Sundance Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

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

AZ LEARNS[1]

Elementary Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly Progress***

Met

School Improvement Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

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.

School Overview

Principal/Administrator :	Mrs. Kathie L. Hornbeek
Schedule :	7:30 AM to 4:00 PM
Grades :	Pre-K-8
2003 Enrollment :	791
Web Address :	sundance.peoriaud.k12.az.us
Phone Number :	(623) 412-4675
Fax Number :	(623) 412-4685
E-mail :	khornbeek@peoriaud.k12.az.us

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 and opportunities needed for lifelong learning and growth.

School / Academic Goals

- The students will demonstrate increased student achievement in reading.
- The students will demonstrate increased student achievement in language arts.

Instructional Programs

- Aligned with Arizona Academic Standards
- Special Education/Gifted Education
- Early Intervention Reading
- Developmental and Community Preschool

Enrollment

October 1, 2002 School Year Student Enrollment :	806
Accepting New Students in 2003-04 Under Open Enrollment Law[2] :	Yes
Number of Students Attending Under Open Enrollment in 2002-03 :	146

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/11/2003
Last Day of School :	5/20/2004

Visit http://www.ade.az.gov/azlearns/ for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.

ARIZONA DEPARTMENT OF EDUCATION

School Site Council

Council Composition	Council Duties
2 School Administrator(s)	ü School Improvement
1 Non-certified Employee(s)	ü Extracurricular Activities
3 Teacher(s)	ü Community Concerns
3 Parent(s)	ü Parent/Educator Relations
1 Community Member(s)	ü Budget
0 Student(s)	ü School Renovations/Beautification

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	46.00
Other Professional Staff	3.00	Teacher Aide	8.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	7	0	0	0
7 to 9 years	7	0	0	0
10 or more years	26	7	1	0

Shared Responsibilities

School

It is the responsibility of Peoria School District employees to provide all students with the best learning environment and the best opportunities to learn. We provide safe school campuses, each school invites and maintains high parent involvement.

Parents

Parents have the responsibility to act in partnership with the school; work cooperatively with staff members to educate their children. This includes supporting attendance, monitoring students modeling positive attitudes, attending school activities.

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Technology Lab

Extracurricular Activities

- ü Student Council
- ü Athletics
- ü National Junior Honor Society
- ü Yearbook

Social Services

- ü Before/After School Programs
- ü Intergovermental Agreement w/City Park
- ü Clothing/Food Banks
- ü Counseling Services

Transportation Policy

Transportation is not provided for students who live in the square mile around Sundance. Transportation services are provided for eligible special education students. Students on an open enrollment are required to provide their own transportation.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- Sundance received an Alpha-Smart Computer Grant titled 'Project Teach-in' which provided our school with roll labs to use as instructional resources that suppports the technology standards at the fourth-grade level.

- 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.

School Honors

Awards or Special Recognition 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

Student Activity Rates for School Year 2002-03

	% School	Arizona % K-6	Arizona % 7-8	Arizona % 9-12
Attendance Rate [2]	96	95	94	96
Transfers Out [3]	8	20	20	20
Transfers In[4] (Within District)	1	2	2	2
Transfers In[5] (Out of District)	5	10	10	9
Promotion Rate [6]	99	99	98	95
Retention Rate [7]	1	1	2	5
Dropout Rate [8]	--			8
Status Unknown [9]	--			6
Graduation Rate [10]	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	49	41
Grades 3-4	86	59
Grades 4-5	57	79
Grades 5-6	80	85
Grades 6-7	70	57
Grades 7-8	70	65

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03[11]

