

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8490 W. Missouri Ave., Glendale, AZ 85305

Pendergast Elementary 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
2003-04	N/A
2002-03	N/A

(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	N/A
2002-03	N/A

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 : Ms. Rebecca A. Bogert
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-8
 2005 Enrollment : 554
 Web Address : www.pendergast.k12.az.us
 Phone Number : (623) 772-2730
 Fax Number : (623) 877-4935
 E-mail : rbogert@pendergast.k12.az.us

Mission

The central mission of Sunset Ridge Elementary School is high levels of learning for every student where each student feels valued, supported, and his/her achievement is celebrated.

School / Academic Goals

- ü All Sunset Ridge students will read with fluency and comprehension at or above grade-level at the completion of third grade.
- ü All Sunset Ridge students will meet or exceed Arizona Academic Standards in reading, writing, mathematics, and science.
- ü All parents of Sunset Ridge students will understand the Arizona Academic Standards and be involved in helping their child meet these standards.
- ü Sunset Ridge School will achieve a learning environment characterized by intellectual endeavor, respect, responsibility, and safety.

Enrollment

October 1, 2004 School Year Student Enrollment : 559
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 5

Instructional Programs

- ü Balanced Literacy Program
- ü Standards-based Mathematics Program
- ü Inquiry-based Science Program
- ü Intregrated Computer Technology Program
- ü Girls and Boys Town Citizenship Program
- ü Gifted Education Program
- ü Structured-English Immersion Program
- ü Departmentalized 7th-8th Grade Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Sunset Ridge is committed to providing a standards-based and high-quality educational program that supports high-levels of learning for every student. We promote student responsibility, provide a safe and respectful learning environment, communicate and provide parents with instructional strategies and curriculum information to assist them in supporting their child at home.

Parents

Sunset Ridge strives to develop and nurture a close partnership with parents in supporting the academic achievement of every Sunset Ridge student. Parents understand and promote learning that meets Arizona Academic Standards. Parents support and help their child develop responsible, respectful and safe behavior. Parents support homework and reading at home and communicate regularly with their child's teachers regarding their child's academic progress.

Transportation Policy

Transportation of students is a privilege granted by the District. Bus transportation is provided for students who are residents within the school attendance area but live more than a mile from school. Transportation is also provided for students with disabilities who require transportation as indicated in their Individual Education Programs. Should bus behavior lead to revocation of bus privileges, parents are responsible for transporting students to and from school.

School Honors

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

Award/Honor	Year
ü New School.	

