



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

35707 N. 33rd Lane, Phoenix, AZ 85086

Deer Valley 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)

2004-05	Performing Plus
2003-04	N/A
2002-03	Not Evaluated

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

### School Overview

Principal/Administrator : Mrs. Rhea Santay Acosta  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : K-8  
 2005 Enrollment : 945  
 Web Address : sunsetridge.dvUSD.org  
 Phone Number : (623) 445-7800  
 Fax Number : (623) 445-7880  
 E-mail : rhea.acosta@ss.dvUSD.org

### Mission

Sunset Ridge believes that as a school community we want to create a diverse learning environment that will challenge our students to reach their highest level of academic potential. Opportunities for inquiry, reflection, practice and mastery of basic academic and social skills necessary to be successful citizens will be evident. Promotion of family, community and business partnerships will foster a caring, compassionate, safe, and productive environment.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	N/A
2002-03	Not Evaluated

#### 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 / Academic Goals

- ü To increase students writing ability as measured by the State AIMS testing and the 6 Traits of writing.
- ü To increase students reading skills as measured by state, district and school assessments.
- ü To increase students mastery of math procedures as measured by state, district and school assessments.
- ü To promote a positive school image and create meaningful opportunities for parent and community involvement.

### Enrollment

October 1, 2004 School Year Student Enrollment : 754  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 45

Instructional Programs

- ü Special Education Resource
- ü SAGE
- ü EL Instruction
- ü Self-Contained Special Education
- ü Remedial Reading Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Sunset Ridge is responsible for providing a comprehensive academic foundation to all students. We are responsible for including parents as partners in this process. Communication will include newsletters, student agendas, emails and conferences.

Parents

Parents are our partners in the education of our children. Parents are needed to help create a school environment that is nurturing, safe and productive. Communication is critical from all members of the Sunset Ridge Community.

Transportation Policy

Kindergarten children are transported if they live more than 1/2 mile from school. Students grades 1-6 are transported if they live a mile or more from school. Finally, students 7-12 grade are transported if they live 1.5 miles or more from school.

