

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

School Overview

Principal/Administrator : Ms. Kristine Morris
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-8
 Web Address : www.pendergast.k12.az.us
 Phone Number : (623) 772-2640
 Fax Number : (623) 772-1005
 E-mail : krmorris@pesd92.org

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)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü 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, 2005 School Year Student Enrollment : 654
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 50

Instructional Programs

- ü TRIBES Community Building Process
- ü Girls and Boys Town School
- ü District Social Skills Program
- ü Integrated Technology
- ü Structured English Immersion
- 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 Tempe Cardboard Boat Race Team 2nd place Winners	2006
ü Recieipient of an AZTEA Grant for Technology	2006
ü Recipients of Wells Fargo and Westside Impact Grants	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	1169	80010	99	99	99	438	437	447	12	14	10	23	21	18	55	54	53	11	11	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	586	38935	97	100	99	443	437	447	9	14	9	15	20	19	61	57	55	15	10	17
Male	42	583	40974	100	99	98	434	437	448	14	14	11	29	23	18	50	51	52	7	12	19
African American	11	105	4201	100	100	99	425	423	430	18	20	17	27	23	23	55	53	51	NA	4	9
Hispanic	46	735	34545	100	99	99	437	430	432	13	16	14	24	24	24	50	52	53	13	7	9
Asian/Pacific Islander	NC	24	2068	NC	100	99	NC	457	474	NC	4	4	NC	17	10	NC	50	50	NC	29	36
American Indian/Alaskan Native	NC	15	3979	NC	100	96	NC	440	424	NC	7	17	NC	13	30	NC	73	47	NC	7	6
White	14	290	35142	93	99	99	439	457	465	7	7	5	21	14	11	64	57	56	7	21	28
Students with Disabilities	NC	141	10161	NC	96	93	NC	396	419	NC	48	28	NC	31	28	NC	19	36	NC	2	8
Students without Disabilities	68	1028	69849	100	100	100	444	442	451	6	9	7	24	20	17	59	58	56	12	12	19
Limited English Proficient Students	NC	210	14013	NC	98	97	NC	402	413	NC	37	24	NC	33	34	NC	30	39	NC	0	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	45	652	39029	100	99	98	430	428	432	9	16	14	36	26	25	49	51	52	7	6	9
Non-Economically Disadvantaged	30	517	40981	97	100	100	450	448	462	17	11	6	3	16	13	63	56	54	17	16	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	75	1163	79438	99	99	98	447	442	451	13	12	9	20	27	24	56	54	56	11	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	584	38775	97	99	99	463	448	457	12	9	7	9	25	22	61	58	58	18	8	13
Male	42	579	40560	100	98	97	434	436	446	14	15	12	29	29	25	52	50	54	5	6	9
African American	11	105	4178	100	100	98	433	435	439	18	13	13	18	32	29	64	51	52	NA	3	6
Hispanic	46	731	34297	100	99	98	447	434	434	15	14	14	20	31	31	50	50	50	15	5	5
Asian/Pacific Islander	NC	24	2063	NC	100	99	NC	460	475	NC	8	3	NC	13	15	NC	67	63	NC	13	20
American Indian/Alaskan Native	NC	15	3940	NC	100	95	NC	456	429	NC	7	14	NC	13	36	NC	80	47	NC	NA	3
White	14	288	34887	93	98	98	442	463	471	7	6	4	29	19	15	64	61	63	NA	14	18
Students with Disabilities	NC	135	9588	NC	92	88	NC	389	416	NC	49	30	NC	30	32	NC	21	34	NC	NA	5
Students without Disabilities	68	1028	69850	100	100	100	454	449	456	7	7	7	21	27	23	60	58	59	12	8	12