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	82	2731	75372	100	100	101	529	529	523	7	5	9	22	23	25	43	41	36	28	31	30
All Students (Prior Year)	82	2609	70809	NA	NA	NA	540	528	518	3	5	11	14	23	27	47	41	35	37	31	27
Female	36	1343	36901	100	98	101	521	530	524	12	4	8	27	23	25	36	41	36	24	31	31
Male	46	1387	38385	100	101	101	535	528	523	2	6	9	17	23	24	49	41	36	32	31	30
African American	NC	118	3589	NC	94	96	NC	512	501	NC	9	18	NC	37	33	NC	39	33	NC	15	16
Hispanic	15	552	29103	100	100	99	522	512	510	10	10	12	30	34	31	20	39	36	40	18	20
Asian/Pacific Islander	NC	90	1574	NC	99	96	NC	543	549	NC	5	3	NC	20	14	NC	30	34	NC	45	48
American Indian/Alaskan Native	NC	33	5086	NC	97	114	NC	515	491	NC	8	22	NC	29	38	NC	33	28	NC	29	12
White	64	1913	34597	102	99	98	530	534	535	7	3	4	20	20	20	49	43	38	25	34	38
Students with Disabilities	NC	247	8057	NC	73	99	NC	507	496	NC	16	23	NC	30	31	NC	34	28	NC	19	17
Students without Disabilities	76	2484	67315	101	104	101	529	529	525	7	4	8	21	23	24	44	41	37	29	31	31
Limited English Proficient Students	NC	189	16925	NC	106	112	NC	505	482	NC	11	27	NC	46	40	NC	30	26	NC	13	7
Migrant Students	NC	NC	869				NC	NC	501	NC	NC	17	NC	NC	30	NC	NC	39	NC	NC	14
Economically Disadvantaged	--	205	26325				--	492	504	--	11	15	--	51	34	--	33	33	--	5	18
Non-Economically Disadvantaged	82	2526	49047				529	531	530	7	4	6	22	21	21	43	42	37	28	33	35

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	81	2716	75221	99	99	101	520	526	523	5	5	8	22	15	16	58	60	56	15	20	21
All Students (Prior Year)	82	2610	70860	NA	NA	NA	531	531	524	1	4	9	10	12	17	58	53	45	32	32	30
Female	35	1338	36833	97	98	100	518	529	526	3	3	6	28	15	15	59	60	56	9	23	23
Male	46	1378	38319	100	100	101	521	522	520	7	7	9	17	16	17	56	60	56	20	18	18
African American	NC	116	3597	NC	92	97	NC	512	510	NC	11	14	NC	21	22	NC	58	53	NC	11	11
Hispanic	15	553	29019	100	100	99	507	516	513	0	8	12	40	23	21	60	54	55	0	14	13
Asian/Pacific Islander	NC	90	1572	NC	99	95	NC	536	536	NC	3	2	NC	13	9	NC	59	57	NC	25	31
American Indian/Alaskan Native	NC	34	5071	NC	100	114	NC	518	502	NC	4	20	NC	20	27	NC	60	46	NC	16	8
White	63	1900	34543	100	98	97	522	529	531	5	4	4	20	13	12	58	61	58	17	22	26
Students with Disabilities	NC	248	8006	NC	73	99	NC	509	505	NC	14	22	NC	27	23	NC	49	42	NC	10	13
Students without Disabilities	75	2468	67215	100	103	101	520	526	524	6	5	7	22	15	16	57	60	56	15	20	21
Limited English Proficient Students	NC	189	16853	NC	106	112	NC	503	489	NC	19	29	NC	26	36	NC	47	32	NC	9	3
Migrant Students	NC	NC	866				NC	NC	503	NC	NC	19	NC	NC	23	NC	NC	49	NC	NC	8
Economically Disadvantaged	--	204	26256				--	494	509	--	19	14	--	36	24	--	44	51	--	1	11
Non-Economically Disadvantaged	81	2512	48965				520	528	528	5	4	5	22	14	13	58	61	58	15	21	24