School Honors

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

Award/Honor	Year
ü Certificate for Safety Excellence	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2698	79306	98	99	99	466	462	445	4	6	10	7	12	18	61	54	51	28	29	20
All Students (Prior Year)	67	2528	75509	100	99	100	538	532	521	2	7	13	15	19	23	40	38	33	44	36	31
Female	27	1299	38691	100	99	99	466	462	446	4	5	10	12	12	18	56	55	52	28	28	20
Male	53	1398	40583	96	99	99	466	462	445	4	6	11	4	12	18	64	52	50	28	30	21
African American	NC	85	4041	NC	98	99	NC	449	426	NC	7	17	NC	16	23	NC	57	50	NC	20	10
Hispanic	NC	374	32869	NC	100	99	NC	442	429	NC	11	15	NC	21	25	NC	55	51	NC	13	10
Asian/Pacific Islander	--	110	1935	--	100	99	--	477	474	--	2	3	--	6	9	--	53	48	--	39	40
American Indian/Alaskan Native	--	19	4264	--	95	100	--	443	419	--	11	19	--	26	30	--	42	45	--	21	6
White	72	2110	36197	97	99	99	466	465	463	5	5	5	8	10	11	58	53	53	30	31	31
Students with Disabilities	20	411	10321	100	100	100	442	411	389	18	24	30	6	24	27	59	39	34	18	13	9
Students without Disabilities	60	2289	69060	95	98	98	473	471	454	0	2	7	7	10	17	62	56	54	31	31	22
Limited English Proficient Students	--	157	15509	--	100	100	--	396	406	--	18	20	--	28	30	--	45	45	--	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	257	39415	NC	88	96	NC	445	431	NC	9	15	NC	22	25	NC	54	50	NC	16	10
Non-Economically Disadvantaged	77	2443	39966	97	100	100	466	463	459	4	5	6	7	11	12	61	54	52	28	30	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	80	2697	79395	98	0	99	472	465	446	7	4	9	8	17	25	69	63	55	15	17	11
All Students (Prior Year)	65	2538	75492	98	100	100	535	528	519	3	7	12	10	12	16	51	52	47	36	30	24
Female	27	1298	38743	100	0	100	477	471	451	8	3	7	8	14	24	68	64	57	16	20	12
Male	53	1395	40618	96	0	99	469	459	440	6	5	11	9	19	27	70	62	53	15	14	9
African American	NC	85	4052	NC	0	100	NC	454	434	NC	4	11	NC	33	29	NC	54	54	NC	9	6
Hispanic	NC	375	32915	NC	0	99	NC	447	426	NC	7	15	NC	28	35	NC	57	47	NC	8	4
Asian/Pacific Islander	--	110	1936	--	0	99	--	473	468	--	1	3	--	11	14	--	68	63	--	20	19
American Indian/Alaskan Native	--	19	4271	--	0	100	--	447	420	--	5	15	--	26	42	--	58	41	--	11	2
White	72	2108	36221	97	0	99	473	468	465	8	3	4	8	14	15	68	64	63	17	18	17
Students with Disabilities	20	412	10331	100	0	100	449	413	388	29	16	25	12	38	37	35	37	34	24	8	4
Students without Disabilities	60	2287	69139	95	0	99	479	474	454	0	2	7	7	13	24	80	67	58	13	18	11
Limited English Proficient Students	--	157	15545	--	0	100	--	392	399	--	16	21	--	38	42	--	44	35	--	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	258	39484	NC	0	96	NC	445	429	NC	8	14	NC	28	35	NC	57	47	NC	7	4
Non-Economically Disadvantaged	77	2441	39986	97	0	100	472	466	461	7	4	4	8	16	16	69	63	63	15	17	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	79	2692	78869	96	99	99	482	460	442	0	3	6	7	15	21	79	67	63	14	14	10
All Students (Prior Year)	66	2525	75053	100	99	99	648	625	597	3	4	7	2	8	12	77	76	72	18	12	9
Female	27	1299	38536	100	99	99	489	476	458	0	2	4	8	10	15	80	68	67	12	20	14
Male	52	1392	40302	95	99	99	478	445	428	0	4	8	7	20	26	78	67	60	15	8	7