Limited English Proficient Students	NC	207	13856	NC	96	96	NC	397	407	NC	34	27	NC	43	43	NC	22	29	NC	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	45	647	38685	100	98	97	444	434	435	11	14	14	27	30	32	53	52	50	9	4	5
Non-Economically Disadvantaged	30	516	40753	97	99	99	450	453	467	17	9	5	10	23	16	60	56	62	13	11	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	76	1169	79971	100	99	99	421	413	423	12	9	8	34	48	41	51	41	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	587	38974	100	100	99	443	427	437	9	6	5	21	40	33	68	51	57	3	3	4
Male	42	582	40895	100	98	98	403	399	410	14	12	10	45	55	47	38	32	41	2	1	2
African American	11	105	4203	100	100	99	418	409	411	18	8	11	27	50	45	55	40	43	NA	2	2
Hispanic	46	733	34481	100	99	99	433	409	410	9	10	10	35	49	46	52	39	43	4	2	1
Asian/Pacific Islander	NC	24	2067	NC	100	99	NC	422	449	NC	8	4	NC	38	28	NC	54	60	NC	NA	8
American Indian/Alaskan Native	NC	15	3995	NC	100	96	NC	412	409	NC	13	10	NC	40	47	NC	47	42	NC	NA	1
White	15	292	35150	100	100	99	378	423	437	20	7	5	40	43	35	40	47	56	NA	3	5
Students with Disabilities	NC	142	10258	NC	97	94	NC	338	377	NC	37	23	NC	49	51	NC	14	25	NC	NA	1
Students without Disabilities	68	1027	69713	100	100	100	433	423	429	7	5	5	32	47	39	57	45	52	3	2	3
Limited English Proficient Students	NC	210	13985	NC	98	97	NC	365	382	NC	23	18	NC	62	54	NC	15	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	45	650	38994	100	98	98	428	406	409	9	10	10	36	51	47	56	38	41	NA	0	1
Non-Economically Disadvantaged	31	519	40977	100	100	100	411	422	437	16	8	5	32	43	34	45	45	56	6	4	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	1182	80147	99	99	99	475	473	482	11	12	11	17	21	17	55	50	49	17	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	602	39281	100	100	99	475	477	483	14	9	9	14	21	17	53	52	50	19	19	24
Male	45	580	40780	98	99	98	474	470	482	9	14	12	20	21	17	56	49	48	16	16	24
African American	NC	101	4249	NC	99	99	NC	456	464	NC	18	17	NC	24	22	NC	50	48	NC	8	13
Hispanic	40	734	33494	100	100	99	468	469	466	15	13	15	23	23	23	45	49	49	18	15	14
Asian/Pacific Islander	--	23	2103	--	100	99	--	492	515	--	NA	4	--	26	8	--	35	44	--	39	45
American Indian/Alaskan Native	NC	18	4117	NC	100	96	NC	453	456	NC	11	19	NC	33	27	NC	50	46	NC	6	8
White	37	306	36122	97	99	99	490	490	501	5	7	5	5	13	10	68	54	50	22	25	35
Students with Disabilities	15	148	10295	100	99	92	427	433	443	53	36	33	13	29	26	27	30	33	7	5	8
Students without Disabilities	73	1034	69852	99	100	100	484	479	488	3	8	7	18	19	16	60	53	51	19	19	26
Limited English Proficient Students	NC	187	12722	NC	98	97	NC	436	441	NC	26	27	NC	42	33	NC	30	37	NC	2	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	47	666	38371	98	99	97	468	466	465	13	13	15	19	24	23	53	48	49	15	14	13
Non-Economically Disadvantaged	41	516	41776	100	100	100	482	483	498	10	9	6	15	16	11	56	53	49	20	22	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	89	1176	79686	100	99	98	469	461	470	10	13	11	26	28	24	56	55	57	8	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	602	39163	100	100	99	473	469	475	7	8	9	23	27	22	63	59	60	7	5	10
Male	46	574	40438	100	98	97	465	451	465	13	17	13	28	30	25	50	50	54	9	3	7
African American	NC	101	4228	NC	99	98	NC	447	458	NC	18	15	NC	32	28	NC	50	53	NC	NA	4
