

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

10150 W. Missouri Ave., Glendale, AZ 85307

Pendergast 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	New School

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

School Overview

Principal/Administrator : Ms. Kristine Morris
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-8
 2005 Enrollment : 698
 Web Address : www.pendergast.k12.az.us
 Phone Number : (623) 772-2640
 Fax Number : (623) 772-1005
 E-mail : krmorris@pendergast.k12.az.us

Mission

We are a learning community of readers, writers, performers, and problem solvers working together for ALL to achieve high standards

Our Vision is to establish and maintain a positive, safe learning environment in partnership with students, staff, and parents who are proud of our high academic achievement and personal growth.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Percentage of proficient students in Mathematics will increase by 5%, the percentage of students scoring at FFB in Mathematics will decrease by 3%, and the percentage of students who exceed will increase by 4% as measured by AIMS 2005-2006.
- ü Percentage of proficient students in Writing will increase by 5%, the percentage of students scoring at FFB in Writing will decrease by 1.5%, and the percentage of students who exceed will increase by 4% as measured by AIMS 2005-2006.
- ü Percentage of proficient students in Reading will increase by 5%, the percentage of students scoring at FFB in Reading will decrease by 2%, and the percentage of students who exceed will increase by 4% as measured by AIMS 2005-2006.
- ü Percentage of parents rating Sonoran Sky Satisfactorily will be 80% or Higher as measured by The Parent Satisfaction Survey administered in Spring 06.

Enrollment

October 1, 2004 School Year Student Enrollment : 694
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 35

Instructional Programs

- ü TRIBES Community Building Process
- ü Social Skills Classroom
- ü Academic Intersession Classes
- ü Integrated Technology
- ü After-School Tutoring
- ü Comprehensive Literacy Program
- ü Gifted Program (PEP)
- ü All Day Kindergarten (Tuition based)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Sonoran Sky will provide high academic standards for our students, maintain regular communication between home and school, and provide a safe learning environment based on mutual respect.

Parents

Parents have a responsibility to support the academic, social, and emotional growth of our students. Specific responsibilities include support for school policies related to achievement, promoting strong attendance, participating in school events, and supporting high expectations for appropriate behavior on and off campus.

Transportation Policy

It is the intent of the Governing Board to transport all attendance area children grades K-8 whose legal residence is outside a one-mile radius from school. This area may vary according to the number and location of streets and other safety issues, such as canals, narrow streets, and/or traffic conditions. Transportation is also provided for students with disabilities as indicated in their Individual Education Plan.