African American	NC	85	4015	NC	98	99	NC	455	430	NC	4	8	NC	20	24	NC	63	61	NC	13	7
Hispanic	NC	372	32606	NC	99	98	NC	441	426	NC	6	8	NC	23	27	NC	63	60	NC	8	5
Asian/Pacific Islander	--	110	1925	--	100	99	--	477	471	--	2	3	--	8	11	--	69	64	--	21	22
American Indian/Alaskan Native	--	19	4245	--	95	100	--	447	423	--	5	9	--	32	26	--	53	61	--	11	4
White	71	2106	36078	96	99	99	483	462	459	0	3	4	6	14	16	80	68	66	14	15	14
Students with Disabilities	19	409	10246	100	100	100	449	392	367	0	12	18	25	38	39	69	46	40	6	4	4
Students without Disabilities	60	2285	68697	95	98	98	492	472	454	0	2	4	2	11	18	82	71	67	16	16	11
Limited English Proficient Students	--	156	15339	--	100	100	--	385	399	--	11	11	--	35	31	--	47	54	--	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	255	39106	NC	88	95	NC	438	427	NC	8	8	NC	24	28	NC	59	59	NC	10	5
Non-Economically Disadvantaged	76	2439	39837	96	100	100	482	461	457	0	3	4	7	15	14	79	68	67	14	14	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	76	2877	78906	97	100	99	513	510	498	8	6	13	9	14	19	62	58	48	22	22	20
All Students (Prior Year)	58	2572	76019	100	100	100	520	517	499	2	5	14	23	33	39	30	18	14	45	44	33
Female	33	1429	38644	100	100	99	524	511	500	0	4	12	12	14	19	60	60	49	28	22	19
Male	43	1450	40236	96	100	99	507	509	497	13	7	15	8	14	19	63	56	46	18	23	20
African American	NC	97	4087	NC	100	99	NC	500	481	NC	11	20	NC	19	24	NC	56	45	NC	14	11
Hispanic	NC	402	31938	NC	99	99	NC	492	481	NC	10	19	NC	22	25	NC	56	46	NC	13	10
Asian/Pacific Islander	--	84	1805	--	100	98	--	542	536	--	3	5	--	9	8	--	43	45	--	45	42
American Indian/Alaskan Native	NC	26	4593	NC	100	100	NC	451	467	NC	13	26	NC	25	29	NC	54	39	NC	8	6
White	63	2268	36483	98	100	99	509	513	517	9	5	7	9	12	13	65	59	51	18	24	30
Students with Disabilities	16	412	10664	100	100	100	496	442	430	23	28	42	8	27	27	54	39	26	15	6	5
Students without Disabilities	60	2467	68310	95	98	98	517	522	509	4	2	9	10	12	18	63	61	51	23	25	22
Limited English Proficient Students	--	152	12573	--	100	100	--	411	454	--	20	27	--	29	30	--	44	38	--	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	235	38679	NC	90	96	NC	496	483	NC	8	20	NC	27	25	NC	51	45	NC	14	10
Non-Economically Disadvantaged	70	2644	40295	100	100	100	513	511	513	8	6	7	8	13	13	62	59	50	22	23	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	76	2878	78908	97	0	99	507	497	484	3	4	10	15	16	23	71	69	58	11	11	9
All Students (Prior Year)	58	2572	76020	100	100	100	500	510	503	19	14	25	27	21	23	52	50	40	2	15	12
Female	33	1429	38648	100	0	99	527	502	489	0	3	8	8	13	22	72	71	61	20	13	10
Male	43	1451	40233	96	0	99	494	492	479	5	5	12	20	19	25	70	67	55	5	9	8
African American	NC	97	4092	NC	0	99	NC	486	473	NC	4	12	NC	29	28	NC	58	54	NC	10	5
Hispanic	NC	403	31940	NC	0	99	NC	478	465	NC	9	16	NC	25	32	NC	61	49	NC	4	3
Asian/Pacific Islander	--	84	1805	--	0	98	--	513	507	--	4	4	--	9	13	--	69	65	--	18	18
American Indian/Alaskan Native	NC	26	4569	NC	0	100	NC	444	457	NC	8	18	NC	29	39	NC	54	41	NC	8	2
White	63	2268	36502	98	0	99	505	501	502	4	3	4	18	14	14	68	71	67	11	12	15
