

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mrs. Kathie L. Hornbeek
 Schedule : 07:00 AM to 05:00 PM
 Grades : Pre-K-8
 2005 Enrollment : 754
 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

- 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, 2004 School Year Student Enrollment : 723
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 156

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 :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

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
ü Who's Who of America's teachers 6 teachers	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	67	2834	79306	100	100	99	463	448	445	5	7	10	12	15	18	59	57	51	24	20	20
All Students (Prior Year)	74	2724	75509	100	100	100	510	529	521	10	8	13	29	21	23	39	35	33	23	35	31
Female	35	1346	38691	100	100	99	468	453	446	0	6	10	10	14	18	63	60	52	27	20	20
Male	32	1488	40583	100	100	99	457	443	445	11	8	11	14	17	18	54	55	50	21	20	21
African American	NC	150	4041	NC	97	99	NC	431	426	NC	10	17	NC	23	23	NC	58	50	NC	10	10
Hispanic	15	655	32869	100	99	99	472	428	429	8	12	15	0	22	25	62	57	51	31	9	10
Asian/Pacific Islander	--	85	1935	--	98	99	--	460	474	--	4	3	--	15	9	--	51	48	--	29	40
American Indian/Alaskan Native	NC	46	4264	NC	100	100	NC	419	419	NC	8	19	NC	35	30	NC	48	45	NC	10	6
White	47	1898	36197	98	100	99	461	455	463	5	6	5	15	12	11	56	58	53	24	24	31
Students with Disabilities	11	435	10321	100	100	100	436	391	389	27	23	30	18	27	27	27	40	34	27	10	9
Students without Disabilities	56	2404	69060	95	98	98	469	458	454	0	4	7	11	13	17	66	61	54	23	22	22
Limited English Proficient Students	NC	226	15509	NC	100	100	NC	356	406	NC	23	20	NC	29	30	NC	41	45	NC	6	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	16	569	39415	89	85	96	467	439	431	0	13	15	6	17	25	75	58	50	19	12	10
Non-Economically Disadvantaged	51	2270	39966	100	100	100	461	450	459	7	6	6	14	15	12	52	57	52	26	22	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	2834	79395	100	0	99	463	458	446	3	4	9	17	18	25	72	64	55	7	13	11
All Students (Prior Year)	74	2724	75492	100	100	100	515	525	519	6	7	12	24	15	16	52	51	47	18	27	24
Female	35	1346	38743	100	0	100	472	469	451	0	3	7	13	14	24	80	68	57	7	16	12
Male	32	1488	40618	100	0	99	454	448	440	7	6	11	21	22	27	64	61	53	7	12	9
African American	NC	150	4052	NC	0	100	NC	449	434	NC	5	11	NC	21	29	NC	66	54	NC	8	6
Hispanic	15	655	32915	100	0	99	461	439	426	8	8	15	8	25	35	85	61	47	0	6	4
Asian/Pacific Islander	--	85	1936	--	0	99	--	465	468	--	3	3	--	13	14	--	64	63	--	21	19
American Indian/Alaskan Native	NC	46	4271	NC	0	100	NC	435	420	NC	3	15	NC	35	42	NC	38	41	NC	25	2
White	47	1898	36221	98	0	99	467	465	465	2	3	4	20	15	15	68	66	63	10	16	17
Students with Disabilities	11	435	10331	100	0	100	439	400	388	18	15	25	27	34	37	45	43	34	9	8	4
Students without Disabilities	56	2404	69139	95	0	99	469	469	454	0	2	7	15	15	24	79	68	58	6	14	11
Limited English Proficient Students	NC	226	15545	NC	0	100	NC	358	399	NC	15	21	NC	42	42	NC	41	35	NC	2	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	16	569	39484	89	0	96	466	449	429	0	8	14	13	24	35	81	61	47	6	7	4
Non-Economically Disadvantaged	51	2270	39986	100	0	100	462	460	461	5	3	4	19	16	16	69	65	63	7	15	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	66	2826	78869	99	100	99	466	453	442	0	3	6	19	17	21	72	70	63	9	10	10