Hispanic	40	727	33299	100	99	98	461	455	452	10	14	17	30	31	32	53	52	47	8	2	3
Asian/Pacific Islander	--	23	2097	--	100	99	--	475	490	--	4	5	--	17	13	--	70	68	--	9	14
American Indian/Alaskan Native	NC	18	4087	NC	100	96	NC	444	446	NC	17	16	NC	28	38	NC	56	44	NC	NA	2
White	38	307	35914	100	100	98	485	479	489	8	8	5	18	21	15	63	61	67	11	11	14
Students with Disabilities	15	141	9808	100	94	87	410	425	432	53	35	35	33	33	32	13	30	30	NA	1	3
Students without Disabilities	74	1035	69878	100	100	100	480	465	475	1	9	8	24	28	23	65	58	61	9	5	9
Limited English Proficient Students	NC	183	12594	NC	96	96	NC	418	422	NC	31	34	NC	55	45	NC	14	21	NC	1	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	48	662	38095	100	99	97	458	452	452	17	16	17	27	33	32	50	49	48	6	2	3
Non-Economically Disadvantaged	41	514	41591	100	99	99	481	473	486	2	8	6	24	22	16	63	62	65	10	7	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	89	1186	80372	100	100	99	469	469	475	3	4	4	42	38	30	55	57	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	603	39452	100	100	99	485	485	488	NA	1	3	33	26	22	67	70	72	NA	2	3
Male	46	583	40836	100	100	98	454	452	464	7	6	6	50	50	37	43	44	56	NA	0	1
African American	NC	102	4264	NC	100	99	NC	461	465	NC	4	5	NC	38	35	NC	57	59	NC	1	1
Hispanic	40	736	33608	100	100	99	465	463	462	5	5	6	45	41	36	50	53	57	NA	1	1
Asian/Pacific Islander	--	23	2098	--	100	99	--	490	500	--	NA	2	--	26	16	--	70	75	--	4	7
American Indian/Alaskan Native	NC	18	4128	NC	100	97	NC	454	464	NC	6	4	NC	44	39	NC	50	56	NC	NA	1
White	38	307	36213	100	100	99	475	484	489	3	1	2	34	31	22	63	67	72	NA	2	3
Students with Disabilities	15	153	10526	100	100	94	413	421	427	20	16	15	67	59	53	13	25	31	NA	NA	1
Students without Disabilities	74	1033	69846	100	100	100	480	475	482	NA	2	3	36	35	26	64	62	69	NA	1	2
Limited English Proficient Students	NC	190	12747	NC	99	97	NC	424	432	NC	13	12	NC	63	52	NC	24	36	NC	NA	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	48	669	38521	100	100	98	458	462	461	6	4	6	48	44	38	46	51	55	NA	0	1
Non-Economically Disadvantaged	41	517	41851	100	100	100	481	478	489	NA	3	3	34	30	22	66	65	72	NA	2	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	73	1193	79306	100	99	99	507	495	504	15	15	13	14	23	20	49	49	49	22	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	588	38845	100	99	99	514	495	505	9	14	11	18	23	20	45	51	50	27	12	18
Male	40	605	40383	100	99	98	501	495	504	20	16	14	10	23	19	53	48	47	18	14	19
African American	NC	98	4171	NC	98	98	NC	476	485	NC	27	20	NC	28	26	NC	38	44	NC	8	10
Hispanic	41	761	32673	100	99	99	502	490	487	17	16	18	15	25	25	49	49	46	20	10	10
Asian/Pacific Islander	NC	22	2147	NC	100	99	NC	537	539	NC	5	5	NC	NA	10	NC	64	46	NC	32	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	485	479	NC	17	22	NC	13	29	NC	65	43	NC	4	7
White	24	289	36234	100	99	99	523	513	523	4	8	6	17	19	13	50	52	52	29	22	28
Students with Disabilities	NC	138	10286	NC	95	91	NC	449	462	NC	52	41	NC	23	27	NC	22	27	NC	3	5
Students without Disabilities	65	1055	69020	100	100	100	514	501	510	11	10	9	14	23	18	51	53	52	25	14	21
Limited English Proficient Students	10	150	10291	100	97	96	NA	451	458	NA	43	38	NA	36	34	NA	21	26	NA	NA	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	42	656	37437	100	99	97	507	488	486	19	17	19	12	26	26	45	47	46	24	10	9