Students with Disabilities	16	412	10665	100	0	100	485	432	423	0	17	30	31	40	36	69	39	31	0	3	2
Students without Disabilities	60	2468	68312	95	0	98	512	508	493	4	2	7	12	12	21	71	74	62	13	13	10
Limited English Proficient Students	--	152	12556	--	0	100	--	394	436	--	19	24	--	40	40	--	39	35	--	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	234	38662	NC	0	96	NC	484	468	NC	9	16	NC	26	32	NC	59	49	NC	5	3
Non-Economically Disadvantaged	70	2646	40315	100	0	100	506	498	498	3	4	5	15	15	15	72	69	66	10	12	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	75	2869	78750	96	100	99	529	514	500	0	3	6	20	23	29	73	70	63	6	4	2
All Students (Prior Year)	58	2565	75673	100	100	100	557	553	530	0	7	12	21	20	25	77	66	58	2	6	4
Female	33	1424	38586	100	100	99	555	530	515	0	2	4	4	14	22	84	78	71	12	6	3
Male	42	1447	40135	93	99	99	512	498	486	0	5	8	31	32	35	67	62	56	3	2	1
African American	NC	96	4081	NC	99	99	NC	506	488	NC	4	8	NC	28	32	NC	66	59	NC	3	2
Hispanic	NC	402	31841	NC	99	99	NC	493	483	NC	8	8	NC	34	36	NC	55	55	NC	3	1
Asian/Pacific Islander	--	84	1802	--	100	98	--	551	533	--	0	2	--	11	16	--	78	75	--	11	7
American Indian/Alaskan Native	NC	26	4586	NC	100	100	NC	466	481	NC	8	8	NC	25	37	NC	67	54	NC	0	1
White	62	2261	36440	97	100	99	523	517	516	0	3	3	23	21	22	73	72	71	4	4	4
Students with Disabilities	16	408	10622	100	100	100	500	432	415	0	14	21	31	47	50	69	37	28	0	2	1
Students without Disabilities	59	2463	68196	94	98	98	536	528	513	0	2	3	18	19	25	75	75	69	8	4	3
Limited English Proficient Students	--	151	12504	--	100	100	--	401	451	--	13	12	--	46	44	--	40	43	--	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	234	38558	NC	90	96	NC	493	485	NC	7	8	NC	34	37	NC	58	54	NC	1	1
Non-Economically Disadvantaged	69	2637	40260	100	100	100	527	516	514	0	3	3	20	22	21	76	71	72	3	4	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	84	2785	78250	99	100	99	567	566	548	9	13	21	15	13	18	71	55	48	5	19	13
All Students (Prior Year)	--	2538	75001	--	100	99	--	482	468	--	24	37	--	43	36	--	19	16	--	14	10
Female	47	1375	38071	100	100	99	568	566	549	7	11	20	17	13	19	74	58	49	2	18	12
Male	37	1409	40126	97	100	99	565	566	547	12	14	23	12	13	17	67	53	46	9	21	14
African American	NC	87	4058	NC	99	99	NC	547	523	NC	24	32	NC	19	22	NC	47	41	NC	10	5
Hispanic	NC	343	29129	NC	100	99	NC	541	527	NC	25	32	NC	15	23	NC	50	40	NC	10	6
Asian/Pacific Islander	--	103	1747	--	100	100	--	586	589	--	6	9	--	10	9	--	54	50	--	30	32
American Indian/Alaskan Native	--	20	4996	--	100	100	--	558	518	--	12	36	--	12	25	--	65	36	--	12	4
White	73	2232	38320	99	100	99	572	570	568	7	11	12	13	12	14	73	56	55	6	20	19
Students with Disabilities	10	402	9329	91	100	100	508	475	454	38	58	64	50	20	18	13	19	16	0	3	2
Students without Disabilities	74	2385	68996	100	99	99	574	582	561	6	5	16	10	12	18	78	61	52	6	22	14
Limited English Proficient Students	NC	100	10133	NC	100	100	NC	446	488	NC	38	45	NC	23	25	NC	33	28	NC	5	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	197	33388	NC	85	94	NC	545	530	NC	22	32	NC	22	22	NC	48	40	NC	8	5
Non-Economically Disadvantaged	79	2590	44937	100	100	100	570	568	561	7	12	13	14	12	15	73	56	54	6	20	18