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	80	2701	73654	98	99	99	519	533	530	7	5	9	22	11	13	71	78	70	0	6	7
All Students (Prior Year)	81	2434	68592	NA	NA	NA	555	550	542	3	4	9	6	8	12	78	72	63	14	16	16
Female	34	1338	36239	94	98	99	518	539	537	10	3	7	19	8	11	71	81	72	0	8	10
Male	46	1363	37301	100	99	98	520	526	523	5	7	12	24	13	15	71	75	68	0	4	5
African American	NC	117	3488	NC	93	94	NC	523	515	NC	10	16	NC	12	18	NC	74	62	NC	3	4
Hispanic	15	541	28348	100	98	96	520	524	520	10	8	13	0	16	17	90	73	65	0	3	5
Asian/Pacific Islander	NC	89	1558	NC	98	95	NC	543	547	NC	1	3	NC	8	8	NC	82	76	NC	8	13
American Indian/Alaskan Native	NC	33	4947	NC	97	111	NC	529	507	NC	4	22	NC	8	22	NC	80	53	NC	8	3
White	62	1893	33924	98	98	96	520	535	537	5	4	5	27	10	10	68	79	75	0	7	9
Students with Disabilities	NC	244	7306	NC	72	90	NC	521	506	NC	19	24	NC	8	20	NC	69	52	NC	4	4
Students without Disabilities	74	2457	66348	99	102	100	519	533	531	7	5	8	23	11	13	70	78	71	0	6	8
Limited English Proficient Students	NC	186	16422	NC	104	109	NC	510	495	NC	18	30	NC	20	27	NC	61	43	NC	2	0
Migrant Students	NC	10	849				NC	488	511	NC	25	19	NC	25	22	NC	50	56	NC	0	4
Economically Disadvantaged	--	204	25711				--	501	514	--	19	16	--	23	19	--	58	61	--	1	3
Non-Economically Disadvantaged	80	2497	47943				519	535	535	7	4	7	22	10	11	71	79	74	0	6	9

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

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03[11]

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	88	2885	76230	98	100	101	522	508	498	1	6	12	28	37	38	13	13	12	58	45	37
All Students (Prior Year)	88	2848	72888	NA	NA	NA	478	497	494	17	10	14	57	42	40	6	14	12	20	34	34
Female	45	1398	37247	98	99	100	521	510	500	2	4	11	29	37	40	10	13	13	59	46	37
Male	43	1484	38725	98	100	101	524	507	497	0	7	14	26	37	37	16	13	12	58	43	37
African American	NC	140	3594	NC	94	96	NC	490	476	NC	10	22	NC	51	46	NC	12	11	NC	27	21
Hispanic	19	630	28100	100	98	98	501	499	482	0	7	18	54	46	47	15	13	11	31	35	24
Asian/Pacific Islander	NC	81	1447	NC	99	95	NC	525	527	NC	3	5	NC	25	26	NC	12	11	NC	60	58
American Indian/Alaskan Native	--	39	5292	--	100	113	--	499	463	--	9	31	--	47	47	--	9	8	--	35	14
White	62	1964	35389	97	99	96	528	512	514	2	5	6	20	34	32	12	13	14	66	48	48
Students with Disabilities	NC	244	9022	NC	91	105	NC	461	465	NC	36	31	NC	39	43	NC	3	8	NC	21	17
Students without Disabilities	82	2641	67208	100	101	100	521	510	500	1	5	12	28	37	38	13	13	12	58	45	38
Limited English Proficient Students	NC	159	14826	NC	105	113	NC	482	460	NC	6	31	NC	56	51	NC	19	8	NC	19	10
Migrant Students	NC	15	837				NC	528	478	NC	0	19	NC	25	51	NC	25	8	NC	50	21
Economically Disadvantaged	NC	100	25037				NC	462	477	NC	18	21	NC	68	47	NC	7	11	NC	7	21
Non-Economically Disadvantaged	87	2785	51193				523	510	507	1	5	9	27	36	35	13	13	13	59	46	43