Non-Economically Disadvantaged	31	537	41869	100	99	100	507	504	521	10	12	7	16	19	14	55	52	51	19	17	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	73	1190	79000	100	99	98	482	480	489	12	12	10	22	29	24	63	55	58	3	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	590	38774	100	100	99	490	483	494	9	9	7	24	28	22	64	58	61	3	5	10
Male	40	600	40150	100	98	98	475	476	485	15	14	12	20	30	25	63	51	55	3	5	8
African American	NC	97	4153	NC	97	98	NC	465	476	NC	19	13	NC	35	30	NC	45	53	NC	1	4
Hispanic	41	760	32508	100	99	98	472	474	472	20	14	15	20	32	33	59	50	49	2	4	3
Asian/Pacific Islander	NC	22	2142	NC	100	99	NC	507	510	NC	5	4	NC	5	14	NC	77	67	NC	14	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	477	467	NC	4	14	NC	39	37	NC	57	46	NC	NA	2
White	24	288	36135	100	99	98	502	498	508	4	4	4	17	19	14	75	68	67	4	9	15
Students with Disabilities	NC	135	9991	NC	92	88	NC	439	449	NC	44	33	NC	35	36	NC	19	29	NC	2	2
Students without Disabilities	65	1055	69009	100	100	100	487	484	495	9	7	6	18	28	22	69	59	62	3	5	10
Limited English Proficient Students	10	152	10199	100	99	95	NA	433	439	NA	43	35	NA	43	47	NA	14	18	NA	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	42	651	37234	100	98	97	476	472	472	19	14	15	17	33	33	60	49	50	5	4	3
Non-Economically Disadvantaged	31	539	41766	100	99	99	489	488	505	3	8	5	29	24	16	68	61	65	NA	6	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	73	1202	79611	100	100	99	493	483	496	7	8	7	40	47	37	53	44	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	592	39016	100	100	99	507	498	511	6	5	4	24	39	29	70	55	66	NA	0	1
Male	40	610	40519	100	100	98	481	468	482	8	12	10	53	55	44	40	33	46	NA	0	0
African American	NC	99	4188	NC	99	98	NC	470	486	NC	12	9	NC	52	40	NC	35	50	NC	1	0
Hispanic	41	767	32855	100	100	99	487	480	481	7	9	10	39	48	43	54	43	47	NA	NA	0
Asian/Pacific Islander	NC	22	2149	NC	100	100	NC	510	519	NC	NA	4	NC	36	24	NC	64	70	NC	NA	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	481	478	NC	4	10	NC	65	46	NC	30	44	NC	NA	0
White	24	290	36380	100	99	99	506	492	511	4	7	4	42	43	30	54	50	65	NA	0	1
Students with Disabilities	NC	148	10664	NC	100	94	NC	426	440	NC	28	23	NC	55	54	NC	16	22	NC	1	1
Students without Disabilities	65	1054	68947	100	100	100	498	490	504	5	6	4	38	46	34	57	48	61	NA	0	1
Limited English Proficient Students	10	155	10362	100	100	97	NA	435	438	NA	22	22	NA	65	57	NA	14	21	NA	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	42	659	37626	100	100	98	488	478	479	7	9	10	50	51	45	43	40	45	NA	0	0
Non-Economically Disadvantaged	31	543	41985	100	100	100	500	489	511	6	7	4	26	43	30	68	50	65	NA	0	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	1172	79327	97	98	98	513	506	518	24	24	19	18	21	20	44	44	46	14	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	557	38961	97	98	98	511	506	520	24	22	16	27	24	20	33	44	48	15	10	16
Male	33	615	40295	97	98	97	516	506	516	24	26	21	9	19	19	55	44	44	12	12	16
African American	10	131	4247	91	96	98	NA	487	499	NA	38	27	NA	24	24	NA	31	41	NA	6	8
Hispanic	31	694	32327	100	98	98	513	499	499	23	26	27	19	24	25	48	43	41	10	7	8
Asian/Pacific Islander	NC	16	1939	NC	100	99	NC	527	556	NC	6	6	NC	19	10	NC	56	47	NC	19	36
