

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7051 W Cholla St., Peoria, AZ 85345

Peoria Unified School 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)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

School Overview

Principal/Administrator : Mrs. Kathie L. Hornbeek
 Schedule : 7:30 AM to 3:45 PM
 Grades : Pre-K-8
 2004 Enrollment : 806
 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.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School / Academic Goals

- ü The students will demonstrate increased student achievement in reading. The skills will be aligned to the AZ State Standards.
- ü The students will demonstrate increased student achievement in language arts. The skills will be aligned to the AZ State Standards.
- ü The students will demonstrate increased student achievement in math. The skills will be aligned to the AZ State Standards.
- ü The students will demonstrate proficiency on the technological expectations of the AZ State Standards.

Enrollment

October 1, 2003 School Year Student Enrollment : 777
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 132

Instructional Programs

- ü Aligned with Arizona Academic Standards
- ü Special Education/Gifted Education
- ü Early Intervention Reading
- ü Developmental and Community Preschool
- ü Laptop Computer Classrooms
- ü Remedial Math
- ü Accelerated Reader
- ü ELL Support

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

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.

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.

School Honors

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

Award/Honor	Year
ü Pride of Peoria Honored Two Teachers	2004
ü Band Received an Excellent Rating at Festival in CA	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	2724	75509	100	100	100	510	529	521	10	8	13	29	21	23	39	35	33	23	35	31
All Students (Prior Year)	82	2731	75372	100	100	100	529	529	523	7	5	9	22	23	25	43	41	36	28	31	30
Female	36	1318	37013	100	100	100	515	529	522	9	8	12	25	22	24	34	36	33	31	34	31
Male	38	1406	38430	100	100	99	504	530	521	10	9	14	33	21	22	43	35	33	13	36	31
African American	NC	151	3660	NC	100	99	NC	510	496	NC	15	24	NC	34	31	NC	30	28	NC	21	18
Hispanic	17	582	30486	94	100	99	500	514	505	8	12	18	50	30	29	25	33	32	17	25	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	542	549	NC	7	5	NC	11	13	NC	36	33	NC	46	50
American Indian/Alaskan Native	--	32	4075	--	100	100	--	512	486	--	14	28	--	32	34	--	21	26	--	32	12
White	49	1886	35192	100	100	99	513	534	534	11	7	8	18	19	19	45	37	35	25	38	39
Students with Disabilities	17	438	9708	100	100	100	503	506	489	11	20	32	33	27	27	33	32	24	22	22	17
Students without Disabilities	57	2286	65801	100	98	98	511	533	525	9	7	11	28	21	23	40	36	34	23	37	33
Limited English Proficient Students	NC	194	16928	NC	100	100	NC	465	485	NC	50	29	NC	50	33	NC	0	26	NC	0	12
Migrant Students	--	NC	750	--	--	--	--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	26	693	36411	--	--	--	510	509	503	10	14	19	40	31	29	25	34	32	25	21	20
Non-Economically Disadvantaged	48	2031	39040	--	--	--	510	535	534	10	6	8	24	19	19	45	36	34	21	39	39

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	74	2724	75492	100	100	100	515	525	519	6	7	12	24	15	16	52	51	47	18	27	24
All Students (Prior Year)	81	2716	75221	99	99	100	520	526	523	5	5	8	22	15	16	58	60	56	15	20	21
Female	36	1319	37014	100	100	100	521	528	523	6	6	10	22	13	15	47	50	48	25	30	27
Male	38	1405	38400	100	100	99	509	522	516	7	8	14	27	17	17	57	52	47	10	23	21
African American	NC	150	3665	NC	100	99	NC	514	505	NC	9	20	NC	21	22	NC	57	43	NC	13	14
Hispanic	17	582	30438	94	100	99	506	516	508	17	10	17	25	21	21	58	52	47	0	17	15
Asian/Pacific Islander	NC	70	1773	NC	100	98	NC	529	534	NC	5	4	NC	11	10	NC	52	50	NC	32	36
American Indian/Alaskan Native	--	32	4081	--	100	100	--	511	498	--	14	25	--	18	26	--	61	40	--	7	8
White	49	1887	35177	100	100	99	517	528	528	5	6	8	23	13	13	50	50	49	23	30	31
Students with Disabilities	17	439	9707	100	100	100	503	508	495	11	17	33	33	23	21	44	43	33	11	17	13
Students without Disabilities	57	2285	65785	100	98	98	517	527	522	6	6	10	23	14	16	53	52	49	19	28	26
Limited English Proficient Students	NC	195	16905	NC	100	100	NC	474	489	NC	67	34	NC	0	28	NC	33	32	NC	0	6
Migrant Students	--	NC	763	--	--	--	--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	26	692	36302	--	--	--	510	514	507	10	12	18	25	22	21	60	51	46	5	15	14
Non-Economically Disadvantaged	48	2032	39164	--	--	--	518	528	528	5	6	8	24	13	13	48	51	48	24	30	31