School Honors

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

Award/Honor	Year
ü 'Symbols of Freedom' Art Award Recipient	2004
ü Curriculum Integration Specialist Web Site Recognition	2002
ü Recipients of Wells Fargo and Westside Impact Grants	2004
ü Pride of Pendergast Teacher of the Year Award	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	84	1166	79306	100	100	99	446	435	445	12	13	10	16	20	18	55	53	51	17	14	20
All Students (Prior Year)	94	1144	75509	98	100	100	527	514	521	9	15	13	20	26	23	39	32	33	32	26	31
Female	42	590	38691	100	99	99	450	441	446	13	10	10	13	19	18	56	56	52	19	14	20
Male	42	575	40583	98	100	99	442	429	445	11	15	11	19	21	18	54	51	50	16	13	21
African American	NC	93	4041	NC	98	99	NC	414	426	NC	16	17	NC	26	23	NC	47	50	NC	11	10
Hispanic	40	706	32869	98	100	99	432	427	429	16	16	15	23	24	25	48	52	51	13	8	10
Asian/Pacific Islander	--	22	1935	--	100	99	--	470	474	--	0	3	--	25	9	--	38	48	--	38	40
American Indian/Alaskan Native	NC	15	4264	NC	94	100	NC	437	419	NC	8	19	NC	31	30	NC	62	45	NC	0	6
White	35	330	36197	100	100	99	461	454	463	3	6	5	13	11	11	61	58	53	23	24	31
Students with Disabilities	18	140	10321	100	100	100	409	363	389	36	37	30	29	24	27	36	33	34	0	6	9
Students without Disabilities	66	1026	69060	99	99	98	455	445	454	5	9	7	13	20	17	60	56	54	22	15	22
Limited English Proficient Students	NC	271	15509	NC	100	100	NC	401	406	NC	18	20	NC	33	30	NC	45	45	NC	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	27	605	39415	90	93	96	449	428	431	15	17	15	12	23	25	54	52	50	19	8	10
Non-Economically Disadvantaged	57	561	39966	100	100	100	444	444	459	9	8	6	19	17	12	56	55	52	16	20	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	84	1167	79395	100	0	99	445	437	446	9	10	9	28	29	25	54	53	55	10	8	11
All Students (Prior Year)	94	1143	75492	98	100	100	524	514	519	9	14	12	17	18	16	44	47	47	31	21	24
Female	42	591	38743	100	0	100	451	448	451	6	8	7	25	25	24	59	57	57	9	10	12
Male	42	575	40618	98	0	99	441	425	440	11	12	11	30	32	27	49	50	53	11	5	9
African American	NC	93	4052	NC	0	100	NC	418	434	NC	13	11	NC	29	29	NC	51	54	NC	7	6
Hispanic	40	706	32915	98	0	99	440	428	426	13	12	15	32	35	35	45	48	47	10	5	4
Asian/Pacific Islander	--	22	1936	--	0	99	--	457	468	--	6	3	--	19	14	--	56	63	--	19	19
American Indian/Alaskan Native	NC	16	4271	NC	0	100	NC	442	420	NC	7	15	NC	29	42	NC	57	41	NC	7	2
White	35	330	36221	100	0	99	455	457	465	3	4	4	23	18	15	61	64	63	13	14	17
Students with Disabilities	18	140	10331	100	0	100	396	363	388	36	26	25	36	34	37	29	35	34	0	5	4
Students without Disabilities	66	1027	69139	99	0	99	458	446	454	2	8	7	25	28	24	60	56	58	13	8	11
Limited English Proficient Students	NC	272	15545	NC	0	100	NC	398	399	NC	16	21	NC	41	42	NC	41	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	27	606	39484	90	0	96	443	427	429	8	14	14	35	34	35	46	49	47	12	4	4
Non-Economically Disadvantaged	57	561	39986	100	0	100	447	448	461	9	5	4	23	23	16	58	59	63	9	12	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	83	1167	78869	99	100	99	442	428	442	7	7	6	24	26	21	63	60	63	6	7	10
All Students (Prior Year)	94	1138	75053	98	100	99	635	599	597	1	8	7	8	11	12	78	70	72	13	11	9
Female	42	594	38536	100	100	99	459	453	458	3	3	4	19	19	15	69	66	67	9	12	14
Male	41	571	40302	95	100	99	426	403	428	11	10	8	28	34	26	58	53	60	3	2	7
African American	NC	94	4015	NC	99	99	NC	414	430	NC	6	8	NC	28	24	NC	59	61	NC	7	7
Hispanic	39	706	32606	95	100	98	439	421	426	13	9	8	20	29	27	57	57	60	10	5	5
Asian/Pacific Islander	--	22	1925	--	100	99	--	473	471	--	0	3	--	13	11	--	63	64	--	25	22
American Indian/Alaskan Native	NC	16	4245	NC	100	100	NC	446	423	NC	0	9	NC	14	26	NC	86	61	NC	0	4
White	35	329	36078	100	100	99	443	444	459	3	4	4	29	22	16	65	64	66	3	10	14
Students with Disabilities	18	141	10246	100	100	100	366	328	367	29	22	18	50	43	39	21	31	40	0	5	4
Students without Disabilities	65	1026	68697	97	99	98	462	442	454	2	5	4	17	24	18	74	64	67	7	7	11
Limited English Proficient Students	NC	274	15339	NC	100	100	NC	391	399	NC	11	11	NC	34	31	NC	54	54	NC	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	26	607	39106	87	93	95	443	418	427	8	9	8	24	30	28	56	57	59	12	4	5
Non-Economically Disadvantaged	57	560	39837	100	100	100	441	440	457	7	5	4	23	21	14	67	64	67	2	10	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	67	1130	78906	100	100	99	505	495	498	15	15	13	13	21	19	56	48	48	16	15	20
All Students (Prior Year)	110	1134	76019	99	99	100	468	493	499	36	15	14	24	41	39	19	14	14	21	30	33
Female	33	541	38644	100	99	99	501	495	500	16	14	12	16	23	19	55	49	49	13	14	19
Male	34	589	40236	100	100	99	508	495	497	13	17	15	10	19	19	57	48	46	20	17	20
African American	NC	118	4087	NC	97	99	NC	478	481	NC	27	20	NC	26	24	NC	37	45	NC	10	11