American Indian/Alaskan Native	NC	14	4391	NC	100	96	NC	492	489	NC	43	32	NC	7	27	NC	43	36	NC	7	4
White	20	317	36373	95	99	98	531	528	538	20	15	10	15	14	14	40	50	52	25	21	25
Students with Disabilities	NC	130	9321	NC	90	87	NC	450	467	NC	75	54	NC	12	22	NC	12	21	NC	1	3
Students without Disabilities	59	1042	70006	100	99	100	520	513	524	19	18	14	19	22	19	47	48	49	15	12	18
Limited English Proficient Students	NC	148	9431	NC	96	95	NC	463	466	NC	57	53	NC	26	27	NC	16	18	NC	1	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	33	629	37097	94	98	97	505	495	498	33	29	27	15	24	25	42	41	41	9	6	7
Non-Economically Disadvantaged	33	543	42230	100	99	99	522	520	535	15	18	11	21	18	15	45	47	50	18	17	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	68	1180	79501	100	99	98	476	485	497	15	12	10	37	33	25	46	53	60	3	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	557	39062	100	98	99	479	489	502	15	10	8	32	30	23	47	57	64	6	3	5
Male	34	623	40368	100	100	98	474	481	491	15	14	13	41	36	27	44	49	57	NA	1	3
African American	11	135	4279	100	99	99	475	475	485	18	16	14	36	40	30	36	43	54	9	1	2
Hispanic	31	697	32389	100	98	98	472	478	478	16	13	16	42	37	34	42	48	48	NA	1	1
Asian/Pacific Islander	NC	16	1936	NC	100	99	NC	505	519	NC	NA	3	NC	19	14	NC	75	73	NC	6	9
American Indian/Alaskan Native	NC	14	4401	NC	100	96	NC	465	473	NC	29	17	NC	50	40	NC	21	43	NC	NA	1
White	21	318	36446	100	100	99	483	504	516	10	7	4	33	21	15	52	69	73	5	4	7
Students with Disabilities	NC	136	9411	NC	94	88	NC	435	453	NC	49	36	NC	40	36	NC	11	26	NC	NA	1
Students without Disabilities	59	1044	70090	100	100	100	482	491	502	7	7	7	41	32	24	49	59	65	3	2	5
Limited English Proficient Students	NC	148	9401	NC	96	94	NC	439	443	NC	40	40	NC	53	46	NC	7	14	NC	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	35	635	37183	100	99	97	467	475	479	20	16	16	40	39	34	40	45	49	NA	1	1
Non-Economically Disadvantaged	33	545	42318	100	99	99	487	496	513	9	7	5	33	26	17	52	63	70	6	3	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	68	1186	80000	100	99	99	551	550	564	3	3	3	22	15	11	60	73	75	15	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	565	39288	100	100	99	558	564	579	3	2	2	24	10	6	56	75	77	18	13	16
Male	34	621	40644	100	99	98	545	537	549	3	3	4	21	20	15	65	72	74	12	5	7
African American	11	136	4307	100	100	99	560	543	551	9	4	4	9	15	13	45	74	75	36	7	7
Hispanic	31	702	32672	100	99	99	542	546	548	3	3	4	26	17	14	68	74	76	3	6	6
Asian/Pacific Islander	NC	16	1945	NC	100	99	NC	544	592	NC	6	1	NC	NA	4	NC	88	69	NC	6	25
American Indian/Alaskan Native	NC	13	4424	NC	93	97	NC	569	549	NC	NA	3	NC	23	14	NC	62	77	NC	15	5
White	21	319	36602	100	100	99	556	560	579	NA	2	2	29	13	7	48	72	75	24	13	16
Students with Disabilities	NC	143	9919	NC	99	93	NC	480	505	NC	10	9	NC	49	35	NC	38	54	NC	2	2
Students without Disabilities	59	1043	70081	100	99	100	558	559	571	2	2	2	19	11	7	64	78	79	15	9	12
Limited English Proficient Students	NC	153	9571	NC	99	96	NC	492	502	NC	10	10	NC	37	29	NC	52	60	NC	1	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	35	640	37534	100	99	98	533	543	547	6	3	4	26	17	15	57	75	76	11	5	5
Non-Economically Disadvantaged	33	546	42466	100	99	100	571	558	578	NA	2	2	18	13	7	64	72	75	18	12	16