All Students (Prior Year)	73	2706	75053	100	100	99	552	603	597	5	5	7	23	10	12	72	78	72	0	7	9
Female	34	1343	38536	97	100	99	487	474	458	0	1	4	7	9	15	79	75	67	14	14	14
Male	32	1483	40302	100	100	99	444	435	428	0	5	8	32	23	26	64	66	60	4	6	7
African American	NC	149	4015	NC	96	99	NC	443	430	NC	3	8	NC	17	24	NC	71	61	NC	9	7
Hispanic	15	651	32606	100	99	98	463	439	426	0	4	8	23	22	27	62	68	60	15	6	5
Asian/Pacific Islander	--	85	1925	--	98	99	--	464	471	--	1	3	--	10	11	--	73	64	--	15	22
American Indian/Alaskan Native	NC	46	4245	NC	100	100	NC	435	423	NC	0	9	NC	23	26	NC	65	61	NC	13	4
White	46	1895	36078	96	100	99	466	458	459	0	3	4	20	15	16	73	71	66	8	11	14
Students with Disabilities	11	435	10246	100	100	100	439	386	367	0	8	18	45	37	39	45	48	40	9	7	4
Students without Disabilities	55	2396	68697	93	98	98	472	466	454	0	2	4	13	13	18	78	74	67	9	11	11
Limited English Proficient Students	NC	224	15339	NC	100	100	NC	359	399	NC	9	11	NC	33	31	NC	54	54	NC	4	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	16	567	39106	89	85	95	470	444	427	0	4	8	13	22	28	75	68	59	13	5	5
Non-Economically Disadvantaged	50	2264	39837	100	100	100	464	456	457	0	3	4	22	15	14	71	71	67	7	11	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	2918	78906	100	100	99	530	507	498	4	10	13	16	16	19	43	48	48	37	26	20
All Students (Prior Year)	89	2855	76019	98	100	100	509	503	499	4	9	14	39	39	39	19	16	14	38	35	33
Female	38	1425	38644	100	99	99	521	508	500	3	9	12	25	16	19	39	49	49	33	25	19
Male	35	1492	40236	100	100	99	539	507	497	6	11	15	6	16	19	47	46	46	41	27	20
African American	NC	135	4087	NC	98	99	NC	477	481	NC	19	20	NC	25	24	NC	42	45	NC	14	11
Hispanic	13	653	31938	100	100	99	513	488	481	8	17	19	31	21	25	38	45	46	23	17	10
Asian/Pacific Islander	NC	96	1805	NC	99	98	NC	526	536	NC	3	5	NC	12	8	NC	49	45	NC	36	42
American Indian/Alaskan Native	NC	41	4593	NC	100	100	NC	476	467	NC	14	26	NC	22	29	NC	46	39	NC	19	6
White	57	1993	36483	100	100	99	533	515	517	4	8	7	11	14	13	46	49	51	39	29	30
Students with Disabilities	12	413	10664	100	100	100	481	435	430	18	32	42	36	29	27	36	29	26	9	10	5
Students without Disabilities	61	2507	68310	100	98	98	539	519	509	2	7	9	12	14	18	44	51	51	42	29	22
Limited English Proficient Students	NC	182	12573	NC	100	100	NC	403	454	NC	30	27	NC	22	30	NC	43	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	14	573	38679	82	87	96	527	493	483	0	17	20	21	23	25	50	45	45	29	15	10
Non-Economically Disadvantaged	59	2347	40295	100	100	100	531	511	513	5	9	7	14	14	13	41	49	50	39	29	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	2919	78908	100	0	99	500	492	484	6	6	10	17	18	23	69	65	58	9	11	9
All Students (Prior Year)	89	2851	76020	98	100	100	516	506	503	10	18	25	20	22	23	51	45	40	19	14	12
Female	38	1426	38648	100	0	99	492	497	489	8	4	8	14	14	22	72	69	61	6	12	10
Male	35	1492	40233	100	0	99	507	487	479	3	8	12	21	21	25	65	61	55	12	10	8
African American	NC	135	4092	NC	0	99	NC	475	473	NC	8	12	NC	25	28	NC	61	54	NC	6	5
Hispanic	13	653	31940	100	0	99	465	473	465	23	11	16	23	27	32	54	57	49	0	5	3
Asian/Pacific Islander	NC	96	1805	NC	0	99	NC	502	507	NC	4	4	NC	9	13	NC	76	65	NC	11	18
American Indian/Alaskan Native	NC	41	4569	NC	0	100	NC	464	457	NC	11	18	NC	16	39	NC	65	41	NC	8	2