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	2706	75053	100	100	99	552	603	597	5	5	7	23	10	12	72	78	72	0	7	9
All Students (Prior Year)	80	2701	73654	98	99	99	519	533	530	7	5	9	22	11	13	71	78	70	0	6	7
Female	35	1310	36872	100	99	99	579	624	621	3	3	5	16	7	9	81	81	74	0	10	12
Male	38	1396	38109	100	100	99	523	583	573	7	6	10	30	13	14	63	76	69	0	5	6
African American	NC	149	3636	NC	100	99	NC	574	568	NC	7	12	NC	13	16	NC	77	67	NC	3	6
Hispanic	17	578	30235	94	99	98	510	594	575	17	5	9	33	13	14	50	74	70	0	8	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	605	651	NC	5	3	NC	9	5	NC	75	72	NC	11	19
American Indian/Alaskan Native	--	31	4044	--	97	99	--	570	550	--	7	13	--	11	17	--	78	66	--	4	4
White	48	1876	35028	100	100	99	565	609	613	2	4	6	19	9	10	79	80	73	0	8	11
Students with Disabilities	17	433	9625	100	100	100	525	554	530	0	10	21	33	16	21	67	71	55	0	3	4
Students without Disabilities	56	2273	65428	98	97	98	556	610	604	6	4	6	21	9	11	73	79	73	0	8	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	529	525	NC	33	17	NC	0	20	NC	67	60	NC	0	2
Migrant Students	--	NC	752	--	--	--	--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	26	687	36077	--	--	--	533	572	566	10	8	10	30	12	16	60	77	69	0	3	5
Non-Economically Disadvantaged	47	2019	38950	--	--	--	561	612	618	2	4	5	20	9	9	78	79	73	0	9	12