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	58	1166	79306	95	100	99	431	435	445	13	13	10	30	20	18	47	53	51	11	14	20
All Students (Prior Year)	--	1144	75509	--	100	100	--	514	521	--	15	13	--	26	23	--	32	33	--	26	31
Female	26	590	38691	93	99	99	423	441	446	18	10	10	36	19	18	41	56	52	5	14	20
Male	32	575	40583	97	100	99	438	429	445	8	15	11	24	21	18	52	51	50	16	13	21
African American	NC	93	4041	NC	98	99	NC	414	426	NC	16	17	NC	26	23	NC	47	50	NC	11	10
Hispanic	39	706	32869	93	100	99	423	427	429	13	16	15	37	24	25	43	52	51	7	8	10
Asian/Pacific Islander	NC	22	1935	NC	100	99	NC	470	474	NC	0	3	NC	25	9	NC	38	48	NC	38	40
American Indian/Alaskan Native	NC	15	4264	NC	94	100	NC	437	419	NC	8	19	NC	31	30	NC	62	45	NC	0	6
White	15	330	36197	100	100	99	440	454	463	8	6	5	23	11	11	62	58	53	8	24	31
Students with Disabilities	NC	140	10321	NC	100	100	NC	363	389	NC	37	30	NC	24	27	NC	33	34	NC	6	9
Students without Disabilities	54	1026	69060	98	99	98	437	445	454	7	9	7	33	20	17	49	56	54	12	15	22
Limited English Proficient Students	NC	271	15509	NC	100	100	NC	401	406	NC	18	20	NC	33	30	NC	45	45	NC	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	25	605	39415	86	93	96	419	428	431	18	17	15	36	23	25	41	52	50	5	8	10
Non-Economically Disadvantaged	33	561	39966	100	100	100	442	444	459	8	8	6	24	17	12	52	55	52	16	20	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	58	1167	79395	95	0	99	430	437	446	9	10	9	45	29	25	45	53	55	2	8	11
All Students (Prior Year)	--	1143	75492	--	100	100	--	514	519	--	14	12	--	18	16	--	47	47	--	21	24
Female	26	591	38743	93	0	100	424	448	451	9	8	7	55	25	24	36	57	57	0	10	12
Male	32	575	40618	97	0	99	435	425	440	8	12	11	36	32	27	52	50	53	4	5	9
African American	NC	93	4052	NC	0	100	NC	418	434	NC	13	11	NC	29	29	NC	51	54	NC	7	6
Hispanic	39	706	32915	93	0	99	416	428	426	13	12	15	50	35	35	37	48	47	0	5	4
Asian/Pacific Islander	NC	22	1936	NC	0	99	NC	457	468	NC	6	3	NC	19	14	NC	56	63	NC	19	19
American Indian/Alaskan Native	NC	16	4271	NC	0	100	NC	442	420	NC	7	15	NC	29	42	NC	57	41	NC	7	2
White	15	330	36221	100	0	99	445	457	465	0	4	4	38	18	15	62	64	63	0	14	17
Students with Disabilities	NC	140	10331	NC	0	100	NC	363	388	NC	26	25	NC	34	37	NC	35	34	NC	5	4
Students without Disabilities	54	1027	69139	98	0	99	432	446	454	9	8	7	40	28	24	49	56	58	2	8	11
Limited English Proficient Students	NC	272	15545	NC	0	100	NC	398	399	NC	16	21	NC	41	42	NC	41	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	25	606	39484	86	0	96	416	427	429	9	14	14	55	34	35	36	49	47	0	4	4
Non-Economically Disadvantaged	33	561	39986	100	0	100	442	448	461	8	5	4	36	23	16	52	59	63	4	12	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	57	1167	78869	93	100	99	419	428	442	15	7	6	21	26	21	57	60	63	6	7	10
All Students (Prior Year)	--	1138	75053	--	100	99	--	599	597	--	8	7	--	11	12	--	70	72	--	11	9
Female	26	594	38536	93	100	99	426	453	458	14	3	4	14	19	15	68	66	67	5	12	14
Male	31	571	40302	94	100	99	413	403	428	16	10	8	28	34	26	48	53	60	8	2	7
African American	NC	94	4015	NC	99	99	NC	414	430	NC	6	8	NC	28	24	NC	59	61	NC	7	7
Hispanic	38	706	32606	90	100	98	415	421	426	13	9	8	30	29	27	50	57	60	7	5	5
Asian/Pacific Islander	NC	22	1925	NC	100	99	NC	473	471	NC	0	3	NC	13	11	NC	63	64	NC	25	22
American Indian/Alaskan Native	NC	16	4245	NC	100	100	NC	446	423	NC	0	9	NC	14	26	NC	86	61	NC	0	4
White	15	329	36078	100	100	99	417	444	459	23	4	4	8	22	16	62	64	66	8	10	14
Students with Disabilities	NC	141	10246	NC	100	100	NC	328	367	NC	22	18	NC	43	39	NC	31	40	NC	5	4
Students without Disabilities	53	1026	68697	96	99	98	429	442	454	12	5	4	19	24	18	63	64	67	7	7	11
Limited English Proficient Students	NC	274	15339	NC	100	100	NC	391	399	NC	11	11	NC	34	31	NC	54	54	NC	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	25	607	39106	86	93	95	400	418	427	18	9	8	23	30	28	59	57	59	0	4	5
Non-Economically Disadvantaged	32	560	39837	100	100	100	436	440	457	12	5	4	20	21	14	56	64	67	12	10	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	55	1130	78906	98	100	99	496	495	498	17	15	13	17	21	19	47	48	48	19	15	20
All Students (Prior Year)	--	1134	76019	--	99	100	--	493	499	--	15	14	--	41	39	--	14	14	--	30	33
Female	35	541	38644	100	99	99	486	495	500	18	14	12	25	23	19	50	49	49	7	14	19
Male	20	589	40236	95	100	99	511	495	497	16	17	15	5	19	19	42	48	46	37	17	20
African American	NC	118	4087	NC	97	99	NC	478	481	NC	27	20	NC	26	24	NC	37	45	NC	10	11
Hispanic	32	636	31938	100	100	99	496	489	481	8	15	19	23	24	25	58	49	46	12	12	10
Asian/Pacific Islander	NC	15	1805	NC	83	98	NC	512	536	NC	8	5	NC	15	8	NC	62	45	NC	15	42