Hispanic	31	636	31938	100	100	99	516	489	481	10	15	19	10	24	25	66	49	46	14	12	10
Asian/Pacific Islander	NC	15	1805	NC	83	98	NC	512	536	NC	8	5	NC	15	8	NC	62	45	NC	15	42
American Indian/Alaskan Native	NC	12	4593	NC	92	100	NC	491	467	NC	40	26	NC	0	29	NC	40	39	NC	20	6
White	24	349	36483	100	99	99	502	510	517	14	11	7	14	15	13	48	51	51	24	23	30
Students with Disabilities	NC	131	10664	NC	100	100	NC	439	430	NC	56	42	NC	22	27	NC	22	26	NC	0	5
Students without Disabilities	61	999	68310	100	99	98	510	502	509	12	10	9	11	21	18	60	52	51	18	17	22
Limited English Proficient Students	NC	210	12573	NC	100	100	NC	476	454	NC	21	27	NC	30	30	NC	42	38	NC	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	22	570	38679	96	93	96	496	484	483	25	18	20	5	25	25	55	44	45	15	12	10
Non-Economically Disadvantaged	45	560	40295	100	100	100	509	507	513	10	12	7	17	16	13	56	53	50	17	19	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	67	1127	78908	100	0	99	485	479	484	10	12	10	20	26	23	64	57	58	7	5	9
All Students (Prior Year)	111	1135	76020	100	99	100	493	498	503	39	30	25	22	24	23	35	39	40	5	7	12
Female	33	540	38648	100	0	99	489	483	489	13	10	8	13	25	22	65	58	61	10	7	10
Male	34	587	40233	100	0	99	482	477	479	7	13	12	27	27	25	63	56	55	3	4	8
African American	NC	118	4092	NC	0	99	NC	469	473	NC	19	12	NC	29	28	NC	48	54	NC	4	5
Hispanic	31	633	31940	100	0	99	488	472	465	7	13	16	10	30	32	79	54	49	3	3	3
Asian/Pacific Islander	NC	15	1805	NC	0	98	NC	484	507	NC	8	4	NC	23	13	NC	62	65	NC	8	18
American Indian/Alaskan Native	NC	12	4569	NC	0	100	NC	475	457	NC	10	18	NC	30	39	NC	50	41	NC	10	2
White	24	349	36502	100	0	99	484	496	502	10	8	4	33	18	14	48	65	67	10	9	15
Students with Disabilities	NC	130	10665	NC	0	100	NC	434	423	NC	44	30	NC	32	36	NC	23	31	NC	1	2
Students without Disabilities	61	997	68312	100	0	98	488	485	493	7	7	7	21	25	21	65	62	62	7	6	10
Limited English Proficient Students	NC	210	12556	NC	0	100	NC	456	436	NC	19	24	NC	40	40	NC	40	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	22	569	38662	96	0	96	479	468	468	20	15	16	10	31	32	65	51	49	5	3	3
Non-Economically Disadvantaged	45	558	40315	100	0	100	488	493	498	5	7	5	24	20	15	63	65	66	7	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	66	1131	78750	100	100	99	494	493	500	7	5	6	30	36	29	60	58	63	3	1	2
All Students (Prior Year)	111	1132	75673	100	99	100	508	525	530	20	11	12	22	28	25	55	58	58	3	3	4
Female	32	540	38586	100	99	99	500	509	515	7	3	4	27	29	22	63	67	71	3	1	3
Male	34	591	40135	100	100	99	489	478	486	7	7	8	33	42	35	57	50	56	3	1	1
African American	NC	119	4081	NC	98	99	NC	487	488	NC	10	8	NC	33	32	NC	56	59	NC	1	2
Hispanic	30	637	31841	100	100	99	503	489	483	4	5	8	32	39	36	61	55	55	4	1	1
Asian/Pacific Islander	NC	15	1802	NC	83	98	NC	505	533	NC	0	2	NC	38	16	NC	54	75	NC	8	7
American Indian/Alaskan Native	NC	12	4586	NC	92	100	NC	446	481	NC	30	8	NC	20	37	NC	50	54	NC	0	1
White	24	348	36440	100	99	99	485	502	516	10	4	3	33	31	22	52	64	71	5	1	4
Students with Disabilities	NC	131	10622	NC	100	100	NC	402	415	NC	32	21	NC	54	50	NC	14	28	NC	0	1
Students without Disabilities	60	1000	68196	100	100	98	502	505	513	4	2	3	30	33	25	63	64	69	4	1	3
Limited English Proficient Students	NC	209	12504	NC	100	100	NC	472	451	NC	7	12	NC	48	44	NC	45	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	22	569	38558	96	93	96	479	485	485	15	6	8	30	40	37	50	53	54	5	0	1
Non-Economically Disadvantaged	44	562	40260	100	100	100	502	503	514	3	4	3	30	30	21	65	63	72	3	2	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	1175	78250	100	99	99	544	545	548	21	20	21	25	21	18	46	49	48	7	10	13
All Students (Prior Year)	91	1123	75001	97	99	99	446	462	468	48	39	37	42	39	36	9	15	16	1	7	10
Female	34	555	38071	100	99	99	543	549	549	22	17	20	28	23	19	41	50	49	9	10	12
Male	42	619	40126	100	99	99	545	541	547	21	22	23	23	20	17	51	48	46	5	10	14
African American	NC	131	4058	NC	97	99	NC	524	523	NC	22	32	NC	25	22	NC	48	41	NC	5	5
Hispanic	33	641	29129	100	100	99	529	535	527	25	23	32	38	25	23	38	46	40	0	5	6
Asian/Pacific Islander	NC	26	1747	NC	100	100	NC	598	589	NC	14	9	NC	5	9	NC	50	50	NC	32	32
American Indian/Alaskan Native	NC	19	4996	NC	95	100	NC	544	518	NC	29	36	NC	18	25	NC	41	36	NC	12	4
White	34	358	38320	100	98	99	561	565	568	17	12	12	13	15	14	57	54	55	13	20	19
Students with Disabilities	10	104	9329	100	100	100	493	424	454	67	68	64	11	18	18	22	14	16	0	1	2
Students without Disabilities	66	1071	68996	99	98	99	552	555	561	15	15	16	27	22	18	50	52	52	8	11	14
Limited English Proficient Students	NC	167	10133	NC	100	100	NC	497	488	NC	37	45	NC	25	25	NC	35	28	NC	3	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	26	517	33388	87	89	94	545	534	530	23	27	32	27	24	22	38	44	40	12	5	5
Non-Economically Disadvantaged	50	658	44937	100	100	100	544	554	561	20	13	13	24	19	15	51	53	54	4	15	18