White	57	1994	36502	100	0	99	508	499	502	2	4	4	15	15	14	72	67	67	11	14	15
Students with Disabilities	12	415	10665	100	0	100	439	428	423	36	20	30	45	34	36	18	41	31	0	4	2
Students without Disabilities	61	2506	68312	100	0	98	511	503	493	0	4	7	12	15	21	78	69	62	10	12	10
Limited English Proficient Students	NC	182	12556	NC	0	100	NC	389	436	NC	20	24	NC	37	40	NC	41	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	14	574	38662	82	0	96	486	481	468	14	9	16	21	29	32	64	57	49	0	5	3
Non-Economically Disadvantaged	59	2347	40315	100	0	100	503	495	498	4	5	5	16	15	15	70	67	66	11	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	73	2920	78750	100	100	99	525	512	500	0	3	6	21	22	29	77	72	63	1	3	2
All Students (Prior Year)	88	2854	75673	97	100	100	575	544	530	4	8	12	10	22	25	81	66	58	5	4	4
Female	38	1427	38586	100	99	99	522	524	515	0	2	4	19	15	22	81	79	71	0	3	3
Male	35	1492	40135	100	100	99	528	499	486	0	4	8	24	29	35	74	65	56	3	2	1
African American	NC	135	4081	NC	98	99	NC	483	488	NC	10	8	NC	30	32	NC	58	59	NC	3	2
Hispanic	13	654	31841	100	100	99	517	500	483	0	4	8	31	29	36	69	65	55	0	2	1
Asian/Pacific Islander	NC	96	1802	NC	99	98	NC	527	533	NC	2	2	NC	17	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	NC	41	4586	NC	100	100	NC	485	481	NC	8	8	NC	16	37	NC	76	54	NC	0	1
White	57	1994	36440	100	100	99	526	517	516	0	3	3	20	20	22	78	75	71	2	3	4
Students with Disabilities	12	414	10622	100	100	100	482	436	415	0	10	21	55	47	50	45	42	28	0	1	1
Students without Disabilities	61	2508	68196	100	98	98	533	524	513	0	2	3	15	18	25	83	77	69	2	3	3
Limited English Proficient Students	NC	183	12504	NC	100	100	NC	410	451	NC	8	12	NC	38	44	NC	51	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	14	574	38558	82	88	96	527	498	485	0	6	8	21	29	37	79	65	54	0	1	1
Non-Economically Disadvantaged	59	2348	40260	100	100	100	524	515	514	0	3	3	21	20	21	77	74	72	2	3	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	3236	78250	100	100	99	567	558	548	8	13	21	14	17	18	65	57	48	13	13	13
All Students (Prior Year)	103	3176	75001	100	100	99	479	476	468	26	27	37	36	43	36	28	21	16	11	10	10
Female	44	1575	38071	100	100	99	566	558	549	7	11	20	15	17	19	68	59	49	10	13	12
Male	44	1658	40126	100	100	99	568	558	547	8	15	23	14	16	17	62	56	46	16	13	14
African American	NC	174	4058	NC	98	99	NC	544	523	NC	15	32	NC	24	22	NC	57	41	NC	4	5
Hispanic	25	686	29129	100	100	99	559	543	527	14	19	32	5	23	23	81	50	40	0	9	6
Asian/Pacific Islander	NC	101	1747	NC	100	100	NC	586	589	NC	5	9	NC	7	9	NC	64	50	NC	23	32
American Indian/Alaskan Native	NC	42	4996	NC	100	100	NC	534	518	NC	13	36	NC	19	25	NC	69	36	NC	0	4
White	58	2233	38320	100	100	99	571	563	568	6	11	12	15	15	14	62	59	55	17	15	19
Students with Disabilities	NC	371	9329	NC	100	100	NC	459	454	NC	58	64	NC	20	18	NC	20	16	NC	2	2
Students without Disabilities	82	2867	68996	100	99	99	568	570	561	5	7	16	14	16	18	68	62	52	12	14	14
Limited English Proficient Students	NC	147	10133	NC	100	100	NC	440	488	NC	31	45	NC	27	25	NC	41	28	NC	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	28	556	33388	93	90	94	552	546	530	15	20	32	19	22	22	63	50	40	4	8	5
Non-Economically Disadvantaged	60	2682	44937	100	100	100	574	561	561	4	11	13	12	16	15	67	59	54	18	14	18