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	89	2855	76019	98	100	100	509	503	499	4	9	14	39	39	39	19	16	14	38	35	33
All Students (Prior Year)	88	2885	76230	98	100	100	522	508	498	1	6	12	28	37	38	13	13	12	58	45	37
Female	46	1384	37207	98	100	100	519	504	499	3	8	12	29	40	41	18	18	14	50	34	33
Male	43	1469	38677	98	100	100	501	502	498	5	11	15	49	39	38	20	15	13	27	36	34
African American	NC	129	3817	NC	100	100	NC	484	475	NC	18	23	NC	47	47	NC	13	11	NC	23	18
Hispanic	19	590	29458	100	100	100	498	487	480	0	15	20	54	47	48	23	14	12	23	24	20
Asian/Pacific Islander	--	80	1673	--	100	99	--	524	531	--	4	4	--	27	29	--	20	14	--	49	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	484	466	NC	8	28	NC	54	49	NC	17	10	NC	21	13
White	63	2018	35880	98	100	100	514	507	515	3	8	7	37	37	32	20	17	16	40	38	45
Students with Disabilities	NC	385	9786	NC	100	100	NC	465	457	NC	30	39	NC	47	40	NC	7	7	NC	16	13
Students without Disabilities	80	2470	66233	96	99	99	509	507	503	4	7	11	39	39	39	19	17	14	38	37	35
Limited English Proficient Students	NC	173	15206	NC	100	100	NC	454	459	NC	33	31	NC	53	53	NC	2	7	NC	12	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	34	700	35714				500	482	480	7	18	20	48	47	47	14	14	12	31	21	20
Non-Economically Disadvantaged	55	2155	40266				515	509	513	2	7	9	34	37	33	22	17	15	42	39	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	89	2851	76020	98	100	100	516	506	503	10	18	25	20	22	23	51	45	40	19	14	12
All Students (Prior Year)	88	2864	76202	98	99	100	517	508	505	3	13	19	22	23	24	54	52	46	22	13	11
Female	46	1384	37213	98	100	100	525	509	504	3	16	22	16	21	23	58	48	42	24	15	13
Male	43	1465	38666	98	100	100	507	503	501	17	21	29	24	23	22	44	42	38	15	14	12
African American	NC	129	3819	NC	100	100	NC	497	494	NC	30	37	NC	24	26	NC	36	31	NC	10	6
Hispanic	19	589	29442	100	100	99	516	501	494	15	27	37	23	25	26	54	40	31	8	8	6
Asian/Pacific Islander	--	80	1672	--	100	99	--	514	513	--	11	12	--	20	19	--	49	49	--	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	497	489	NC	22	48	NC	39	25	NC	35	24	NC	4	3
White	63	2014	35890	98	100	100	518	508	511	7	16	15	20	22	20	52	46	48	22	16	18
Students with Disabilities	NC	383	9784	NC	100	100	NC	489	485	NC	47	58	NC	24	19	NC	21	19	NC	7	4
Students without Disabilities	80	2468	66236	96	98	99	516	508	504	11	15	23	22	22	23	49	47	42	19	15	13
Limited English Proficient Students	NC	173	15198	NC	100	100	NC	481	483	NC	59	59	NC	27	25	NC	14	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	34	700	35703				508	498	494	14	31	37	28	27	26	48	35	31	10	7	6
Non-Economically Disadvantaged	55	2151	40274				520	508	509	8	15	17	16	21	20	52	47	47	24	16	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	88	2854	75673	97	100	100	575	544	530	4	8	12	10	22	25	81	66	58	5	4	4
All Students (Prior Year)	88	2862	74692	98	99	99	525	513	502	3	10	18	22	26	27	66	56	47	10	9	8
Female	45	1384	37099	96	100	100	601	563	548	0	4	8	8	19	22	86	71	64	5	5	6
Male	43	1468	38441	98	100	99	551	527	513	7	12	16	12	24	29	76	60	52	5	3	3
African American	NC	129	3791	NC	100	99	NC	531	506	NC	15	18	NC	18	29	NC	64	50	NC	3	3
Hispanic	19	590	29305	100	100	99	573	528	507	8	10	16	8	27	31	85	59	51	0	3	2
Asian/Pacific Islander	--	80	1665	--	100	99	--	565	573	--	7	6	--	17	16	--	68	67	--	8	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	536	492	NC	0	19	NC	38	33	NC	58	46	NC	4	1
White	62	2016	35760	97	100	99	580	549	550	3	8	9	10	20	21	80	67	64	7	5	6
Students with Disabilities	NC	383	9706	NC	100	100	NC	485	462	NC	26	36	NC	32	32	NC	40	31	NC	2	1
Students without Disabilities	79	2471	65967	95	99	99	574	551	536	4	7	10	11	21	25	79	68	60	5	5	5
Limited English Proficient Students	NC	173	15115	NC	100	100	NC	483	471	NC	19	26	NC	37	38	NC	44	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	34	701	35541				551	523	504	7	14	17	10	23	31	83	61	50	0	2	2
Non-Economically Disadvantaged	54	2153	40091				589	551	550	2	7	9	10	21	21	80	67	64	8	5	6

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	103	3176	75001	100	100	99	479	476	468	26	27	37	36	43	36	28	21	16	11	10	10
All Students (Prior Year)	99	2987	71167	98	99	99	453	468	463	45	32	38	45	47	41	9	15	14	11	6	7
Female	58	1568	36846	100	100	99	476	476	468	21	25	36	47	46	38	25	20	16	7	9	10
Male	45	1600	37974	100	100	99	485	476	467	32	29	39	20	39	34	32	21	16	17	11	11
African American	NC	155	3720	NC	100	98	NC	460	446	NC	43	53	NC	39	33	NC	14	9	NC	4	4
Hispanic	23	634	26675	100	100	98	474	462	448	32	37	52	32	42	34	23	15	10	14	6	4
Asian/Pacific Islander	NC	98	1575	NC	100	99	NC	499	504	NC	14	18	NC	41	33	NC	26	20	NC	19	29
American Indian/Alaskan Native	--	37	4731	--	90	98	--	463	438	--	38	61	--	41	30	--	18	7	--	3	2
White	75	2237	37785	100	100	99	482	480	482	24	24	25	35	43	39	30	22	21	11	11	15
Students with Disabilities	NC	359	8802	NC	100	100	NC	425	418	NC	74	79	NC	22	16	NC	4	3	NC	1	1
Students without Disabilities	97	2817	66199	100	99	99	481	480	472	25	23	34	35	44	38	28	22	17	11	10	11
Limited English Proficient Students	NC	122	11710	NC	100	100	NC	420	429	NC	72	70	NC	28	25	NC	0	4	NC	0	1
Migrant Students	--	--	709	--	--	--	--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	26	628	29814	--	--	--	476	458	448	24	41	53	48	39	33	20	14	10	8	5	4
Non-Economically Disadvantaged	77	2548	45170	--	--	--	481	480	479	26	24	28	32	43	38	30	22	20	12	11	14