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

7th 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	82	1151	78546	98	99	97	533	540	543	17	14	15	16	20	18	63	54	52	4	12	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	567	38645	98	100	98	538	544	545	14	12	13	11	19	18	70	56	54	5	13	15
Male	38	584	39792	97	98	97	527	537	542	21	17	17	21	21	17	55	52	50	3	11	15
African American	NC	116	4205	NC	98	97	NC	528	524	NC	16	22	NC	28	22	NC	53	49	NC	4	7
Hispanic	49	685	31177	98	99	97	526	535	524	22	17	22	14	21	23	61	52	48	2	10	7
Asian/Pacific Islander	NC	24	1940	NC	100	99	NC	559	580	NC	8	5	NC	8	9	NC	58	53	NC	25	33
American Indian/Alaskan Native	NC	14	4689	NC	93	95	NC	526	515	NC	21	28	NC	NA	25	NC	79	43	NC	NA	4
White	29	312	36450	97	99	97	545	557	563	7	8	7	17	16	12	69	57	57	7	19	23
Students with Disabilities	NC	122	8093	NC	95	82	NC	489	489	NC	44	50	NC	35	24	NC	20	23	NC	NA	2
Students without Disabilities	73	1029	70453	100	100	100	536	546	549	14	11	11	12	18	17	70	58	56	4	13	16
Limited English Proficient Students	NC	146	9323	NC	97	94	NC	494	491	NC	42	47	NC	30	28	NC	27	24	NC	NA	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	42	622	34694	100	98	96	526	533	524	19	15	23	21	23	23	57	52	48	2	9	7
Non-Economically Disadvantaged	40	529	43852	95	100	99	540	549	559	15	13	10	10	15	13	70	57	56	5	15	22

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	1152	79045	100	99	98	508	505	512	6	11	10	26	27	25	65	59	58	2	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	569	38860	100	100	98	517	513	519	2	9	7	20	21	22	73	65	62	4	5	8
Male	39	583	40075	100	98	97	497	498	505	10	13	12	33	33	28	56	52	54	NA	3	6
African American	NC	115	4250	NC	97	98	NC	500	500	NC	12	12	NC	26	31	NC	60	54	NC	2	3
Hispanic	50	686	31314	100	100	98	500	498	493	4	14	16	32	30	34	64	53	48	NA	2	2
Asian/Pacific Islander	NC	24	1949	NC	100	99	NC	528	536	NC	4	4	NC	21	15	NC	63	66	NC	13	15
American Indian/Alaskan Native	NC	14	4719	NC	93	96	NC	495	489	NC	14	15	NC	21	39	NC	64	45	NC	NA	2
White	30	313	36730	100	99	98	522	523	532	7	4	4	20	21	16	67	69	68	7	6	12
Students with Disabilities	11	123	8552	100	95	87	471	456	463	27	38	35	36	43	40	36	19	23	NA	NA	1
Students without Disabilities	73	1029	70493	100	100	100	513	511	517	3	7	7	25	25	24	70	63	62	3	4	8
Limited English Proficient Students	NC	146	9355	NC	97	95	NC	457	456	NC	36	37	NC	49	48	NC	15	15	NC	NA	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	42	623	34922	100	98	96	501	497	493	7	13	15	33	32	34	60	53	48	NA	2	3
Non-Economically Disadvantaged	42	529	44123	100	100	99	515	515	527	5	8	6	19	22	18	71	65	66	5	5	11

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	84	1151	79657	100	99	99	565	567	566	5	3	3	7	9	8	86	86	87	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	568	39120	100	100	99	583	582	580	2	2	2	4	4	4	89	91	92	4	3	2
Male	39	583	40423	100	98	98	545	552	553	8	4	5	10	14	12	82	82	83	NA	1	1
African American	NC	115	4290	NC	97	99	NC	564	560	NC	3	4	NC	10	9	NC	88	86	NC	NA	1
Hispanic	50	686	31642	100	100	99	558	561	552	8	4	5	4	10	11	86	85	84	2	1	0
Asian/Pacific Islander	NC	23	1948	NC	96	99	NC	588	589	NC	NA	1	NC	NA	3	NC	100	91	NC	NA	4
American Indian/Alaskan Native	NC	14	4760	NC	93	97	NC	562	547	NC	NA	5	NC	14	14	NC	86	81	NC	NA	0
White	30	313	36929	100	99	99	576	581	579	NA	1	2	13	7	5	83	88	91	3	4	2
Students with Disabilities	11	128	9069	100	99	92	506	511	508	27	14	11	9	30	30	64	56	58	NA	NA	1
Students without Disabilities	73	1023	70588	100	99	100	573	573	573	1	1	2	7	7	5	89	90	91	3	2	1
Limited English Proficient Students	NC	146	9521	NC	97	96	NC	512	507	NC	12	13	NC	27	24	NC	61	63	NC	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	42	622	35341	100	98	97	558	560	551	5	4	5	10	10	12	83	86	83	2	1	0
Non-Economically Disadvantaged	42	529	44316	100	100	100	573	575	578	5	2	2	5	8	5	88	87	90	2	3	2