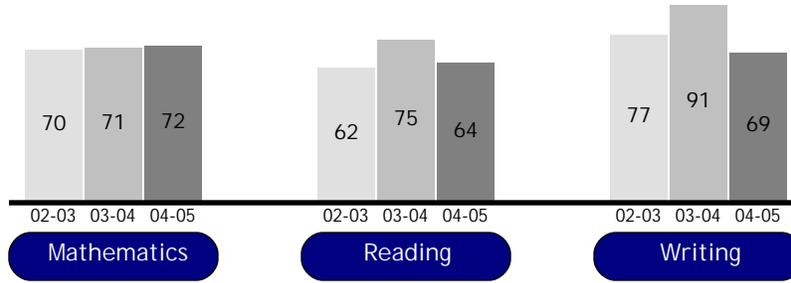
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	1180	78302	100	0	99	519	509	512	8	9	11	25	25	25	57	60	57	10	5	7
All Students (Prior Year)	90	1119	74918	96	98	99	491	493	497	32	33	32	24	22	19	35	36	35	8	10	15
Female	34	556	38082	100	0	99	530	517	518	3	6	8	25	23	24	56	65	61	16	6	7
Male	43	623	40166	100	0	99	511	502	507	13	12	14	25	28	26	58	55	54	5	5	6
African American	NC	132	4064	NC	0	100	NC	494	498	NC	11	14	NC	23	29	NC	64	54	NC	2	3
Hispanic	34	644	29152	100	0	99	502	500	492	12	11	17	33	31	34	48	55	46	6	3	2
Asian/Pacific Islander	NC	26	1746	NC	0	100	NC	544	542	NC	5	5	NC	9	13	NC	68	66	NC	18	16
American Indian/Alaskan Native	NC	19	4993	NC	0	100	NC	493	484	NC	24	19	NC	24	38	NC	53	42	NC	0	1
White	34	359	38347	100	0	99	534	527	531	7	6	5	17	18	17	63	66	68	13	10	10
Students with Disabilities	11	107	9353	100	0	100	476	402	429	30	39	40	40	43	38	30	16	22	0	2	1
Students without Disabilities	66	1073	69024	99	0	99	526	518	524	5	7	7	23	24	23	61	64	62	11	6	7
Limited English Proficient Students	NC	168	10140	NC	0	100	NC	458	451	NC	22	28	NC	39	43	NC	38	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	27	518	33398	90	0	94	521	497	495	7	13	18	33	34	35	52	51	46	7	2	2
Non-Economically Disadvantaged	50	662	44979	100	0	100	518	519	525	9	6	6	20	18	18	60	68	66	11	8	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	76	1183	78094	100	100	99	568	547	545	0	2	3	14	18	18	82	79	77	4	1	2
All Students (Prior Year)	89	1113	74503	95	98	99	499	494	491	6	6	9	33	32	32	53	56	51	8	5	8
Female	34	556	38025	100	100	99	579	560	558	0	1	2	13	12	13	78	84	82	9	2	2
Male	42	626	40013	100	100	99	559	536	534	0	2	5	15	22	23	85	75	71	0	1	1
African American	NC	131	4037	NC	97	99	NC	535	532	NC	2	4	NC	18	22	NC	79	73	NC	1	1
Hispanic	33	644	29068	100	100	99	560	541	523	0	2	5	19	20	27	81	77	67	0	0	1
Asian/Pacific Islander	NC	26	1743	NC	100	100	NC	562	577	NC	5	2	NC	9	9	NC	82	82	NC	5	8
American Indian/Alaskan Native	NC	20	4981	NC	100	100	NC	540	526	NC	6	4	NC	18	25	NC	71	70	NC	6	0
White	34	362	38265	100	99	99	578	562	564	0	1	2	10	13	11	80	83	84	10	2	3
Students with Disabilities	10	108	9275	100	100	100	518	426	444	0	12	14	56	49	46	44	37	39	0	1	1
Students without Disabilities	66	1075	68892	99	98	98	575	558	559	0	1	2	8	15	14	87	83	82	5	1	2
Limited English Proficient Students	NC	167	10084	NC	100	100	NC	491	474	NC	5	10	NC	35	39	NC	59	50	NC	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	26	522	33296	87	90	94	566	539	527	0	2	5	19	23	27	77	74	67	4	1	0
Non-Economically Disadvantaged	50	661	44871	100	100	100	569	554	559	0	2	2	11	13	12	84	84	84	4	1	3