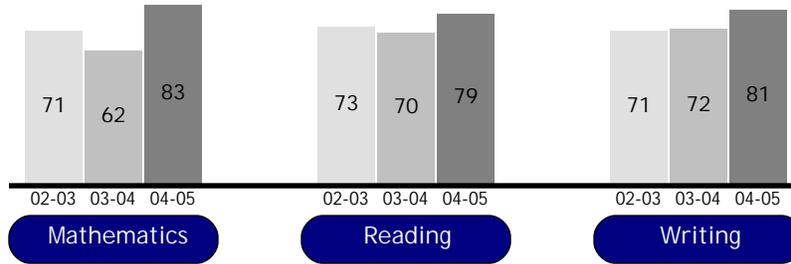
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	3238	78302	100	0	99	524	524	512	6	7	11	17	19	25	72	68	57	5	7	7
All Students (Prior Year)	103	3170	74918	100	100	99	513	507	497	15	22	32	22	18	19	42	42	35	20	18	15
Female	44	1575	38082	100	0	99	524	528	518	2	4	8	15	17	24	80	72	61	2	7	7
Male	44	1660	40166	100	0	99	524	520	507	11	9	14	19	21	26	62	64	54	8	7	6
African American	NC	174	4064	NC	0	100	NC	522	498	NC	6	14	NC	19	29	NC	71	54	NC	5	3
Hispanic	25	686	29152	100	0	99	522	510	492	10	12	17	19	25	34	62	58	46	10	5	2
Asian/Pacific Islander	NC	101	1746	NC	0	100	NC	545	542	NC	1	5	NC	13	13	NC	77	66	NC	9	16
American Indian/Alaskan Native	NC	43	4993	NC	0	100	NC	494	484	NC	9	19	NC	33	38	NC	52	42	NC	6	1
White	58	2234	38347	100	0	99	527	528	531	4	5	5	17	17	17	75	70	68	4	7	10
Students with Disabilities	NC	371	9353	NC	0	100	NC	438	429	NC	33	40	NC	35	38	NC	31	22	NC	1	1
Students without Disabilities	82	2869	69024	100	0	99	525	535	524	5	3	7	16	17	23	73	72	62	5	7	7
Limited English Proficient Students	NC	147	10140	NC	0	100	NC	407	451	NC	20	28	NC	39	43	NC	39	29	NC	1	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	28	556	33398	93	0	94	517	511	495	7	12	18	19	28	35	74	58	46	0	3	2
Non-Economically Disadvantaged	60	2684	44979	100	0	100	528	527	525	6	5	6	16	17	18	71	70	66	8	8	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	3229	78094	100	100	99	568	561	545	0	2	3	9	11	18	91	86	77	0	2	2
All Students (Prior Year)	103	3170	74503	100	100	99	529	522	491	2	4	9	21	22	32	65	61	51	11	12	8
Female	44	1573	38025	100	100	99	572	569	558	0	1	2	2	6	13	98	91	82	0	2	2
Male	44	1653	40013	100	99	99	563	552	534	0	3	5	16	15	23	84	81	71	0	1	1
African American	NC	173	4037	NC	97	99	NC	555	532	NC	2	4	NC	15	22	NC	82	73	NC	1	1
Hispanic	25	685	29068	100	100	99	572	547	523	0	3	5	10	17	27	90	80	67	0	1	1
Asian/Pacific Islander	NC	101	1743	NC	100	100	NC	588	577	NC	0	2	NC	4	9	NC	91	82	NC	5	8
American Indian/Alaskan Native	NC	42	4981	NC	100	100	NC	558	526	NC	3	4	NC	3	25	NC	94	70	NC	0	0
White	58	2228	38265	100	100	99	566	564	564	0	1	2	8	9	11	92	88	84	0	2	3
Students with Disabilities	NC	369	9275	NC	100	100	NC	459	444	NC	9	14	NC	39	46	NC	51	39	NC	1	1
Students without Disabilities	82	2862	68892	100	99	98	571	573	559	0	1	2	8	7	14	92	90	82	0	2	2
Limited English Proficient Students	NC	147	10084	NC	100	100	NC	431	474	NC	8	10	NC	28	39	NC	63	50	NC	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	28	556	33296	93	90	94	565	547	527	0	2	5	7	19	27	93	78	67	0	1	0
Non-Economically Disadvantaged	60	2675	44871	100	100	100	570	564	559	0	2	2	10	9	12	90	88	84	0	2	3