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	71	1150	78400	99	99	97	542	548	554	25	22	21	21	21	19	46	49	47	7	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	561	38686	100	99	98	548	549	554	27	20	20	11	22	20	51	50	49	11	8	12
Male	34	589	39636	97	99	96	535	547	554	24	23	23	32	20	18	41	48	46	3	9	13
African American	NC	133	4193	NC	100	97	NC	536	533	NC	28	32	NC	27	23	NC	38	40	NC	7	5
Hispanic	29	680	30732	97	99	97	524	542	534	31	25	31	31	24	24	38	46	40	NA	6	5
Asian/Pacific Islander	NC	27	1827	NC	93	99	NC	578	594	NC	7	8	NC	11	12	NC	63	49	NC	19	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	29	301	37038	97	99	97	569	567	575	14	14	11	7	13	14	66	58	56	14	14	19
Students with Disabilities	NC	105	7840	NC	96	81	NC	494	498	NC	58	60	NC	26	18	NC	16	20	NC	NA	2
Students without Disabilities	64	1045	70560	100	99	99	547	553	560	22	18	17	19	21	19	52	52	50	8	9	14
Limited English Proficient Students	NC	130	8956	NC	98	95	NC	500	502	NC	53	56	NC	30	25	NC	17	18	NC	NA	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	32	569	33014	100	99	95	527	540	534	41	25	31	16	23	24	41	45	40	3	6	5
Non-Economically Disadvantaged	39	581	45386	98	99	99	554	556	569	13	18	15	26	19	15	51	52	52	10	10	18

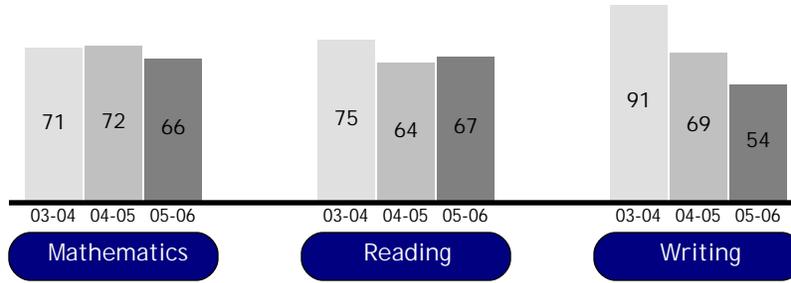
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	1153	79179	100	99	98	521	511	519	7	11	11	36	33	27	54	54	58	3	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	563	38974	100	99	99	532	517	524	5	9	8	24	30	25	65	58	61	5	3	5
Male	35	590	40124	100	99	97	509	506	513	9	13	13	49	36	28	43	50	54	NA	1	4
African American	NC	132	4243	NC	100	98	NC	510	506	NC	11	14	NC	30	32	NC	56	51	NC	2	3
Hispanic	29	682	30987	97	99	98	511	503	498	3	14	17	45	36	36	52	49	45	NA	1	1
Asian/Pacific Islander	NC	27	1832	NC	93	99	NC	524	543	NC	NA	4	NC	33	17	NC	63	69	NC	4	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	30	303	37467	100	99	98	537	529	539	3	6	5	30	26	17	63	63	70	3	5	8
Students with Disabilities	NC	106	8567	NC	97	88	NC	465	467	NC	34	39	NC	48	38	NC	18	22	NC	NA	1
Students without Disabilities	64	1047	70612	100	100	99	526	515	524	5	9	7	33	32	25	59	57	62	3	2	5
Limited English Proficient Students	NC	131	9013	NC	98	95	NC	460	461	NC	44	40	NC	48	48	NC	8	12	NC	NA	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	32	569	33345	100	99	96	515	503	499	13	14	17	34	36	36	50	48	46	3	2	1
Non-Economically Disadvantaged	40	584	45834	100	99	99	526	519	533	3	8	7	38	30	19	58	59	67	3	3	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	72	1154	79734	100	99	99	580	561	554	NA	2	3	14	16	19	86	82	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	563	39243	100	99	99	598	574	568	NA	1	2	3	9	12	97	89	85	NA	1	1
Male	35	591	40413	100	100	98	560	548	541	NA	3	4	26	23	26	74	75	70	NA	0	0
African American	NC	133	4285	NC	100	99	NC	559	548	NC	1	3	NC	18	22	NC	80	74	NC	1	0
Hispanic	29	683	31254	97	99	99	574	553	539	NA	2	5	14	19	25	86	79	70	NA	NA	0
Asian/Pacific Islander	NC	27	1837	NC	93	99	NC	581	579	NC	NA	1	NC	15	9	NC	85	87	NC	NA	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	30	302	37668	100	99	99	590	579	569	NA	1	1	10	9	13	90	89	85	NA	1	1
Students with Disabilities	NC	108	8943	NC	99	92	NC	507	495	NC	4	11	NC	56	51	NC	40	38	NC	NA	1
Students without Disabilities	64	1046	70791	100	100	100	586	565	561	NA	2	2	9	12	15	91	86	83	NA	0	0
Limited English Proficient Students	NC	131	9138	NC	98	97	NC	495	492	NC	13	13	NC	44	46	NC	44	40	NC	NA	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	32	571	33718	100	100	97	574	551	538	NA	2	5	13	20	26	88	77	69	NA	NA	0
Non-Economically Disadvantaged	40	583	46016	100	99	100	585	570	567	NA	1	2	15	12	14	85	86	84	NA	1	1