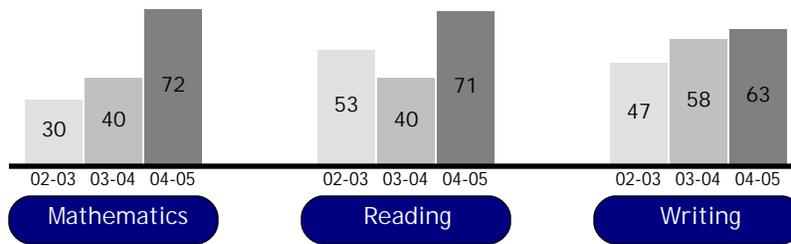
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

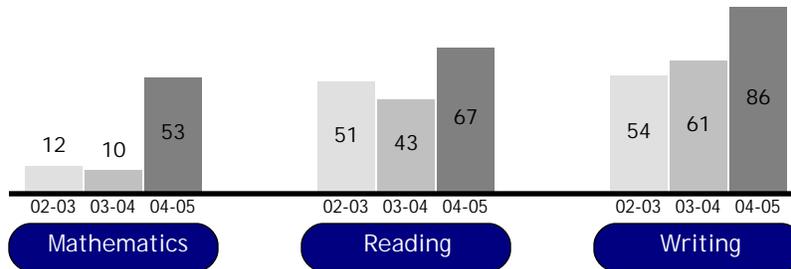
3rd Grade Proficiency



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.