American Indian/Alaskan Native	NC	12	4593	NC	92	100	NC	491	467	NC	40	26	NC	0	29	NC	40	39	NC	20	6
White	14	349	36483	93	99	99	505	510	517	15	11	7	15	15	13	38	51	51	31	23	30
Students with Disabilities	NC	131	10664	NC	100	100	NC	439	430	NC	56	42	NC	22	27	NC	22	26	NC	0	5
Students without Disabilities	52	999	68310	100	99	98	502	502	509	11	10	9	18	21	18	50	52	51	20	17	22
Limited English Proficient Students	NC	210	12573	NC	100	100	NC	476	454	NC	21	27	NC	30	30	NC	42	38	NC	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	26	570	38679	84	93	96	495	484	483	22	18	20	13	25	25	43	44	45	22	12	10
Non-Economically Disadvantaged	29	560	40295	100	100	100	497	507	513	13	12	7	21	16	13	50	53	50	17	19	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	55	1127	78908	98	0	99	483	479	484	13	12	10	15	26	23	68	57	58	4	5	9
All Students (Prior Year)	--	1135	76020	--	99	100	--	498	503	--	30	25	--	24	23	--	39	40	--	7	12
Female	35	540	38648	100	0	99	485	483	489	7	10	8	21	25	22	68	58	61	4	7	10
Male	20	587	40233	95	0	99	480	477	479	21	13	12	5	27	25	68	56	55	5	4	8
African American	NC	118	4092	NC	0	99	NC	469	473	NC	19	12	NC	29	28	NC	48	54	NC	4	5
Hispanic	32	633	31940	100	0	99	486	472	465	4	13	16	15	30	32	81	54	49	0	3	3
Asian/Pacific Islander	NC	15	1805	NC	0	98	NC	484	507	NC	8	4	NC	23	13	NC	62	65	NC	8	18
American Indian/Alaskan Native	NC	12	4569	NC	0	100	NC	475	457	NC	10	18	NC	30	39	NC	50	41	NC	10	2
White	14	349	36502	93	0	99	485	496	502	15	8	4	15	18	14	62	65	67	8	9	15
Students with Disabilities	NC	130	10665	NC	0	100	NC	434	423	NC	44	30	NC	32	36	NC	23	31	NC	1	2
Students without Disabilities	52	997	68312	100	0	98	488	485	493	7	7	7	16	25	21	73	62	62	5	6	10
Limited English Proficient Students	NC	210	12556	NC	0	100	NC	456	436	NC	19	24	NC	40	40	NC	40	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	26	569	38662	84	0	96	479	468	468	13	15	16	13	31	32	70	51	49	4	3	3
Non-Economically Disadvantaged	29	558	40315	100	0	100	487	493	498	13	7	5	17	20	15	67	65	66	4	8	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	55	1131	78750	98	100	99	516	493	500	2	5	6	30	36	29	68	58	63	0	1	2
All Students (Prior Year)	--	1132	75673	--	99	100	--	525	530	--	11	12	--	28	25	--	58	58	--	3	4
Female	35	540	38586	100	99	99	529	509	515	0	3	4	21	29	22	79	67	71	0	1	3
Male	20	591	40135	95	100	99	497	478	486	5	7	8	42	42	35	53	50	56	0	1	1
African American	NC	119	4081	NC	98	99	NC	487	488	NC	10	8	NC	33	32	NC	56	59	NC	1	2
Hispanic	32	637	31841	100	100	99	526	489	483	0	5	8	27	39	36	73	55	55	0	1	1
Asian/Pacific Islander	NC	15	1802	NC	83	98	NC	505	533	NC	0	2	NC	38	16	NC	54	75	NC	8	7
American Indian/Alaskan Native	NC	12	4586	NC	92	100	NC	446	481	NC	30	8	NC	20	37	NC	50	54	NC	0	1
White	14	348	36440	93	99	99	505	502	516	8	4	3	31	31	22	62	64	71	0	1	4
Students with Disabilities	NC	131	10622	NC	100	100	NC	402	415	NC	32	21	NC	54	50	NC	14	28	NC	0	1
Students without Disabilities	52	1000	68196	100	100	98	523	505	513	0	2	3	27	33	25	73	64	69	0	1	3
Limited English Proficient Students	NC	209	12504	NC	100	100	NC	472	451	NC	7	12	NC	48	44	NC	45	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	26	569	38558	84	93	96	512	485	485	0	6	8	39	40	37	61	53	54	0	0	1
Non-Economically Disadvantaged	29	562	40260	100	100	100	520	503	514	4	4	3	21	30	21	75	63	72	0	2	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	63	1175	78250	95	99	99	533	545	548	21	20	21	35	21	18	42	49	48	2	10	13
All Students (Prior Year)	--	1123	75001	--	99	99	--	462	468	--	39	37	--	39	36	--	15	16	--	7	10
Female	31	555	38071	94	99	99	531	549	549	19	17	20	35	23	19	46	50	49	0	10	12
Male	32	619	40126	97	99	99	533	541	547	23	22	23	35	20	17	39	48	46	3	10	14
African American	12	131	4058	92	97	99	526	524	523	40	22	32	20	25	22	40	48	41	0	5	5
Hispanic	40	641	29129	100	100	99	531	535	527	16	23	32	43	25	23	38	46	40	3	5	6
Asian/Pacific Islander	NC	26	1747	NC	100	100	NC	598	589	NC	14	9	NC	5	9	NC	50	50	NC	32	32
American Indian/Alaskan Native	--	19	4996	--	95	100	--	544	518	--	29	36	--	18	25	--	41	36	--	12	4
White	10	358	38320	83	98	99	553	565	568	11	12	12	22	15	14	67	54	55	0	20	19
Students with Disabilities	NC	104	9329	NC	100	100	NC	424	454	NC	68	64	NC	18	18	NC	14	16	NC	1	2
Students without Disabilities	61	1071	68996	95	98	99	535	555	561	20	15	16	35	22	18	44	52	52	2	11	14
Limited English Proficient Students	NC	167	10133	NC	100	100	NC	497	488	NC	37	45	NC	25	25	NC	35	28	NC	3	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	32	517	33388	91	89	94	520	534	530	31	27	32	31	24	22	38	44	40	0	5	5
Non-Economically Disadvantaged	31	658	44937	100	100	100	546	554	561	11	13	13	39	19	15	46	53	54	4	15	18