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	88	2864	76202	98	99	101	517	508	505	3	13	19	22	23	24	54	52	46	22	13	11
All Students (Prior Year)	89	2848	72779	NA	NA	NA	500	507	505	23	15	21	28	20	20	43	50	43	6	15	15
Female	45	1396	37231	98	99	100	522	511	507	2	9	16	22	22	24	56	54	48	20	16	13
Male	43	1465	38718	98	99	101	512	505	503	3	16	22	21	24	24	53	49	44	24	11	10
African American	NC	139	3600	NC	93	97	NC	501	497	NC	21	28	NC	30	29	NC	40	39	NC	8	5
Hispanic	19	630	28090	100	98	98	509	504	497	0	16	28	31	28	30	54	47	37	15	9	5
Asian/Pacific Islander	NC	80	1443	NC	98	95	NC	517	515	NC	9	9	NC	12	19	NC	63	53	NC	15	19
American Indian/Alaskan Native	--	38	5311	--	97	113	--	505	491	--	15	38	--	35	31	--	47	28	--	3	3
White	61	1952	35371	95	99	96	518	509	512	2	11	10	19	21	20	56	53	54	24	15	16
Students with Disabilities	NC	234	9097	NC	87	106	NC	497	493	NC	39	39	NC	25	27	NC	29	29	NC	7	5
Students without Disabilities	82	2630	67105	100	100	100	515	508	506	3	12	18	22	23	24	55	52	47	21	13	12
Limited English Proficient Students	NC	158	14780	NC	105	113	NC	499	486	NC	19	50	NC	25	32	NC	56	18	NC	0	1
Migrant Students	NC	14	832				NC	512	492	NC	0	36	NC	0	31	NC	100	31	NC	0	3
Economically Disadvantaged	NC	99	24961				NC	486	495	NC	49	32	NC	34	30	NC	16	34	NC	0	4
Non-Economically Disadvantaged	87	2765	51241				517	509	509	3	11	14	22	23	22	54	53	51	22	13	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	88	2862	74692	98	99	99	525	513	502	3	10	18	22	26	27	66	56	47	10	9	8
All Students (Prior Year)	88	2780	70710	NA	NA	NA	509	523	512	16	10	17	22	23	26	55	51	42	7	16	16
Female	45	1388	36710	98	98	99	522	522	509	0	6	14	29	22	26	61	61	50	10	11	10
Male	43	1472	37742	98	100	98	529	504	495	5	14	22	13	29	28	71	51	44	11	6	6
African American	NC	141	3516	NC	95	94	NC	505	487	NC	13	26	NC	34	31	NC	45	39	NC	9	4
Hispanic	19	631	27492	100	98	96	511	506	486	8	12	27	31	29	32	62	53	38	0	7	4
Asian/Pacific Islander	NC	80	1428	NC	98	94	NC	529	528	NC	8	8	NC	14	20	NC	60	54	NC	18	18
American Indian/Alaskan Native	--	39	5166	--	100	110	--	495	470	--	21	39	--	24	32	--	53	27	--	3	2
White	61	1943	34785	95	98	94	529	515	517	0	9	10	22	25	23	66	57	56	12	9	11
Students with Disabilities	NC	231	8428	NC	86	98	NC	473	472	NC	40	38	NC	25	30	NC	35	29	NC	0	3
Students without Disabilities	82	2631	66264	100	100	99	525	514	503	3	9	17	22	26	27	65	56	48	10	9	8
Limited English Proficient Students	NC	159	14363	NC	105	109	NC	492	459	NC	19	47	NC	31	34	NC	44	19	NC	6	1
Migrant Students	NC	15	814				NC	552	475	NC	0	33	NC	0	37	NC	75	27	NC	25	2
Economically Disadvantaged	NC	97	24507				NC	467	480	NC	30	31	NC	54	33	NC	17	33	NC	0	3
Non-Economically Disadvantaged	87	2765	50185				526	514	511	3	9	13	21	25	24	67	57	53	10	9	10

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

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03[11]

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	99	2987	71167	98	99	99	453	468	463	45	32	38	45	47	41	9	15	14	1	6	7
All Students (Prior Year)	86	2820	66213	NA	NA	NA	461	470	459	38	29	39	45	46	40	15	18	14	2	7	7
Female	51	1483	34825	100	98	99	451	466	462	48	32	38	43	49	42	9	15	14	0	4	6
Male	48	1500	36047	96	99	99	456	469	464	42	33	38	47	44	39	9	15	15	2	8	8
African American	NC	153	3225	NC	99	95	NC	445	441	NC	54	57	NC	38	34	NC	7	6	NC	2	2
Hispanic	17	566	23643	100	96	97	446	456	445	58	44	53	33	40	37	8	13	8	0	2	2
Asian/Pacific Islander	--	85	1503	--	94	100	--	484	493	--	18	18	--	49	40	--	21	23	--	12	19
American Indian/Alaskan Native	NC	35	5161	NC	100	103	NC	470	435	NC	34	63	NC	41	30	NC	14	5	NC	10	2
White	78	2131	35245	96	99	95	454	471	476	42	29	26	47	49	45	9	16	19	1	7	10
Students with Disabilities	NC	250	8095	NC	88	104	NC	429	426	NC	69	69	NC	28	25	NC	1	5	NC	1	1
Students without Disabilities	91	2737	63072	98	100	99	453	469	464	45	31	37	44	47	41	9	15	15	1	6	7
Limited English Proficient Students	NC	113	10317	NC	130	111	NC	409	426	NC	78	72	NC	22	25	NC	0	2	NC	0	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	--	24	17057				--	424	440	--	68	58	--	32	34	--	0	6	--	0	2
Non-Economically Disadvantaged	99	2963	54110				453	468	468	45	32	33	45	47	43	9	15	16	1	6	8

