC	98	99	NC	479	466	NC	9	15	NC	18	23	NC	55	49	NC	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	17	2998	36122	100	98	99	534	514	501	NA	4	5	6	8	10	41	44	50	53	44	35
Students with Disabilities	--	657	10295	--	90	92	--	451	443	--	25	33	--	27	26	--	38	33	--	10	8
Students without Disabilities	23	5082	69852	100	99	100	531	503	488	NA	4	7	4	11	16	48	50	51	48	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	NC	2944	38371	NC	97	97	NC	480	465	NC	9	15	NC	18	23	NC	52	49	NC	20	13
Non-Economically Disadvantaged	19	2795	41776	100	99	100	537	516	498	NA	3	6	NA	7	11	53	45	49	47	45	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	23	5655	79686	100	97	98	508	478	470	NA	7	11	4	21	24	78	61	57	17	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	2823	39163	100	98	99	497	482	475	NA	6	9	8	19	22	85	63	60	8	12	10
Male	10	2831	40438	100	96	97	NA	474	465	NA	9	13	NA	22	25	NA	60	54	NA	10	7
African American	--	248	4228	--	96	98	--	465	458	--	11	15	--	23	28	--	61	53	--	4	4
Hispanic	NC	2071	33299	NC	96	98	NC	458	452	NC	12	17	NC	30	32	NC	54	47	NC	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	17	2959	35914	100	97	98	508	495	489	NA	3	5	6	13	15	76	67	67	18	17	14
Students with Disabilities	--	571	9808	--	78	87	--	440	432	--	25	35	--	35	32	--	35	30	--	5	3
Students without Disabilities	23	5084	69878	100	99	100	508	482	475	NA	5	8	4	19	23	78	64	61	17	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	NC	2879	38095	NC	95	97	NC	462	452	NC	11	17	NC	29	32	NC	55	48	NC	5	3
Non-Economically Disadvantaged	19	2776	41591	100	98	99	511	495	486	NA	3	6	NA	13	16	84	67	65	16	17	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	23	5728	80372	100	98	99	499	476	475	NA	3	4	13	31	30	83	64	64	4	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	2841	39452	100	99	99	500	487	488	NA	2	3	15	22	22	77	73	72	8	3	3
Male	10	2887	40836	100	98	98	NA	464	464	NA	4	6	NA	39	37	NA	56	56	NA	1	1
African American	--	249	4264	--	97	99	--	470	465	--	4	5	--	38	35	--	57	59	--	2	1
Hispanic	NC	2102	33608	NC	98	99	NC	460	462	NC	6	6	NC	38	36	NC	55	57	NC	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	17	2995	36213	100	98	99	499	487	489	NA	2	2	18	24	22	76	72	72	6	3	3
Students with Disabilities	--	651	10526	--	89	94	--	428	427	--	13	15	--	53	53	--	32	31	--	2	1
Students without Disabilities	23	5077	69846	100	99	100	499	481	482	NA	2	3	13	28	26	83	68	69	4	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	NC	2941	38521	NC	97	98	NC	462	461	NC	5	6	NC	38	38	NC	56	55	NC	1	1
Non-Economically Disadvantaged	19	2787	41851	100	99	100	495	491	489	NA	1	3	16	23	22	84	73	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	21	5603	79306	100	98	99	541	518	504	NA	9	13	10	15	20	57	50	49	33	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2724	38845	NC	98	99	NC	518	505	NC	8	11	NC	16	20	NC	51	50	NC	26	18
Male	13	2879	40383	100	97	98	543	517	504	NA	10	14	15	14	19	38	50	47	46	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	NC	2000	32673	NC	98	99	NC	496	487	NC	14	18	NC	22	25	NC	52	46	NC	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	--	232	4034	--	98	97	--	493	479	--	15	22	--	27	29	--	48	43	--	10	7
White	17	2974	36234	100	98	99	541	535	523	NA	4	6	6	9	13	59	49	52	35	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	19	4981	69020	100	99	100	547	523	510	NA	6	9	5	14	18	58	52	52	37	28	21
Limited English Proficient Students	--	601	10291	--	95	96	--	462	458	--	34	38	--	33	34	--	31	26	--	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	--	2874	37437	--	97	97	--	499	486	--	13	19	--	21	26	--	51	46	--	14	9
Non-Economically Disadvantaged	21	2729	41869	100	98	100	541	538	521	NA	4	7	10	9	14	57	49	51	33	39	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	21	5547	79000	100	97	98	523	496	489	NA	7	10	14	20	24	57	62	58	29	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2710	38774	NC	98	99	NC	501	494	NC	5	7	NC	19	22	NC	63	61	NC	12	10
Male	13	2837	40150	100	96	98	525	492	485	NA	9	12	23	21	25	31	61	55	46	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	NC	1963	32508	NC	96	98	NC	476	472	NC	12	15	NC	31	33	NC	53	49	NC	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	--	228	4016	--	97	96	--	474	467	--	11	14	--	32	37	--	54	46	--	4	2
White	17	2962	36135	100	97	98	520	513	508	NA	3	4	12	12	14	65	69	67	24	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	19	4978	69009	100	99	100	529	500	495	NA	5	6	11	19	22	58	65	62	32	12	10
Limited English Proficient Students	--	573	10199	--	91	95	--	441	439	--	33	35	--	46	47	--	20	18	--	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	--	2829	37234	--	96	97	--	478	472	--	11	15	--	29	33	--	55	50	--	4	3
Non-Economically Disadvantaged	21	2718	41766	100	98	99	523	515	505	NA	2	5	14	11	16	57	69	65	29	18	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	21	5609	79611	100	98	99	516	490	496	NA	7	7	33	43	37	67	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2732	39016	NC	98	99	NC	505	511	NC	4	4	NC	34	29	NC	61	66	NC	1	1
Male	13	2877	40519	100	97	98	506	476	482	NA	9	10	38	51	44	62	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	NC	2001	32855	NC	98	99	NC	470	481	NC	11	10	NC	51	43	NC	37	47	NC	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	--	231	3992	--	98	96	--	477	478	--	8	10	--	52	46	--	40	44	--	NA	0
White	17	2984	36380	100	98	99	519	504	511	NA	4	4	29	36	30	71	59	65	NA	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	19	4970	68947	100	99	100	520	496	504	NA	5	4	32	41	34	68	54	61	NA	0	1
Limited English Proficient Students	--	599	10362	--	95	97	--	415	438	--	30	22	--	56	57	--	14	21	--	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	--	2874	37626	--	97	98	--	472	479	--	10	10	--	51	45	--	38	45	--	1	0
Non-Economically Disadvantaged	21	2735	41985	100	99	100	516	508	511	NA	3	4	33	34	30	67	63	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	18	5505	79327	100	98	98	561	531	518	6	12	19	NA	16	20	56	50	46	39	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	2626	38961	100	98	98	568	532	520	NA	11	16	NA	17	20	64	51	48	36	21	16
Male	NC	2875	40295	NC	98	97	NC	531	516	NC	13	21	NC	16	19	NC	48	44	NC	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	--	1926	32327	--	98	98	--	510	499	--	18	27	--	23	25	--	49	41	--	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	13	2984	36373	100	99	98	574	549	538	8	7	10	NA	11	14	38	51	52	54	31	25
Students with Disabilities	NC	587	9321	NC	89	87	NC	473	467	NC	44	54	NC	23	22	NC	27	21	NC	5	3
Students without Disabilities	16	4918	70006	100	99	100	564	537	524	NA	8	14	NA	15	19	63	53	49	38	24	18
Limited English Proficient Students	--	525	9431	--	95	95	--	475	466	--	40	53	--	30	27	--	29	18	--	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	NC	2687	37097	NC	97	97	NC	511	498	NC	18	27	NC	21	25	NC	49	41	NC	11	7
Non-Economically Disadvantaged	14	2818	42230	100	99	99	579	550	535	NA	6	11	NA	11	15	50	50	50	50	32	24