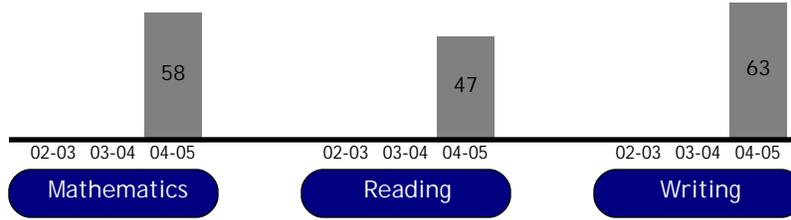
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	1180	78302	95	0	99	511	509	512	7	9	11	30	25	25	60	60	57	4	5	7
All Students (Prior Year)	--	1119	74918	--	98	99	--	493	497	--	33	32	--	22	19	--	36	35	--	10	15
Female	31	556	38082	94	0	99	511	517	518	4	6	8	35	23	24	58	65	61	4	6	7
Male	32	623	40166	97	0	99	511	502	507	10	12	14	26	28	26	61	55	54	3	5	6
African American	12	132	4064	92	0	100	508	494	498	10	11	14	20	23	29	70	64	54	0	2	3
Hispanic	40	644	29152	100	0	99	507	500	492	5	11	17	38	31	34	57	55	46	0	3	2
Asian/Pacific Islander	NC	26	1746	NC	0	100	NC	544	542	NC	5	5	NC	9	13	NC	68	66	NC	18	16
American Indian/Alaskan Native	--	19	4993	--	0	100	--	493	484	--	24	19	--	24	38	--	53	42	--	0	1
White	10	359	38347	83	0	99	540	527	531	0	6	5	11	18	17	67	66	68	22	10	10
Students with Disabilities	NC	107	9353	NC	0	100	NC	402	429	NC	39	40	NC	43	38	NC	16	22	NC	2	1
Students without Disabilities	61	1073	69024	95	0	99	513	518	524	7	7	7	27	24	23	62	64	62	4	6	7
Limited English Proficient Students	NC	168	10140	NC	0	100	NC	458	451	NC	22	28	NC	39	43	NC	38	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	32	518	33398	91	0	94	491	497	495	10	13	18	48	34	35	41	51	46	0	2	2
Non-Economically Disadvantaged	31	662	44979	100	0	100	532	519	525	4	6	6	11	18	18	79	68	66	7	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	63	1183	78094	95	100	99	545	547	545	0	2	3	23	18	18	75	79	77	2	1	2
All Students (Prior Year)	--	1113	74503	--	98	99	--	494	491	--	6	9	--	32	32	--	56	51	--	5	8
Female	31	556	38025	94	100	99	554	560	558	0	1	2	23	12	13	73	84	82	4	2	2
Male	32	626	40013	97	100	99	538	536	534	0	2	5	23	22	23	77	75	71	0	1	1
African American	12	131	4037	92	97	99	545	535	532	0	2	4	30	18	22	70	79	73	0	1	1
Hispanic	40	644	29068	100	100	99	542	541	523	0	2	5	24	20	27	73	77	67	3	0	1
Asian/Pacific Islander	NC	26	1743	NC	100	100	NC	562	577	NC	5	2	NC	9	9	NC	82	82	NC	5	8
American Indian/Alaskan Native	--	20	4981	--	100	100	--	540	526	--	6	4	--	18	25	--	71	70	--	6	0
White	10	362	38265	83	99	99	559	562	564	0	1	2	11	13	11	89	83	84	0	2	3
Students with Disabilities	NC	108	9275	NC	100	100	NC	426	444	NC	12	14	NC	49	46	NC	37	39	NC	1	1
Students without Disabilities	61	1075	68892	95	98	98	546	558	559	0	1	2	22	15	14	76	83	82	2	1	2
Limited English Proficient Students	NC	167	10084	NC	100	100	NC	491	474	NC	5	10	NC	35	39	NC	59	50	NC	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	32	522	33296	91	90	94	538	539	527	0	2	5	24	23	27	72	74	67	3	1	0
Non-Economically Disadvantaged	31	661	44871	100	100	100	553	554	559	0	2	2	21	13	12	79	84	84	0	1	3