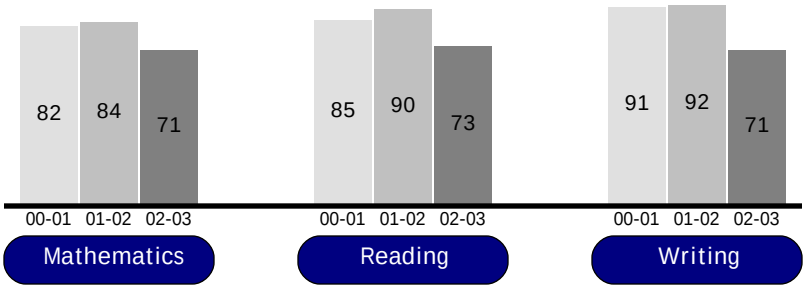
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2981	71100	97	99	99	494	510	502	32	17	25	27	19	21	30	46	40	11	18	15
All Students (Prior Year)	85	2813	66144	NA	NA	NA	510	514	504	11	15	24	31	19	20	44	47	40	14	20	16
Female	51	1480	34801	100	98	99	495	513	505	33	13	21	30	20	22	26	49	42	11	18	15
Male	47	1498	36010	94	99	99	494	507	499	31	22	28	24	18	20	33	43	38	12	17	14
African American	NC	154	3219	NC	100	95	NC	494	486	NC	29	38	NC	25	24	NC	38	31	NC	7	7
Hispanic	17	569	23630	100	97	96	482	502	485	33	23	37	42	22	25	25	41	32	0	14	6
Asian/Pacific Islander	--	86	1509	--	96	100	--	518	522	--	12	12	--	19	14	--	41	46	--	27	28
American Indian/Alaskan Native	NC	35	5144	NC	100	102	NC	503	478	NC	24	46	NC	21	24	NC	41	25	NC	14	5
White	77	2119	35198	95	98	95	497	513	515	30	15	15	25	18	18	32	48	47	14	19	21
Students with Disabilities	NC	266	8121	NC	94	105	NC	470	470	NC	58	55	NC	21	20	NC	13	21	NC	8	4
Students without Disabilities	90	2715	62979	97	99	99	494	511	503	32	17	23	28	19	21	29	47	41	11	18	15
Limited English Proficient Students	NC	113	10304	NC	130	110	NC	465	462	NC	57	63	NC	14	23	NC	29	13	NC	0	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	--	26	17040				--	462	483	--	59	40	--	27	25	--	14	29	--	0	6
Non-Economically Disadvantaged	98	2955	54060				494	511	507	32	17	20	27	19	20	30	46	43	11	18	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	95	2940	69001	94	97	96	481	499	490	19	11	17	47	35	37	34	53	45	0	1	1
All Students (Prior Year)	85	2741	63579	NA	NA	NA	491	503	493	12	8	15	46	38	42	42	52	41	0	2	2
Female	48	1461	34086	94	97	97	486	506	496	14	6	13	48	33	36	39	59	51	0	2	1
Male	47	1476	34644	94	97	95	475	492	484	24	16	22	46	37	39	29	47	38	0	1	0
African American	NC	150	3115	NC	97	92	NC	485	478	NC	21	25	NC	42	44	NC	36	31	NC	1	0
Hispanic	16	563	22656	94	96	92	471	491	476	33	14	27	42	40	43	25	45	30	0	0	0
Asian/Pacific Islander	--	81	1472	--	90	98	--	508	507	--	4	8	--	35	30	--	59	60	--	1	2
American Indian/Alaskan Native	NC	35	4940	NC	100	98	NC	487	469	NC	14	34	NC	48	43	NC	38	23	NC	0	0
White	75	2095	34501	93	97	93	482	502	500	17	9	10	46	33	34	37	57	55	0	1	1
Students with Disabilities	NC	258	7386	NC	91	95	NC	460	459	NC	46	46	NC	29	37	NC	24	17	NC	0	0
Students without Disabilities	87	2682	61615	94	98	97	481	500	491	19	10	16	47	35	37	34	54	45	0	1	1
Limited English Proficient Students	NC	109	9662	NC	125	104	NC	441	454	NC	71	51	NC	29	40	NC	0	9	NC	0	0
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	--	26	16383				--	463	472	--	32	30	--	55	43	--	14	26	--	0	0
Non-Economically Disadvantaged	95	2914	52618				481	499	494	19	10	14	47	35	36	34	54	49	0	1	1