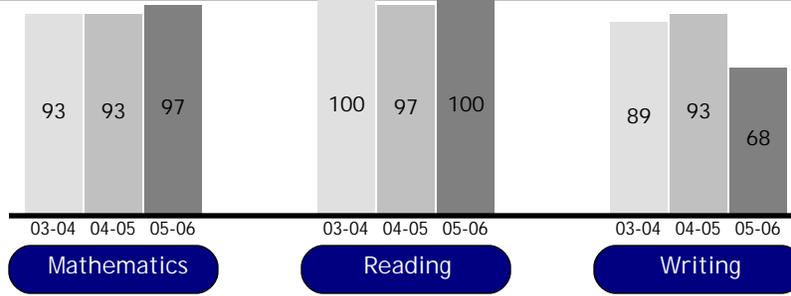
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	5447	79501	100	97	98	524	506	497	6	6	10	6	20	25	83	68	60	6	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	2606	39062	100	98	99	536	510	502	NA	5	8	9	19	23	82	70	64	9	6	5
Male	NC	2837	40368	NC	97	98	NC	503	491	NC	8	13	NC	22	27	NC	66	57	NC	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	--	1887	32389	--	96	98	--	488	478	--	10	16	--	31	34	--	58	48	--	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	13	2973	36446	100	98	99	530	521	516	8	4	4	NA	12	15	85	76	73	8	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	16	4915	70090	100	99	100	530	510	502	NA	4	7	6	19	24	88	72	65	6	6	5
Limited English Proficient Students	--	496	9401	--	90	94	--	450	443	--	28	40	--	51	46	--	20	14	--	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	NC	2646	37183	NC	96	97	NC	489	479	NC	10	16	NC	29	34	NC	59	49	NC	2	1
Non-Economically Disadvantaged	14	2801	42318	100	98	99	537	522	513	NA	3	5	NA	12	17	93	76	70	7	9	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	18	5492	80000	100	98	99	569	565	564	NA	3	3	17	10	11	67	77	75	17	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	2626	39288	100	98	99	590	580	579	NA	2	2	NA	5	6	82	78	77	18	15	16
Male	NC	2862	40644	NC	97	98	NC	552	549	NC	4	4	NC	14	15	NC	76	74	NC	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	--	1917	32672	--	97	99	--	548	548	--	4	4	--	13	14	--	77	76	--	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	13	2977	36602	100	98	99	565	578	579	NA	2	2	15	8	7	77	77	75	8	14	16
Students with Disabilities	NC	585	9919	NC	88	93	NC	497	505	NC	11	9	NC	34	35	NC	51	54	NC	5	2
Students without Disabilities	16	4907	70081	100	99	100	578	572	571	NA	2	2	13	7	7	69	80	79	19	11	12
Limited English Proficient Students	--	517	9571	--	93	96	--	490	502	--	14	10	--	29	29	--	56	60	--	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	NC	2675	37534	NC	97	98	NC	547	547	NC	4	4	NC	14	15	NC	77	76	NC	5	5
Non-Economically Disadvantaged	14	2817	42466	100	99	100	577	582	578	NA	1	2	14	7	7	71	77	75	14	15	16