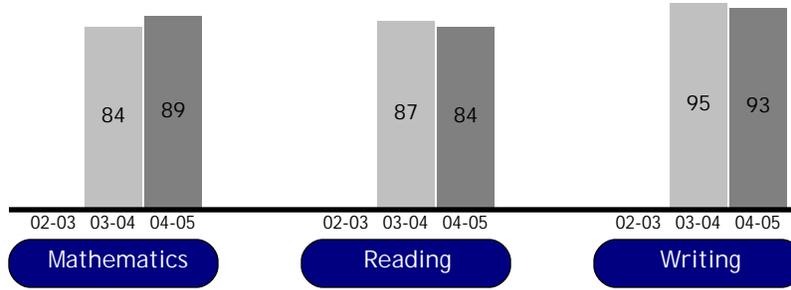
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	2792	78302	99	0	99	528	526	512	5	6	11	16	19	25	75	67	57	4	9	7
All Students (Prior Year)	--	2537	74918	--	100	99	--	509	497	--	21	32	--	20	19	--	40	35	--	19	15
Female	47	1377	38082	100	0	99	533	530	518	2	4	8	12	16	24	81	71	61	5	9	7
Male	37	1414	40166	97	0	99	522	523	507	9	7	14	21	21	26	67	63	54	3	8	6
African American	NC	89	4064	NC	0	100	NC	514	498	NC	12	14	NC	27	29	NC	55	54	NC	5	3
Hispanic	NC	343	29152	NC	0	99	NC	502	492	NC	15	17	NC	24	34	NC	58	46	NC	3	2
Asian/Pacific Islander	--	103	1746	--	0	100	--	534	542	--	6	5	--	10	13	--	73	66	--	11	16
American Indian/Alaskan Native	--	20	4993	--	0	100	--	505	484	--	6	19	--	47	38	--	41	42	--	6	1
White	73	2237	38347	99	0	99	531	530	531	4	4	5	15	18	17	76	68	68	4	9	10
Students with Disabilities	10	407	9353	91	0	100	464	450	429	38	26	40	38	46	38	25	27	22	0	1	1
Students without Disabilities	74	2387	69024	100	0	99	535	539	524	1	3	7	13	14	23	81	74	62	4	10	7
Limited English Proficient Students	NC	100	10140	NC	0	100	NC	407	451	NC	27	28	NC	37	43	NC	34	29	NC	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	197	33398	NC	0	94	NC	509	495	NC	12	18	NC	29	35	NC	55	46	NC	4	2
Non-Economically Disadvantaged	79	2597	44979	100	0	100	529	527	525	4	6	6	14	18	18	79	68	66	3	9	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	83	2785	78094	98	100	99	579	560	545	0	2	3	7	14	18	88	81	77	5	3	2
All Students (Prior Year)	--	2525	74503	--	99	99	--	515	491	--	3	9	--	29	32	--	56	51	--	11	8
Female	47	1374	38025	100	100	99	591	572	558	0	1	2	2	9	13	95	86	82	2	3	2
Male	36	1410	40013	95	100	99	563	549	534	0	3	5	12	19	23	79	76	71	9	2	1
African American	NC	88	4037	NC	100	99	NC	560	532	NC	4	4	NC	14	22	NC	81	73	NC	1	1
Hispanic	NC	342	29068	NC	100	99	NC	527	523	NC	5	5	NC	24	27	NC	70	67	NC	1	1
Asian/Pacific Islander	--	103	1743	--	100	100	--	572	577	--	1	2	--	11	9	--	84	82	--	4	8
American Indian/Alaskan Native	--	20	4981	--	100	100	--	550	526	--	0	4	--	12	25	--	88	70	--	0	0
White	72	2232	38265	97	100	99	580	564	564	0	2	2	6	13	11	88	83	84	6	3	3
Students with Disabilities	10	403	9275	91	100	100	534	466	444	0	11	14	13	42	46	88	47	39	0	0	1
Students without Disabilities	73	2384	68892	99	99	98	584	576	559	0	1	2	6	9	14	88	87	82	6	3	2
Limited English Proficient Students	NC	100	10084	NC	100	100	NC	418	474	NC	11	10	NC	41	39	NC	48	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	195	33296	NC	84	94	NC	540	527	NC	4	5	NC	21	27	NC	72	67	NC	3	0
Non-Economically Disadvantaged	78	2592	44871	100	100	100	580	561	559	0	2	2	6	13	12	89	82	84	6	3	3