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	97	50	45	50	93	39	NA	58	99	44	42	47
	Language	96	41	34	43	99	29	37	50	99	42	40	47
	Mathematics	97	57	50	57	100	45	54	64	100	53	47	50
3	Reading	97	42	39	47	100	56	NA	55	100	40	41	44
	Language	92	60	49	54	100	68	58	61	100	44	42	44
	Mathematics	91	58	46	54	100	66	55	61	100	47	47	51
4	Reading	97	46	46	52	96	46	NA	56	97	50	46	48
	Language	98	47	45	48	98	46	47	52	97	51	46	49
	Mathematics	100	49	51	57	99	52	56	61	97	52	49	53
5	Reading	96	41	42	50	99	41	NA	55	100	47	45	50
	Language	98	38	41	46	100	38	44	49	100	45	47	50
	Mathematics	97	37	49	57	100	45	57	63	100	51	45	49
6	Reading	96	44	47	53	100	49	NA	56	97	48	48	51
	Language	100	35	39	45	100	39	42	48	97	46	44	47
	Mathematics	100	46	55	62	100	58	60	66	97	48	49	52
7	Reading	100	45	47	51	100	43	NA	54	99	48	47	50
	Language	100	53	55	54	99	39	53	58	99	50	50	52
	Mathematics	99	43	53	58	100	41	53	62	98	40	48	50
8	Reading	95	54	49	53	100	44	NA	55	100	53	50	51
	Language	100	56	47	49	100	36	51	52	100	50	49	50
	Mathematics	96	45	51	58	100	47	56	61	100	48	50	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

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

Council Duties

- ü Student Achievement
- ü Parent Involvement
- ü School Safety

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	42.50
Other Professional Staff	7.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	2	0	0
4 to 6 years	10	1	0	0
7 to 9 years	3	0	0	0
10 or more years	5	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	73
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- ü Computer Lab and Media Center
- ü Broadcasting Studio
- ü Physical Education Room
- ü Science Lab

Extracurricular Activities

- ü Intramurals
- ü Student Council
- ü Band/Choir
- ü Chess Club
- ü Computer Club
- ü Baton
- ü Cardboard Boat Race Team
- ü Newspaper

Social Services

- ü On-Site Counselor and Psychologist
- ü Media Center/Computer Lab
- ü On-Site Day Care Program -- Cummings
- ü All-day Kindergarten
- ü On-Site Health Services
- ü Community School/Service Learning
- ü Breakfast and Lunch Programs
- ü Family Nights

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü With campus-wide Internet capabilities, 25-station wireless laptops, and a broadcasting studio, technology thrives at Sonoran Sky. Classrooms enjoy 2-3 computers and receive support from the curriculum integration and media specialists.

- ü Academic intersession and after school tutoring programs are developed for students working below grade level. During these classes, students have the opportunity to receive instruction in small groups to improve their skills.

- ü Implementation of the TRIBES process in each classroom to support a positive, safe, and orderly environment where individuals and groups are respected, and learning is valued.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	14	12	12	17
Transfers In Rate ⁶	34	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

The TRIBES process is used to promote a safe environment where students have the right to learn and teachers to teach. Community agreements include mutual respect, attentive listening, no put-downs, participation, and personal best. A district resource officer is shared to collaborate with staff and students to ensure a safe environment. A school counselor provides resources and delivers training on violence prevention, and drug prevention. We are also developing a bully prevention program.

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) :

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	Kristine Morris	(623) 772-2640
Transportation Policy	Dean Humphrey	(623) 772-2275
Community Resources	Amy Perhamus	(623) 772-2356
School Nutrition Programs	David Carochi	(623) 772-2270
Parent Organization	Lisa Edwards	(623) 772-2640
Student Health/Nurse	Marge Miller	(623) 772-2640

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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