

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1725 E Bilby Rd, Tucson, AZ 85706

Sunnyside Unified 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

High School 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 : Mr. Raul Q Nido
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 2243
 Web Address : www.sunnysideud.k12.az.us/
 Phone Number : (520) 545-5300
 Fax Number : (520) 545-5316
 E-mail : rauln@susd12.org

Mission

Our mission is to provide a safe and compassionate environment that guides, directs, and encourages students to acquire the knowledge, skills and attitudes for personal lifelong learning and productive living.

School / Academic Goals

- ü Math: Students will improve their math comprehension skills and demonstrate higher level application and analysis skills across the curriculum.
- ü Writing: Students will demonstrate an increase in writing proficiency across the curriculum using the Six- Trait Rubric.
- ü Reading: Students will demonstrate an increase in reading strategies and literary analysis skills across the curriculum.

Enrollment

October 1, 2004 School Year Student Enrollment : 2096
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 231

Instructional Programs

- ü Honors Classes/Teaming
- ü Honors Academy
- ü SEI Classes
- ü Advanced Placement
- ü Technology Based Learning
- ü Health Careers Academy
- ü Careers Technical Education CTE
- ü SPED

Calendar Information

Number of Instruction Days :	212
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We take pride in our responsibility for student's academic achievement. The staff informs parents of their child's progress through report cards, progress reports, phone calls, conferences, parents night and Good News postcards. English/Spanish.

Parents

Parents provide their children with the health-care immunizations required by law. Parents should ensure that children are at their bus stop at the appointed time, attend school daily and complete homework assignments.

Transportation Policy

According to Board Policy #E280, transportation is provided to special education students who require transportation; 9-12 students living beyond a 1 1/2-mile radius.

School Honors

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

Award/Honor	Year
ü National Teacher of the Year	2003
ü Arizona Counselor of the Year	2003
ü 4A State Football Champions	2004
ü 4A State Champion Wrestling	2004

10th 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	500	936	69846	100	100	100	678	675	699	31	35	21	19	19	11	47	44	49	3	2	18
All Students (Prior Year)	460	914	65934	100	100	100	473	471	492	63	66	43	20	18	18	16	15	24	1	1	15
Female	242	444	34328	100	100	99	683	682	702	29	30	19	19	20	12	49	48	51	3	2	18
Male	258	492	35509	100	100	100	673	669	696	33	40	23	18	18	11	46	40	48	3	3	18
African American	10	20	3535	100	100	100	666	671	677	80	61	31	0	11	15	10	22	46	10	6	8
Hispanic	445	803	23363	100	100	100	677	674	680	31	35	32	20	20	16	47	43	45	3	2	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	17	40	4785	100	100	100	686	679	671	29	39	39	18	18	17	53	42	39	0	0	5
White	25	66	36421	93	100	99	696	690	714	17	31	12	13	10	8	65	54	54	4	5	26
Students with Disabilities	61	143	7690	100	100	100	603	611	593	79	79	64	9	12	14	12	9	21	0	0	2
Students without Disabilities	439	793	62220	100	100	99	688	686	712	24	28	16	20	20	11	52	49	53	3	3	20
Limited English Proficient Students	79	149	5834	81	96	100	647	648	612	44	47	46	27	23	20	29	29	31	0	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	344	638	21421	100	100	92	680	678	686	34	38	35	18	18	15	46	42	43	2	2	7
Non-Economically Disadvantaged	156	298	48489	100	100	100	673	669	704	24	29	15	20	21	10	51	46	52	5	4	23

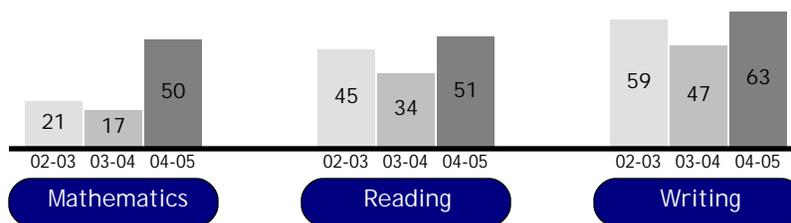
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	473	947	71311	100	100	100	669	667	694	14	16	7	35	35	21	49	47	63	2	2	9
All Students (Prior Year)	500	997	68162	100	100	100	482	481	509	38	41	18	28	26	24	33	32	51	1	2	8
Female	225	442	34899	97	100	100	677	679	700	12	10	5	33	33	19	52	54	66	3	3	10
Male	248	505	36430	100	100	100	662	657	688	16	21	9	36	36	22	46	41	61	2	2	8
African American	12	21	3573	100	100	100	651	667	676	27	17	9	45	44	26	27	33	60	0	6	4
Hispanic	416	810	24056	100	100	100	668	665	672	15	17	13	35	35	31	47	47	53	2	2	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	16	45	5110	100	100	100	679	672	661	6	8	14	31	45	38	56	45	46	6	3	2
White	26	64	36841	93	100	99	689	689	713	4	8	3	24	27	12	72	56	72	0	8	13
Students with Disabilities	57	142	8021	97	100	100	586	600	590	42	41	27	42	44	42	16	15	29	0	1	1
Students without Disabilities	416	806	63379	100	100	100	681	679	707	10	11	5	34	33	18	53	53	68	3	3	10
Limited English Proficient Students	118	223	6402	100	100	100	621	626	596	35	34	25	45	42	44	20	24	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	327	633	22243	100	100	93	671	669	677	17	18	14	35	35	32	46	45	51	2	2	3
Non-Economically Disadvantaged	146	315	49157	100	100	100	665	665	702	8	11	4	33	34	16	55	52	69	4	4	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	486	946	70868	100	100	100	674	668	688	9	10	5	28	33	23	59	55	63	4	3	9
All Students (Prior Year)	471	954	67629	100	100	100	491	482	524	35	41	22	18	18	16	45	39	59	2	2	3
Female	232	443	34710	100	100	99	682	681	697	7	7	3	29	29	19	59	60	66	5	3	12
Male	254	503	36176	100	100	100	667	658	678	10	13	7	27	35	27	59	50	59	3	2	7
African American	12	22	3557	100	100	99	656	664	675	9	5	7	73	68	25	18	26	62	0	0	6
Hispanic	431	811	23868	100	100	100	673	667	670	9	11	9	28	32	33	59	55	55	4	3	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	15	42	5001	100	100	100	700	685	661	0	5	9	20	32	41	73	59	48	7	3	2
White	25	64	36710	89	100	99	682	676	702	8	10	2	21	34	15	71	55	69	0	2	13
Students with Disabilities	56	137	7900	95	100	100	571	592	580	33	30	22	48	50	49	19	20	28	0	0	1
Students without Disabilities	430	809	63054	100	100	99	688	682	701	5	7	3	25	30	20	65	61	67	5	3	10
Limited English Proficient Students	124	225	6308	100	100	100	622	621	591	19	23	19	53	48	47	27	28	33	1	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	336	633	21994	100	100	92	674	668	673	10	12	10	31	34	36	56	52	52	3	2	3
Non-Economically Disadvantaged	150	313	48960	100	100	100	675	669	694	6	7	3	22	29	18	66	59	67	6	4	12

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)

10th 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?	Not Evaluated
	Met Graduation Rate?	Y
	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
9	Reading	82	23	22	41	79	29	NA	42	85	34	35	51
	Language	92	24	23	42	87	31	29	42	85	35	34	50
	Mathematics	88	40	40	60	84	47	44	63	84	40	38	50

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Shared Decision Making
- Ü Implementing SIP/NCA Model
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Review Instructional Strategies & Design

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	118.00
Other Professional Staff	8.00	Teacher Aide	21.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	6	0	0
4 to 6 years	15	1	0	0
7 to 9 years	4	6	1	0
10 or more years	22	32	1	3

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	295
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Learning Resource Center/Career Center
- Ü Auditorium/Athletic Complex/Tech Labs
- Ü English/Language Arts Lab
- Ü Mathematics Lab

Extracurricular Activities

- Ü APEX/DECA/MECHA/CBE/MESA
- Ü Athletic Teams/Drama/Chess
- Ü Marching Band/Jazz Band/Ensemble
- Ü Fine Arts/Mariachi/Folklorico
- Ü National Honors Society
- Ü Academic Decathlon
- Ü Mariachi, Los Diablitos
- Ü CTE/VICA/Blue Devil Dancers

Social Services

- Ü Breakfast and Lunch Program
- Ü Career Counseling Center/Internships
- Ü Counseling Services/Peer Mediation
- Ü Crisis Intervention
- Ü Choices & Decisions
- Ü Why Try Program
- Ü Freshmen Focus
- Ü Sunnyside Parent Encouragement Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Faculty-driven and data-driven school improvement plan. School wide weekly objective aligned with state standards. Lesson plans aligned with state standards.
- ü AIMS Scores improved in Reading, Writing and Math for the 2005-06 school year.
- ü Met AYP 2004- 2005 school year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Transfers Out Rates ⁵	14	12	12	17
Transfers In Rate ⁶	23	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	73	96	95	81
Retention Rate ⁹	18	1	1	3
Dropout Rate ¹⁰	7	0	1	6
Status Unknown ¹¹	4	0	1	4
Graduation Rate ¹²	77	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

Sunnyside High School promotes a safe and orderly learning environment by promptly responding to discipline problems and having a continuing partnership with parents, law enforcement personnel, campus monitors, administration and students.

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) :

75

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	Raul Q. Nido	(520) 545-5300
Transportation Policy	John Smead	(520) 545-2100
Community Resources	Raul Q. Nido	(520) 545-5300
School Nutrition Programs	Al Seino	(928) 545-5100
Parent Organization	Veronica Ahumada	(520) 545-5300
Student Health/Nurse	Shawn Murray	(520) 545-5300

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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** 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.