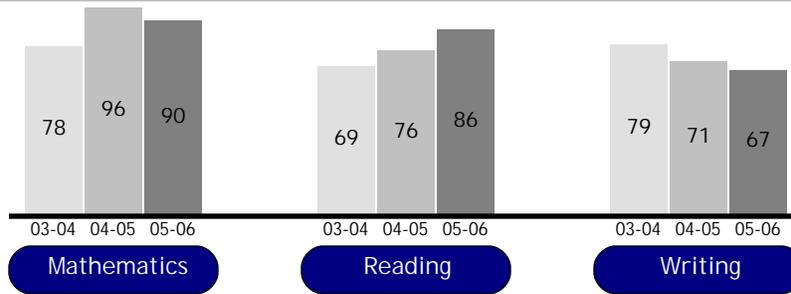
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	76	NA	58	94	66	50	47	100	82	50	46
	Language	100	71	53	50	94	59	49	47	100	73	50	48
	Mathematics	97	76	71	64	97	53	54	50	100	70	56	52
3	Reading	97	85	NA	55	100	70	50	44	100	75	52	46
	Language	97	89	63	61	100	70	49	44	100	72	48	46
	Mathematics	97	87	66	61	100	77	55	51	100	75	56	52
4	Reading	96	76	NA	56	96	69	52	48	100	73	58	52
	Language	100	67	55	52	96	67	52	49	100	73	58	52
	Mathematics	100	80	68	61	100	77	59	53	100	85	67	58
5	Reading	96	82	NA	55	100	69	55	50	100	80	61	56
	Language	96	72	55	49	100	68	55	50	100	83	59	54
	Mathematics	96	90	71	63	100	76	54	49	100	80	59	52
6	Reading	100	79	NA	56	100	66	58	51	100	73	63	56
	Language	100	66	55	48	100	63	54	47	100	72	58	50
	Mathematics	100	91	76	66	100	87	62	52	100	78	68	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

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	7.00
Other Professional Staff	.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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 Technology Lab
- Ü Exploratory Lab

Extracurricular Activities

Social Services

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	97	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

The Montessori educational environment provides for an orderly and safe climate for learning. This environment promotes independent learning in a very structured format.

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) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

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

Contacts

Name		Phone Number
School Site Council		
Transportation Policy	Community Relations	(480) 472-0222
Community Resources		
School Nutrition Programs		
Parent Organization	Gabrielle Koza	(480) 472-3575
Student Health/Nurse	Kelly Kathe	(480) 472-3570

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.