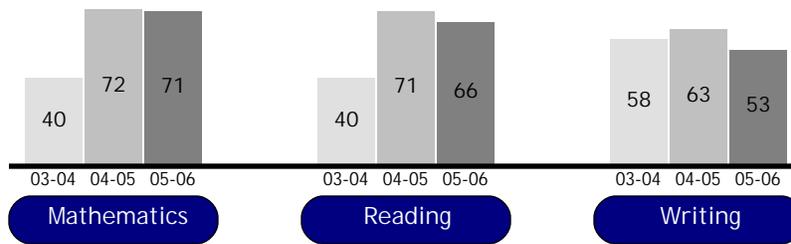
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

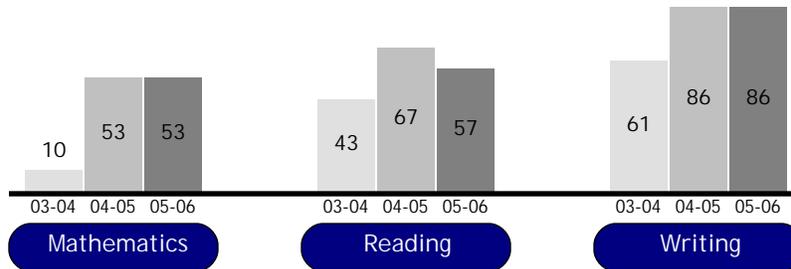
3rd Grade Proficiency



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 2005-06

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

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

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 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	18	3	0	0
4 to 6 years	10	3	0	0
7 to 9 years	1	0	0	0
10 or more years	2	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	73
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	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 Racing 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 (tuition based)
- 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 2005-06

School Achievements/Accomplishments 2005-06

- ü We are very pleased to report that our parents are highly satisfied with the teachers, the curriculum and the education that the children receive at Sonoran Sky. Overall, 91% said that their children are receiving a quality education at Sonoran Sky.

- ü We adopted and implemented the Olweus Bully Prevention Program throughout the campus. As a result our parents rated student safety as favorably. In response to the question 'School is safe and positive environment' 86% rated us highly.

- ü Our mission is that all students will be readers, writers, performers and problem solvers. Parents felt that 'Teachers help my child be successful 92%' and that they were 'satisfied with the reading program 84%.'

- ü Academically we hoped to improve our percentage of students who meet or exceeded the standard in Reading, Writing and Math by 5%. We did not reach that goal; however, we did improve our Math by 3% and our Writing by 2.5%.

Student Activity Rates for School Year 2005-06

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

Our student citizenship program is based upon TRIBES community agreements which include: mutual respect, attentive listening, no put-downs, participation, and personal best. Additionally, our school counselor provides resources and delivers training on violence prevention, and drug prevention. We have also implemented the Olweus Bully Prevention Program. A district School Resource Office is available to assist when needed.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

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

Contacts

	Name	Phone Number
School Site Council	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	Jennifer Baxley	(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 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.