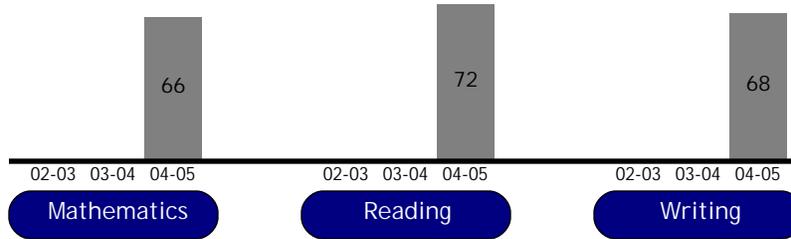
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

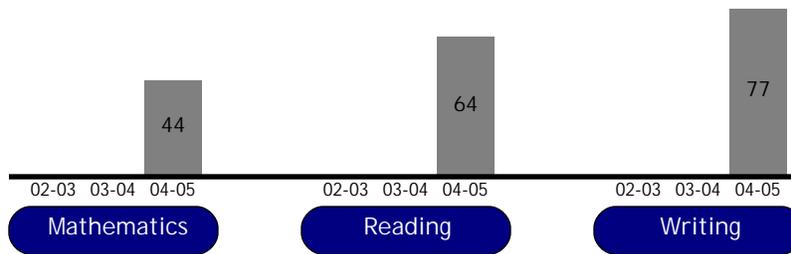
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	--	--	45	50	--	--	NA	58	100	37	42	47
	Language	--	--	34	43	--	--	37	50	100	36	40	47
	Mathematics	--	--	50	57	--	--	54	64	100	38	47	50
3	Reading	--	--	39	47	--	--	NA	55	95	36	41	44
	Language	--	--	49	54	--	--	58	61	95	42	42	44
	Mathematics	--	--	46	54	--	--	55	61	95	42	47	51
4	Reading	--	--	46	52	--	--	NA	56	100	44	46	48
	Language	--	--	45	48	--	--	47	52	100	49	46	49
	Mathematics	--	--	51	57	--	--	56	61	100	47	49	53
5	Reading	--	--	42	50	--	--	NA	55	98	43	45	50
	Language	--	--	41	46	--	--	44	49	98	51	47	50
	Mathematics	--	--	49	57	--	--	57	63	98	44	45	49
6	Reading	--	--	47	53	--	--	NA	56	100	45	48	51
	Language	--	--	39	45	--	--	42	48	100	44	44	47
	Mathematics	--	--	55	62	--	--	60	66	100	43	49	52
7	Reading	--	--	47	51	--	--	NA	54	96	43	47	50
	Language	--	--	55	54	--	--	53	58	96	50	50	52
	Mathematics	--	--	53	58	--	--	53	62	96	45	48	50
8	Reading	--	--	49	53	--	--	NA	55	95	52	50	51
	Language	--	--	47	49	--	--	51	52	95	51	49	50
	Mathematics	--	--	51	58	--	--	56	61	95	47	50	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."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Setting Strategic Goals
- Ü Developing the Strategic Action Plan
- Ü Student Achievement
- Ü Educational Programs
- Ü Assessment Program
- Ü Parental Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	30.50
Other Professional Staff	2.50	Teacher Aide	4.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	2	0	0
4 to 6 years	2	1	0	0
7 to 9 years	3	1	0	0
10 or more years	4	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	61
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Lab
- Ü Outdoor Amphitheater
- Ü Literature Study and Book Room