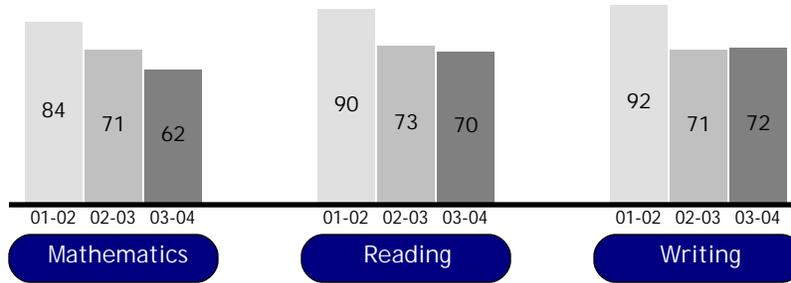
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	3170	74918	100	100	99	513	507	497	15	22	32	22	18	19	42	42	35	20	18	15
All Students (Prior Year)	98	2981	71100	97	99	99	494	510	502	32	17	25	27	19	21	30	46	40	11	18	15
Female	58	1566	36805	100	100	99	514	510	501	14	19	28	19	19	19	46	45	37	21	18	16
Male	45	1599	37936	100	100	99	511	504	493	17	26	35	27	18	18	37	38	33	20	18	14
African American	NC	155	3719	NC	100	98	NC	492	481	NC	35	43	NC	19	21	NC	37	29	NC	8	7
Hispanic	23	634	26645	100	100	98	503	495	478	23	32	46	14	20	20	50	34	27	14	14	6
Asian/Pacific Islander	NC	98	1571	NC	100	99	NC	523	521	NC	16	18	NC	16	15	NC	40	38	NC	28	30
American Indian/Alaskan Native	--	37	4729	--	90	98	--	494	468	--	34	57	--	20	19	--	34	19	--	11	4
White	75	2236	37773	100	100	99	518	511	511	13	18	20	24	18	18	39	44	41	24	19	21
Students with Disabilities	NC	358	8801	NC	100	100	NC	455	448	NC	72	75	NC	14	13	NC	11	10	NC	3	2
Students without Disabilities	97	2812	66117	100	99	99	513	512	501	15	18	28	23	19	19	42	44	37	21	19	16
Limited English Proficient Students	NC	122	11706	NC	100	100	NC	441	454	NC	80	71	NC	18	16	NC	2	12	NC	0	1
Migrant Students	--	--	706	--	--	--	--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	26	628	29785	--	--	--	515	490	477	12	36	47	24	23	20	40	32	26	24	9	6
Non-Economically Disadvantaged	77	2542	45115	--	--	--	512	511	508	16	19	23	22	17	18	42	44	39	19	20	20

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	103	3170	74503	100	100	99	529	522	491	2	4	9	21	22	32	65	61	51	11	12	8
All Students (Prior Year)	95	2940	69001	94	97	96	481	499	490	19	11	17	47	35	37	34	53	45	0	1	1
Female	58	1566	36686	100	100	99	535	535	506	4	3	5	12	17	29	72	66	57	12	14	9
Male	45	1598	37644	100	100	98	521	509	476	0	6	13	34	28	36	56	56	45	10	10	6
African American	NC	156	3677	NC	100	97	NC	515	475	NC	4	12	NC	24	36	NC	63	46	NC	9	5
Hispanic	23	634	26500	100	100	97	544	510	467	0	6	13	9	27	39	82	56	44	9	11	4
Asian/Pacific Islander	NC	98	1566	NC	100	99	NC	537	537	NC	5	5	NC	18	23	NC	63	55	NC	15	18
American Indian/Alaskan Native	--	37	4695	--	90	97	--	507	464	--	3	14	--	29	39	--	62	44	--	6	3
White	75	2235	37606	100	100	99	531	526	508	3	4	6	21	21	28	63	63	56	13	12	10
Students with Disabilities	NC	359	8662	NC	100	100	NC	437	409	NC	24	37	NC	42	42	NC	32	20	NC	2	1
Students without Disabilities	97	2811	65841	100	99	98	528	530	499	2	3	7	21	21	32	67	64	53	10	13	8
Limited English Proficient Students	NC	122	11608	NC	100	100	NC	453	430	NC	18	23	NC	40	47	NC	40	28	NC	2	1
Migrant Students	--	--	701	--	--	--	--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	26	629	29587	--	--	--	537	504	465	0	6	14	16	27	40	76	59	43	8	7	4
Non-Economically Disadvantaged	77	2541	44898	--	--	--	526	526	507	3	4	7	23	21	28	62	62	55	12	13	10