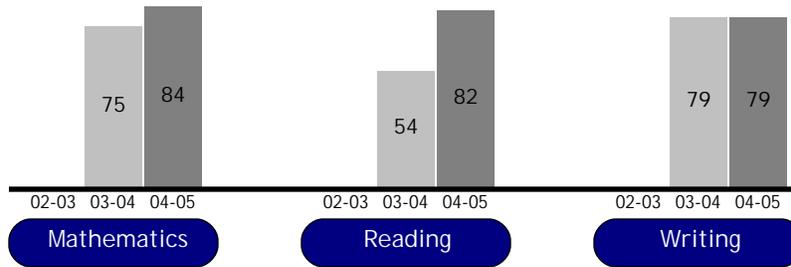
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

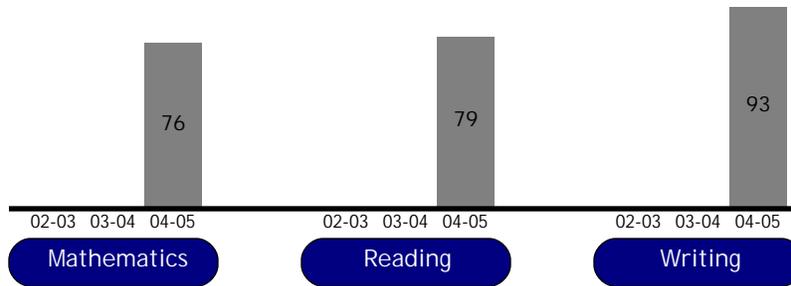
3rd Grade Proficiency



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	--	--	63	50	87	65	NA	58	98	61	57	47
	Language	--	--	58	43	89	67	61	50	98	64	58	47
	Mathematics	--	--	70	57	93	75	72	64	98	62	62	50
3	Reading	--	--	61	47	100	68	NA	55	98	56	55	44
	Language	--	--	67	54	100	68	70	61	98	55	53	44
	Mathematics	--	--	66	54	100	66	69	61	98	59	60	51
4	Reading	--	--	66	52	94	72	NA	56	98	59	57	48
	Language	--	--	61	48	94	68	63	52	98	61	59	49
	Mathematics	--	--	73	57	94	77	74	61	98	67	63	53
5	Reading	--	--	62	50	97	63	NA	55	97	64	60	50
	Language	--	--	57	46	98	57	60	49	97	61	59	50
	Mathematics	--	--	73	57	98	80	75	63	97	60	58	49
6	Reading	--	--	66	53	100	72	NA	56	99	60	61	51
	Language	--	--	60	45	100	67	60	48	99	58	58	47
	Mathematics	--	--	79	62	100	84	79	66	99	65	66	52
7	Reading	--	--	62	51	100	62	NA	54	98	58	59	50
	Language	--	--	66	54	100	67	69	58	98	59	61	52
	Mathematics	--	--	71	58	100	76	76	62	98	57	60	50
8	Reading	--	--	64	53	--	--	NA	55	99	57	58	51
	Language	--	--	63	49	--	--	61	52	99	58	57	50
	Mathematics	--	--	72	58	--	--	70	61	99	61	62	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/](http://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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent Involvement
- Ü Raising Academic Expectations
- Ü Safe Schools
- Ü Community and Business Partnerships
- Ü Budget updates
- Ü staffing updates

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	5.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	4	0	0
4 to 6 years	4	2	0	0
7 to 9 years	6	2	0	0
10 or more years	8	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	213
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Center
- Ü Media Center
- Ü Science lab
- Ü Band and Music Rooms

Extracurricular Activities

- Ü Intramural Sports
- Ü Media Club
- Ü National Junior Honor Society
- Ü Character Council
- Ü community education
- Ü YMCA pre school and day care

Social Services

- Ü School Counselor
- Ü School Nurse

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Successfully opened Sunset Ridge in 2003 with a total enrollment of 448 students. The 2005-06 school has an enrollment of 944 students.
  
- ü Successfully implemented three self contained special education classrooms.
  
- ü Sunset Ridge had its first promotion class in the 2004-05 school year.
  
- ü The Sunset Ridge girls softball team won the regional championship and were undefeated for the 2004-05 school year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	9	12	12	17
Transfers In Rate <sup>6</sup>	25	28	28	37
Stability Rate <sup>7</sup>	90	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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 is committed to a safe and healthy environment. We ask all guests to sign in and receive a visitor's pass in order to proceed on campus. We have developed an Emergency Preparedness Plan that includes procedures in the event of an emergency.

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) :

0

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	Rhea S. Acosta	(623) 445-7800
Transportation Policy	Cindy Finn	(623) 467-5090
Community Resources	Sandi Hicks	(623) 445-5081
School Nutrition Programs	Tammy Winn	(623) 445-7814
Parent Organization	Michelle Donner, PTSO	(623) 445-7800
Student Health/Nurse	Etta Carrozza	(623) 445-7810

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.

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](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. 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](http://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.