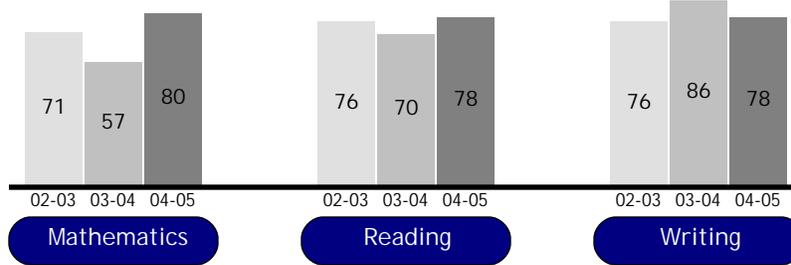
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

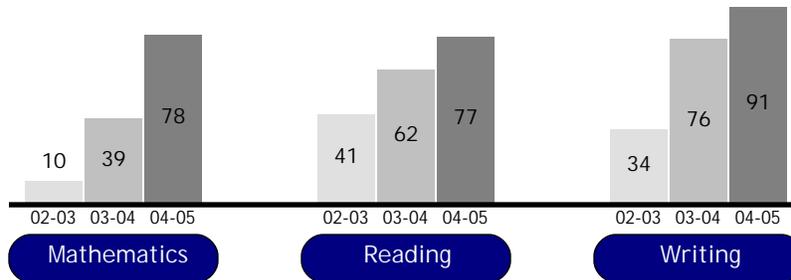
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	62	62	50	97	69	NA	58	99	48	53	47
	Language	100	61	57	43	96	72	60	50	99	53	53	47
	Mathematics	100	81	71	57	97	91	72	64	99	53	53	50
3	Reading	100	53	58	47	99	58	NA	55	100	56	52	44
	Language	99	60	66	54	97	67	70	61	100	54	50	44
	Mathematics	99	64	67	54	99	67	71	61	100	55	55	51
4	Reading	100	62	63	52	90	62	NA	56	100	52	54	48
	Language	100	58	59	48	97	57	60	52	100	52	55	49
	Mathematics	100	65	67	57	97	62	69	61	100	50	58	53
5	Reading	100	64	61	50	98	63	NA	55	100	53	56	50
	Language	99	59	56	46	98	56	56	49	100	57	56	50
	Mathematics	100	74	67	57	98	67	67	63	100	56	52	49
6	Reading	100	58	63	53	100	69	NA	56	100	55	58	51
	Language	99	56	58	45	100	68	60	48	100	54	55	47
	Mathematics	100	66	73	62	100	80	75	66	100	57	59	52
7	Reading	97	67	63	51	99	62	NA	54	100	60	59	50
	Language	96	75	69	54	99	61	67	58	100	63	62	52
	Mathematics	98	70	70	58	100	62	68	62	100	54	57	50
8	Reading	100	54	62	53	98	61	NA	55	100	56	58	51
	Language	99	50	62	49	96	59	64	52	100	58	56	50
	Mathematics	100	57	66	58	98	64	69	61	100	58	59	53

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

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

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 2005-06

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 2005-06

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) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	137
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Highly Qualified Teachers	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
- Ü Crisis Intervention Plan

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 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.

- ü the FISH Philosophy has been instituted for the staff which increases accountability and motivation. They follow the four premises of: Make someone's Day, Play, Be present, and Choose your attitude.

- ü A "Reading Room" has been created. Whole classes can go to the room and read in the comfort of plush sofas and lamp lighting. This increases the goal of literacy with motivation to read!

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	21	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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	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.

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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