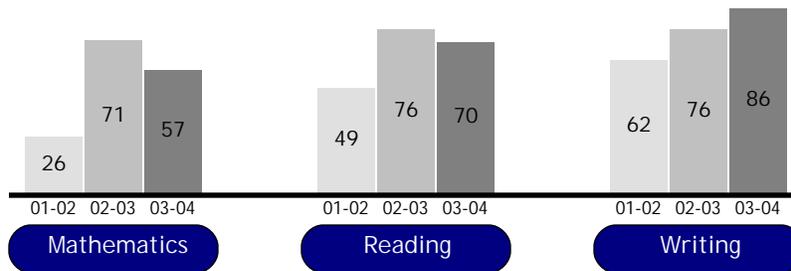
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

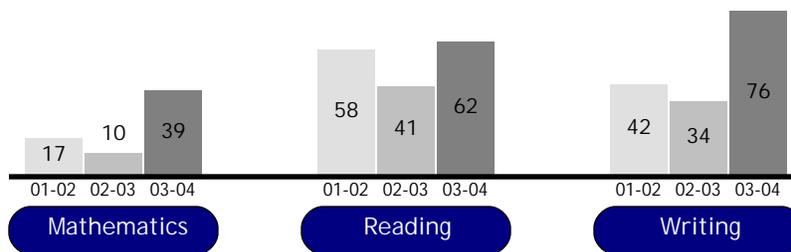
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	60	58	44	100	62	62	50	97	69	NA	58
	Language	99	68	56	39	100	61	57	43	96	72	60	50
	Mathematics	99	80	68	52	100	81	71	57	97	91	72	64
3	Reading	100	58	55	43	100	53	58	47	99	58	NA	55
	Language	100	71	64	50	99	60	66	54	97	67	70	61
	Mathematics	100	73	65	50	99	64	67	54	99	67	71	61
4	Reading	99	66	59	47	100	62	63	52	90	62	NA	56
	Language	99	60	57	45	100	58	59	48	97	57	60	52
	Mathematics	96	70	66	52	100	65	67	57	97	62	69	61
5	Reading	100	47	55	46	100	64	61	50	98	63	NA	55
	Language	100	42	51	43	99	59	56	46	98	56	56	49
	Mathematics	99	51	63	54	100	74	67	57	98	67	67	63
6	Reading	98	62	60	49	100	58	63	53	100	69	NA	56
	Language	99	55	54	42	99	56	58	45	100	68	60	48
	Mathematics	97	74	70	58	100	66	73	62	100	80	75	66
7	Reading	100	58	60	48	97	67	63	51	99	62	NA	54
	Language	100	62	64	51	96	75	69	54	99	61	67	58
	Mathematics	100	62	68	54	98	70	70	58	100	62	68	62
8	Reading	100	61	61	49	100	54	62	53	98	61	NA	55
	Language	100	54	60	46	99	50	62	49	96	59	64	52
	Mathematics	100	63	67	54	100	57	66	58	98	64	69	61

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."

Sundance Elementary School

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

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	47.00
Other Professional Staff	4.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	8	0	0	0
7 to 9 years	7	1	0	0
10 or more years	27	7	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	60
Core academic classes taught by Highly Qualified (NCLB) teachers.	37
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab K-6
- Ü Technology Lab
- Ü Library
- Ü Science Lab

Extracurricular Activities

- Ü Student Council
- Ü Athletics
- Ü National Junior Honor Society
- Ü Yearbook
- Ü Ambassador Club
- Ü Renaissance Club
- Ü Outdoor Education
- Ü Library Club

Social Services

- Ü Before/After School Programs
- Ü Intergovernmental Agreement w/City Park
- Ü Clothing/Food Banks
- Ü Counseling Services
- Ü Lion's Club Partnership

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü A student recognition program called Renaissance was instituted for 6,7,8 grade students. It rewards students for academic achievements and academic improvements.
- ü 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.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	49	41
Grades 3-4	83	59
Grades 4-5	57	66
Grades 5-6	78	72
Grades 6-7	67	56
Grades 7-8	64	64

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

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. A Crisis Plan was developed with the police department. Drills are conducted throughout the year. 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	Norma Spencer	(623) 412-4675
Parent Organization	Rachel Jimenez	(623) 412-4675
Student Health/Nurse	Kathy Rumpeltes	(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 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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. 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

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.