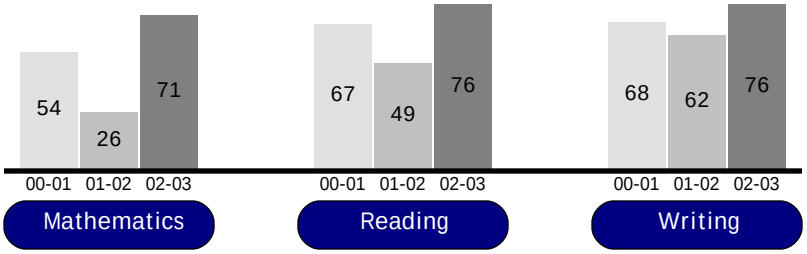
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

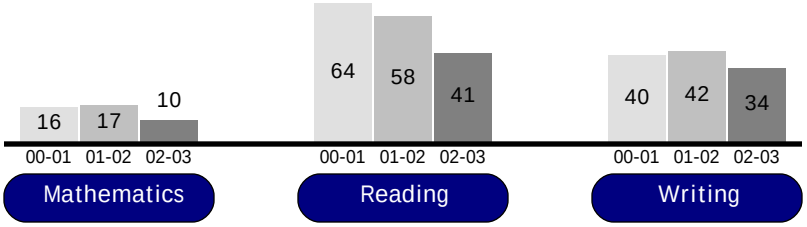
3rd Grade Proficiency



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 2002-03

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?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test adminstration complete the state assessments will meet the AYP standard estabilished in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

		2000-2001				2001-2002				2002-2003			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	65	63	53	99	60	58	44	100	62	62	50
	Language	98	51	57	45	99	68	56	39	100	61	57	43
	Mathematics	100	71	71	56	99	80	68	52	100	81	71	57
3	Reading	95	60	58	50	100	58	55	43	100	53	58	47
	Language	95	75	68	55	100	71	64	50	99	60	66	54
	Mathematics	95	75	67	53	100	73	65	50	99	64	67	54
4	Reading	94	63	62	55	99	66	59	47	100	62	63	52
	Language	92	59	58	50	99	60	57	45	100	58	59	48
	Mathematics	94	68	66	56	96	70	66	52	100	65	67	57
5	Reading	97	65	59	51	100	47	55	46	100	64	61	50
	Language	95	55	53	46	100	42	51	43	99	59	56	46
	Mathematics	98	66	66	56	99	51	63	54	100	74	67	57
6	Reading	99	50	63	54	98	62	60	49	100	58	63	53
	Language	99	39	56	46	99	55	54	42	99	56	58	45
	Mathematics	99	64	74	61	97	74	70	58	100	66	73	62
7	Reading	98	56	64	53	100	58	60	48	97	67	63	51
	Language	98	61	68	55	100	62	64	51	96	75	69	54
	Mathematics	99	61	71	57	100	62	68	54	98	70	70	58
8	Reading	98	64	63	55	100	61	61	49	100	54	62	53
	Language	97	59	61	50	100	54	60	46	99	50	62	49
	Mathematics	98	58	64	57	100	63	67	54	100	57	66	58

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 Safety

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. 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

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.

Contacts

	Name	Phone Number
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	Rachel 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. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards