

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

11405 N. Dysart Road, El Mirage, AZ 85335

Dysart 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Not Evaluated  
2002-03 Alternative School  
2001-02 N/A

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

#### High School Achievement Profile (a)

2003-04 Not Evaluated  
2002-03 Alternative School  
2001-02 N/A

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

### 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 Overview

Principal/Administrator : Ms. Vicki VanRoekel  
Schedule : 7:30 AM to 7:00 PM  
Grades : 5-12  
2004 Enrollment : 150  
Web Address : www.dysart.org  
Phone Number : (623) 876-7927  
Fax Number : (623) 876-7925  
E-mail : vwanroekel@dysart.org

### Mission

The mission of Sundown Mountain School is to provide an alternative learning environment for students in need of academic, behavioral and social support different from the traditional school format.

### School / Academic Goals

- ü Each student will be able to understand the positive correlation between learning and skills necessary for success in life.
- ü Each student will complete classes and implement a plan for the future.

### Enrollment

October 1, 2003 School Year Student Enrollment : 117  
Accepting New Students in 2004-05 Under Open Enrollment Law :<sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 10

Instructional Programs

- ü Computer-Based Learning
- ü Tutoring
- ü Online Classes
- ü Elementary Behavioral Focus

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/7/2004
Last Day of School :	5/27/2005

Shared Responsibilities

School

We have the responsibility to communicate and work with parents in assisting students to remain in school. Regular conferences are held with parents. Weekly progress reports are sent home.

Parents

The parent will support the school discipline policy and educational program. The parent will provide an atmosphere at home that is conducive to the student's learning and success. The parent is responsible for ensuring regular student attendance.

Transportation Policy

Students attending daytime school will be transported via district school buses if they live within district boundaries. Evening students have transportation available if needed. Behavior on the school buses is dictated by district policy.

School Honors

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

Award/Honor

Year

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	--	939	76019	--	100	100	--	479	499	--	22	14	--	43	39	--	13	14	--	21	33
All Students (Prior Year)	--	855	76230	--	100	100	--	470	498	--	26	12	--	47	38	--	11	12	--	17	37
Female	--	452	37207	--	98	100	--	480	499	--	20	12	--	46	41	--	14	14	--	20	33
Male	--	481	38677	--	100	100	--	479	498	--	24	15	--	41	38	--	12	13	--	23	34
African American	--	92	3817	--	97	100	--	468	475	--	22	23	--	52	47	--	13	11	--	13	18
Hispanic	--	379	29458	--	98	100	--	462	480	--	34	20	--	45	48	--	9	12	--	13	20
Asian/Pacific Islander	--	24	1673	--	96	99	--	498	531	--	5	4	--	55	29	--	9	14	--	32	53
American Indian/Alaskan Native	--	17	4735	--	100	100	--	497	466	--	13	28	--	44	49	--	6	10	--	38	13
White	--	418	35880	--	100	100	--	493	515	--	15	7	--	39	32	--	17	16	--	28	45
Students with Disabilities	--	115	9786	--	100	100	--	436	457	--	54	39	--	35	40	--	7	7	--	4	13
Students without Disabilities	--	824	66233	--	99	99	--	482	503	--	20	11	--	44	39	--	14	14	--	23	35
Limited English Proficient Students	--	143	15206	--	100	100	--	430	459	--	57	31	--	40	53	--	3	7	--	0	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	--	499	35714				--	467	480	--	31	20	--	44	47	--	9	12	--	15	20
Non-Economically Disadvantaged	--	440	40266				--	491	513	--	14	9	--	42	33	--	17	15	--	27	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	--	941	76020	--	100	100	--	498	503	--	33	25	--	21	23	--	38	40	--	7	12
All Students (Prior Year)	--	847	76202	--	100	100	--	499	505	--	28	19	--	28	24	--	37	46	--	7	11
Female	--	453	37213	--	98	100	--	499	504	--	27	22	--	22	23	--	44	42	--	8	13
Male	--	482	38666	--	100	100	--	497	501	--	38	29	--	21	22	--	34	38	--	7	12
African American	--	92	3819	--	97	100	--	492	494	--	39	37	--	24	26	--	34	31	--	2	6
Hispanic	--	379	29442	--	98	99	--	491	494	--	45	37	--	22	26	--	28	31	--	4	6
Asian/Pacific Islander	--	24	1672	--	96	99	--	502	513	--	18	12	--	45	19	--	23	49	--	14	20
American Indian/Alaskan Native	--	17	4735	--	100	100	--	499	489	--	19	48	--	38	25	--	44	24	--	0	3
White	--	420	35890	--	100	100	--	505	511	--	23	15	--	18	20	--	48	48	--	11	18
Students with Disabilities	--	118	9784	--	100	100	--	476	485	--	72	58	--	12	19	--	15	19	--	0	4
Students without Disabilities	--	823	66236	--	98	99	--	500	504	--	29	23	--	22	23	--	40	42	--	8	13
Limited English Proficient Students	--	144	15198	--	100	100	--	476	483	--	79	59	--	18	25	--	3	14	--	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	--	499	35703				--	493	494	--	42	37	--	22	26	--	30	31	--	6	6
Non-Economically Disadvantaged	--	442	40274				--	503	509	--	24	17	--	21	20	--	46	47	--	9	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	--	936	75673	--	99	100	--	508	530	--	15	12	--	32	25	--	50	58	--	3	4
All Students (Prior Year)	--	812	74692	--	100	99	--	482	502	--	29	18	--	32	27	--	36	47	--	3	8
Female	--	451	37099	--	98	100	--	525	548	--	9	8	--	32	22	--	55	64	--	4	6
Male	--	479	38441	--	100	99	--	493	513	--	20	16	--	33	29	--	46	52	--	1	3
African American	--	92	3791	--	97	99	--	509	506	--	12	18	--	31	29	--	56	50	--	1	3
Hispanic	--	377	29305	--	98	99	--	491	507	--	17	16	--	39	31	--	43	51	--	1	2
Asian/Pacific Islander	--	24	1665	--	96	99	--	518	573	--	18	6	--	14	16	--	68	67	--	0	10
American Indian/Alaskan Native	--	17	4707	--	100	100	--	550	492	--	13	19	--	27	33	--	40	46	--	20	1
White	--	418	35760	--	100	99	--	520	550	--	14	9	--	29	21	--	54	64	--	4	6
Students with Disabilities	--	117	9706	--	100	100	--	447	462	--	38	36	--	34	32	--	28	31	--	0	1
Students without Disabilities	--	819	65967	--	98	99	--	513	536	--	13	10	--	32	25	--	52	60	--	3	5
Limited English Proficient Students	--	144	15115	--	100	100	--	446	471	--	41	26	--	40	38	--	19	35	--	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	--	497	35541				--	499	504	--	18	17	--	33	31	--	48	50	--	1	2
Non-Economically Disadvantaged	--	439	40091				--	518	550	--	12	9	--	31	21	--	52	64	--	4	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	--	833	75001	--	100	99	--	449	468	--	50	37	--	36	36	--	11	16	--	3	10
All Students (Prior Year)	--	651	71167	--	99	99	--	441	463	--	57	38	--	34	41	--	8	14	--	1	7
Female	--	410	36846	--	99	99	--	451	468	--	47	36	--	38	38	--	11	16	--	3	10
Male	--	419	37974	--	99	99	--	447	467	--	53	39	--	33	34	--	11	16	--	3	11
African American	--	76	3720	--	96	98	--	439	446	--	61	53	--	28	33	--	8	9	--	3	4
Hispanic	--	356	26675	--	97	98	--	440	448	--	58	52	--	33	34	--	6	10	--	2	4
Asian/Pacific Islander	--	15	1575	--	100	99	--	487	504	--	17	18	--	33	33	--	33	20	--	17	29
American Indian/Alaskan Native	--	12	4731	--	100	98	--	438	438	--	67	61	--	17	30	--	8	7	--	8	2
White	--	363	37785	--	99	99	--	459	482	--	42	25	--	40	39	--	15	21	--	4	15
Students with Disabilities	--	111	8802	--	100	100	--	405	418	--	87	79	--	11	16	--	2	3	--	0	1
Students without Disabilities	--	722	66199	--	97	99	--	452	472	--	47	34	--	38	38	--	11	17	--	3	11
Limited English Proficient Students	--	131	11710	--	100	100	--	421	429	--	80	70	--	18	25	--	1	4	--	0	1
Migrant Students	--	NC	709				--	NC	442	--	NC	57	--	NC	34	--	NC	7	--	NC	2
Economically Disadvantaged	--	440	29814				--	438	448	--	60	53	--	31	33	--	8	10	--	1	4
Non-Economically Disadvantaged	--	393	45170				--	460	479	--	41	28	--	41	38	--	13	20	--	5	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	--	831	74918	--	99	99	--	487	497	--	38	32	--	19	19	--	33	35	--	10	15
All Students (Prior Year)	--	648	71100	--	99	99	--	487	502	--	35	25	--	26	21	--	33	40	--	7	15
Female	--	412	36805	--	100	99	--	493	501	--	34	28	--	19	19	--	37	37	--	10	16
Male	--	416	37936	--	98	99	--	482	493	--	42	35	--	20	18	--	30	33	--	9	14
African American	--	76	3719	--	96	98	--	482	481	--	38	43	--	20	21	--	37	29	--	6	7
Hispanic	--	354	26645	--	97	98	--	474	478	--	49	46	--	22	20	--	25	27	--	4	6
Asian/Pacific Islander	--	15	1571	--	100	99	--	506	521	--	17	18	--	17	15	--	58	38	--	8	30
American Indian/Alaskan Native	--	12	4729	--	100	98	--	480	468	--	50	57	--	8	19	--	33	19	--	8	4
White	--	363	37773	--	99	99	--	500	511	--	28	20	--	18	18	--	40	41	--	15	21
Students with Disabilities	--	111	8801	--	100	100	--	435	448	--	77	75	--	11	13	--	12	10	--	0	2
Students without Disabilities	--	720	66117	--	97	99	--	492	501	--	34	28	--	20	19	--	35	37	--	10	16
Limited English Proficient Students	--	131	11706	--	100	100	--	447	454	--	76	71	--	18	16	--	5	12	--	0	1
Migrant Students	--	NC	706				--	NC	467	--	NC	55	--	NC	22	--	NC	20	--	NC	4
Economically Disadvantaged	--	439	29785				--	474	477	--	49	47	--	22	20	--	25	26	--	4	6
Non-Economically Disadvantaged	--	392	45115				--	501	508	--	26	23	--	16	18	--	42	39	--	15	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	--	828	74503	--	99	99	--	486	491	--	9	9	--	33	32	--	52	51	--	6	8
All Students (Prior Year)	--	630	69001	--	96	96	--	473	490	--	28	17	--	44	37	--	28	45	--	0	1
Female	--	409	36686	--	99	99	--	507	506	--	5	5	--	24	29	--	63	57	--	7	9
Male	--	415	37644	--	98	98	--	465	476	--	14	13	--	42	36	--	41	45	--	4	6
African American	--	76	3677	--	96	97	--	490	475	--	10	12	--	30	36	--	55	46	--	6	5
Hispanic	--	351	26500	--	96	97	--	468	467	--	13	13	--	39	39	--	44	44	--	4	4
Asian/Pacific Islander	--	15	1566	--	100	99	--	512	537	--	0	5	--	25	23	--	67	55	--	8	18
American Indian/Alaskan Native	--	12	4695	--	100	97	--	470	464	--	8	14	--	42	39	--	42	44	--	8	3
White	--	363	37606	--	99	99	--	501	508	--	6	6	--	28	28	--	60	56	--	7	10
Students with Disabilities	--	111	8662	--	100	100	--	393	409	--	41	37	--	44	42	--	15	20	--	0	1
Students without Disabilities	--	717	65841	--	97	98	--	494	499	--	7	7	--	32	32	--	55	53	--	6	8
Limited English Proficient Students	--	130	11608	--	100	100	--	414	430	--	31	23	--	48	47	--	21	28	--	0	1
Migrant Students	--	NC	701				--	NC	449	--	NC	17	--	NC	43	--	NC	38	--	NC	1
Economically Disadvantaged	--	439	29587				--	467	465	--	13	14	--	38	40	--	45	43	--	3	4
Non-Economically Disadvantaged	--	389	44898				--	506	507	--	6	7	--	27	28	--	59	55	--	8	10

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

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	22	608	65934	88	99	100	444	472	492	95	65	43	0	20	18	5	11	24	0	4	15
All Students (Prior Year)	24	274	57534	77	64	91	448	471	491	92	68	46	0	16	16	8	12	23	0	4	15
Female	10	293	32586	77	98	100	451	471	491	90	69	44	0	21	19	10	7	24	0	3	14
Male	11	313	33226	92	98	99	439	474	493	100	62	42	0	19	18	0	16	24	0	4	16
African American	NC	55	3042	NC	98	98	NC	465	478	NC	78	58	NC	15	19	NC	5	17	NC	2	6
Hispanic	11	261	21740	85	96	100	435	463	475	100	80	63	0	13	17	0	6	15	0	2	5
Asian/Pacific Islander	--	18	1643	--	100	99	--	489	519	--	56	23	--	17	13	--	6	30	--	22	34
American Indian/Alaskan Native	--	NC	4351	--	NC	99	--	NC	472	--	NC	68	--	NC	16	--	NC	13	--	NC	4
White	NC	267	34819	NC	100	99	NC	482	505	NC	49	27	NC	28	20	NC	18	31	NC	5	22
Students with Disabilities	NC	50	6507	NC	94	100	NC	442	456	NC	98	83	NC	0	9	NC	0	6	NC	2	2
Students without Disabilities	21	558	59427	84	99	100	444	475	494	95	62	41	0	21	19	5	12	25	0	4	16
Limited English Proficient Students	NC	71	6793	NC	100	100	NC	455	464	NC	87	79	NC	6	11	NC	7	8	NC	0	2
Migrant Students	--	NC	708				--	NC	469	--	NC	72	--	NC	15	--	NC	10	--	NC	3
Economically Disadvantaged	10	312	18745				446	465	475	90	77	64	0	15	16	10	6	15	0	2	5
Non-Economically Disadvantaged	12	296	47182				442	480	499	100	53	35	0	25	19	0	17	27	0	6	19

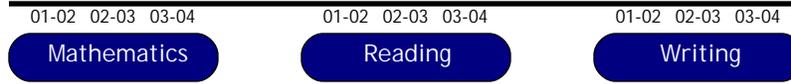
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	625	68162	100	99	100	458	492	509	62	28	18	29	29	24	10	41	51	0	3	8
All Students (Prior Year)	23	272	56700	74	64	89	471	497	512	52	20	15	26	32	23	22	45	52	0	3	10
Female	NC	294	33509	NC	99	100	NC	495	513	NC	24	15	NC	30	23	NC	44	52	NC	3	9
Male	13	330	34521	100	98	100	453	489	505	77	31	20	15	28	24	8	38	49	0	3	7
African American	NC	57	3163	NC	98	99	NC	483	497	NC	32	22	NC	35	30	NC	33	46	NC	0	3
Hispanic	12	266	22624	100	96	100	446	478	487	75	40	32	25	32	31	0	27	35	0	1	2
Asian/Pacific Islander	--	17	1666	--	100	100	--	494	523	--	24	11	--	41	17	--	29	60	--	6	12
American Indian/Alaskan Native	--	NC	4592	--	NC	100	--	NC	484	--	NC	32	--	NC	37	--	NC	30	--	NC	1
White	NC	275	35727	NC	100	100	NC	509	526	NC	14	7	NC	23	17	NC	57	64	NC	6	12
Students with Disabilities	NC	63	6845	NC	100	100	NC	450	468	NC	74	53	NC	19	29	NC	6	18	NC	0	1
Students without Disabilities	20	562	61317	95	98	100	457	497	512	65	22	15	25	30	23	10	44	53	0	4	8
Limited English Proficient Students	--	67	7152	--	99	100	--	463	464	--	63	57	--	25	31	--	12	12	--	0	0
Migrant Students	NC	NC	745				NC	NC	469	NC	NC	51	NC	NC	31	NC	NC	17	NC	NC	1
Economically Disadvantaged	NC	323	19528				NC	483	487	NC	35	31	NC	33	32	NC	30	34	NC	2	2
Non-Economically Disadvantaged	13	302	48595				449	502	518	69	19	13	23	24	20	8	52	57	0	4	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	21	624	67629	100	99	100	393	507	524	71	27	22	14	16	16	14	56	59	0	1	3
All Students (Prior Year)	--	325	55090	--	76	87	--	461	479	--	22	16	--	12	13	--	66	70	--	0	0
Female	NC	295	33347	NC	99	100	NC	524	537	NC	21	17	NC	14	15	NC	63	64	NC	1	4
Male	13	328	34151	100	98	99	370	492	512	77	32	27	15	17	18	8	50	54	0	0	2
African American	NC	58	3150	NC	100	99	NC	513	515	NC	19	24	NC	26	19	NC	53	56	NC	2	2
Hispanic	12	266	22313	100	96	100	360	484	493	83	38	34	8	14	19	8	48	46	0	0	1
Asian/Pacific Islander	--	17	1659	--	100	100	--	510	564	--	18	11	--	24	12	--	59	68	--	0	9
American Indian/Alaskan Native	--	NC	4528	--	NC	99	--	NC	492	--	NC	35	--	NC	21	--	NC	42	--	NC	1
White	NC	274	35593	NC	99	99	NC	529	547	NC	18	13	NC	14	14	NC	67	69	NC	1	4
Students with Disabilities	NC	60	6712	NC	100	100	NC	414	445	NC	69	61	NC	15	18	NC	15	21	NC	0	0
Students without Disabilities	20	564	60917	95	98	100	391	517	530	70	23	19	15	16	16	15	61	61	0	1	3
Limited English Proficient Students	--	65	6994	--	96	100	--	454	442	--	54	58	--	18	18	--	28	23	--	0	0
Migrant Students	NC	NC	732				NC	NC	466	NC	NC	44	NC	NC	23	NC	NC	33	NC	NC	0
Economically Disadvantaged	NC	322	19310				NC	493	489	NC	33	35	NC	17	20	NC	50	44	NC	0	1
Non-Economically Disadvantaged	13	302	48278				387	523	538	62	21	17	23	15	15	15	64	65	0	1	4

