

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Sundance Elementary School

Peoria Unified School District
7051 W. Cholla Street, Peoria, AZ 85345-5866

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Principal: Mrs. Kathie L. Hornbeek

Schedule: 7:30 AM to 4:00 PM

Web Address: sundance.peoriaud.k12.az.us

E-mail: khornbeek@peoriaud.k12.az.us

Grades: Pre-K-8

2002 Enrollment: 816

Phone: (623) 412-4675

Fax: (623) 412-4685

∨ School Overview ∨

Mission

Sundance Elementary School works together with students, parents and the community to empower all students to succeed in the 21st Century. We provide a safe environment; opportunities needed for lifelong learning and growth; accountability for learning and behavior; effective classroom management. We believe these high expectations encourage mastery of academic skills; cooperative learning; critical thinking; respect and responsibility for self and society.

Organization and Philosophy

- w Self-contained Classrooms
- w Departmentalized Classrooms

School/Academic Goals

- w The students will demonstrate increased student achievement in reading.
- w The students will demonstrate increased student achievement in language arts.
- w The students will demonstrate increased student achievement in mathematics.
- w Students will demonstrate responsible behavior in both school and community environments.

Instructional Programs

- w Aligned with Arizona Academic Standards
- w Special Education/Gifted Education
- w Early Intervention Reading
- w Developmental and Community Preschool
- w Alternative School
- w Technology Programs
- w Kindergarten Enrichment
- w Intermediate Algebra

Enrollment

October 1, 2001 School Year Student Enrollment:	791
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	128

¹ For an explanation of the Achievement Profiles, please visit <http://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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w School Improvement
- w Extracurricular Activities
- w Community Concerns
- w Parent/Educator Relations
- w Budget
- w School Renovations/Beautification

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	42.00
Other Professional Staff	3.00	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	6	0	0	0
7 to 9 years	7	0	0	0
10 or more years	25	7	1	0

∨ **Shared Responsibilities** ∨

School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment and the best opportunities to learn. In addition to providing safe, attractive school campuses, each school invites and maintains high parent involvement. There are many opportunities for parents to be informed and active in their child's education.

Parents

Parents have the responsibility to act in partnership with the school and work cooperatively with staff members to educate their children. This includes supporting student attendance, monitoring students' completion of assignments, modeling positive attitudes toward learning, attending school activities, including parent-teacher conferences, and fostering respect of rules and property.

∨ **Transportation Policy** ∨

Transportation to Sundance is not provided for students who live in the square mile around Sundance and attend Sundance. Transportation services are provided for eligible special education students to Sundance Elementary School or other facilities as noted in the student's IEP. Students who attend Sundance on an open enrollment are required to provide their own transportation.

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>W Sundance received an Alpha-Smart Computer Grant titled 'Project Teach-in' which provided our school with roll labs to use as instructional resources that supports the technology standards at the fourth-grade level.</p> | <p>W Sundance provides an annual Literacy Week and an annual Math/Science Week. During each of these weeks, the school focuses on these areas and participates in special activities and assemblies.</p> |
| <p>W We have an award-winning Student Council that participates in various service-related events throughout the school year. Our students demonstrate their leadership qualities through a variety of community, school and student service activities.</p> | <p>W The Sundance staff and community have provided generous tax credit donations, which allow our students to participate in a variety of field trips, special presentations, student recognitions, and other programs.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	10.3 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	7.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.4 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Pride of Peoria	2002
Xavier Outstanding Educator Award	1998
Arizona Special Education Teacher of the Year	1999
Arizona Innovative Teacher Award	1999

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	73	531	1%	10%	58%	32%
	School State	58840	524	9%	17%	45%	29%
Writing	School	72	554	3%	6%	78%	14%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	73	540	3%	14%	47%	37%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	83	500	23%	28%	43%	6%
	State	61305	505	21%	20%	43%	15%
Writing	School	83	509	16%	22%	55%	7%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	88	478	17%	57%	6%	20%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	84	510	11%	31%	44%	14%
	State	57484	504	24%	20%	40%	16%
Writing	School	83	491	12%	46%	42%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	82	461	38%	45%	15%	2%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	93	66	60	--	--	--
2	Reading	--	--	--	100	54	50	99	61	52	100	64	53	96	61	57
	Language	--	--	--	100	42	40	100	58	43	100	50	44	96	68	48
	Mathematics	--	--	--	100	46	51	100	64	55	100	71	57	96	80	61
3	Reading	100	51	47	100	61	47	100	53	48	96	60	50	91	62	50
	Language	100	54	49	100	67	51	100	60	54	96	75	56	93	73	57
	Mathematics	100	57	46	100	73	49	100	66	52	97	75	54	93	75	56
4	Reading	99	57	53	99	56	54	93	70	54	89	63	55	90	72	55
	Language	100	56	47	100	49	49	96	62	48	87	59	50	90	66	50
	Mathematics	99	62	51	100	54	54	96	67	55	89	68	57	90	72	58
5	Reading	98	60	51	100	58	51	100	52	51	94	65	51	88	54	53
	Language	98	51	42	100	51	44	100	39	45	93	55	45	89	47	47
	Mathematics	98	60	51	100	57	54	100	59	55	96	66	57	93	51	59
6	Reading	94	61	53	99	66	54	98	57	53	100	50	54	89	67	56
	Language	96	47	41	100	54	44	96	49	44	100	39	45	89	60	47
	Mathematics	95	64	57	100	70	59	97	69	60	100	64	63	89	77	65
7	Reading	100	57	52	95	63	53	98	62	52	99	56	53	87	60	55
	Language	100	59	52	95	61	54	98	56	54	99	61	55	85	65	58
	Mathematics	100	50	53	95	56	55	98	54	56	100	61	58	86	64	60
8	Reading	96	60	54	100	63	54	97	62	53	99	65	55	95	61	56
	Language	95	49	46	100	61	49	96	55	49	98	59	50	94	55	52
	Mathematics	98	46	52	100	54	54	97	55	56	99	58	58	93	65	59

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	54	76
Grades 3-4	92	69
Grades 4-5	52	46
Grades 5-6	79	92
Grades 6-7	82	69
Grades 7-8	82	77

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Sundance provides appropriate instruction and training to help assure the optimum safety and welfare of students and staff. All school personnel prepare themselves and are trained to provide for the safety of students at all times, including during emergencies and disasters. The safety of the Sundance students is the school's top priority.

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

3

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,932	\$2,278,303
Classroom Supplies	\$24	\$18,773
Administration	\$427	\$331,534
Support Services-Students	\$172	\$133,337
Other Support Services and Operations	\$705	\$547,450
Total Expenditures- All Categories 2000-2001	\$4,259	\$3,309,397

Total Expenditures may not be exact because of rounding. Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM). (School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Kathie Hornbeek	(623) 412-4675	
Transportation Policy	Steve Highlen	(623) 486-6040	
Community Resources	Patie Kane	(623) 412-4675	
School Nutrition Programs	Sally Mendez	(623) 412-4675	
Parent Organization	Raqchel Jimenez	(623) 412-4675	
Student Health/Nurse	Sandy Jaeger	(623) 412-4675	

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.

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