Extracurricular Activities

- Ü Student Council
- Ü Boys and Girls Intramurals
- Ü Art and Drama Club
- Ü Band and Choir
- Ü Yearbook and Media Clubs
- Ü Chess Club
- Ü Jr. Science and Math Club
- Ü Young Ambassador's Club

Social Services

- Ü Counseling Services
- Ü On-campus health services
- Ü Kids at Hope
- Ü Breakfast/Lunch Programs
- Ü Teacher Tutoring
- Ü Afterschool Programs
- Ü Homework Lab

School Achievements/Accomplishments 2004-05

- ü 70% of Sunset Ridge students met or exceeded Arizona Academic Standards in Reading in 2005.

- ü 84% of Sunset Ridge students met or exceeded Arizona Academic Standards in Writing in 2005.

- ü 66% of Sunset Ridge students met or exceeded Arizona Academic Standards in Mathematics in 2005.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	17	12	12	17
Transfers In Rate ⁶	40	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	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

Sunset Ridge and the Glendale Department of Public Safety work as a team to provide a safe environment for students. Preventive education regarding violence, harassment, substance abuse, bicycle safety and fire safety is provided. Character education and health education is infused into the curriculum.

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) :

1

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	Ms. Rebecca A. Bogert	(623) 772-2730
Transportation Policy	Mr. Dean Humphrey	(623) 772-2275
Community Resources	Ms. Judy Knox	(623) 772-2338
School Nutrition Programs	Mr. David Carochi	(623) 772-2270
Parent Organization	Mr. Ron Cohoe	(602) 436-5759
Student Health/Nurse	Mrs. Mildred Kleinman	(623) 772-2730

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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