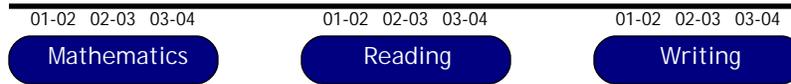
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

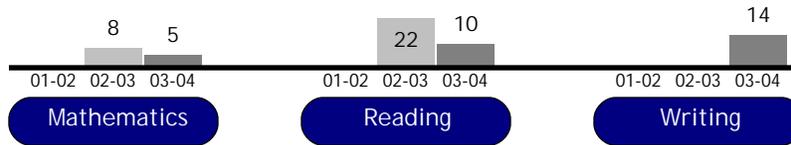
5th Grade Proficiency



8th Grade Proficiency



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. 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?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**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](http://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
5	Reading	--	--	36	46	NC	NC	40	50	--	--	NA	55
	Language	--	--	33	43	NC	NC	34	46	--	--	39	49
	Mathematics	--	--	46	54	NC	NC	43	57	--	--	49	63
6	Reading	--	--	40	49	NC	NC	40	53	--	--	NA	56
	Language	--	--	32	42	NC	NC	34	45	--	--	36	48
	Mathematics	--	--	48	58	NC	NC	47	62	--	--	52	66
7	Reading	--	--	35	48	NC	NC	42	51	--	--	NA	54
	Language	--	--	35	51	NC	NC	47	54	--	--	44	58
	Mathematics	--	--	40	54	NC	NC	45	58	--	--	46	62
8	Reading	--	--	36	49	89	16	41	53	--	--	NA	55
	Language	--	--	33	46	100	7	35	49	--	--	40	52
	Mathematics	--	--	40	54	89	13	42	58	--	--	48	61
9	Reading	--	--	21	37	NC	NC	26	41	100	11	NA	42
	Language	--	--	23	38	NC	NC	26	42	100	8	29	42
	Mathematics	--	--	40	56	NC	NC	42	60	100	22	44	63

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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Policies
- Ü Parent Involvement
- Ü Social Involvement Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	9.00
Other Professional Staff	1.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	8
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Computer Labs

Extracurricular Activities

- Ü Career Club
- Ü Basketball
- Ü Funtography

Social Services

- Ü Counseling
- Ü Child Care
- Ü Job Specialist
- Ü Therapeutic Clinicians

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

Ü Sundown Mountain had twenty-one graduates in May, 2004.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	92	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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 4-5	NC	NC
Grades 5-6	NC	NC
Grades 6-7	NC	NC
Grades 7-8	NC	NC

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

Elementary students receive PACT training. Night security guard patrols the classroom areas and the parking lots for evening school. A school monitor is with the elementary students at all times and monitors discipline.

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) :

10
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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	Janice Koenig	(800) 876-7926
Transportation Policy	Vicki Van Roekel	(623) 876-7926
Community Resources	Martha Crosby	(623) 876-7016
School Nutrition Programs	Mike Lazano	(623) 876-7075
Parent Organization	Dudliena Saeed	(623) 876-7926
Student Health/Nurse	Vicki Van Roekel	(623) 876-7927

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](http://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](http://www.ade.az.gov/azlearns).

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

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](http://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](http://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.