

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

17825 W. Sierra Montana Loop, Surprise, AZ 85379

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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	N/A
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	N/A
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 : Mr. Jim Dean
 Schedule : 08:15 AM to 04:45 PM
 Grades : K-8
 2005 Enrollment : 967
 Web Address : dysart.org
 Phone Number : (623) 523-8700
 Fax Number : (623) 523-8711
 E-mail : jdean@dysart.org

Mission

Our mission is to provide a quality education for children to learn and grow in a positive, challenging, creative, caring and safe environment where they feel accepted, appreciated, and encouraged to reach their highest potential. To provide the necessary tools that will allow all children to acquire the academic knowledge and skills to be productive, responsible and culturally enriched citizens. With a partnership of involved parents and quality teachers, our children will succeed.

School / Academic Goals

- ☐ Sunset Hills Elementary School will establish a positive, successful learning environment, evidenced through high academic expectations and achievement of our students.
- ☐ Sunset Hills Elementary School will utilize a data driven assessment and instructional model to meet the academic needs of each student to ensure high achievement.
- ☐ The students of Sunset Hills Elementary School will demonstrate continuous academic improvement as demonstrated through state, district, and school assessments.

Enrollment

October 1, 2004 School Year Student Enrollment : N/A
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 6

Instructional Programs

- Û Integrated Curriculum and Instruction
- Û Technology - Based Education
- Û Research -Based Instruction
- Û Full Day Kindergarten
- Û Character Counts
- Û Special Education Inclusion Model
- Û Data Driven Instruction and Assessment

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/22/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

The team of Sunset Hills is committed to working together to: provide an inviting environment with clear expectations, consistent consequences, and specific articulated outcomes. To effectively communicate with all parents on a consistent basis, invite and encourage community involvement, utilize effective communication skills to foster success, model life-long learning and a commitment to high quality achievement through continued professional development.

Parents

The parents of Sunset Hills students are responsible to partner with their community school to ensure a successful learning environment for their children. This dynamic partnership includes academic connections, consistent communication, and active involvement within school activities.

Transportation Policy

Please contact Durham Transportation at 623-876-7030.

School Honors

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

Award/Honor	Year
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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	--	1328	79306	--	99	99	--	432	445	--	16	10	--	23	18	--	50	51	--	11	20
All Students (Prior Year)	--	1073	75509	--	99	100	--	499	521	--	21	13	--	30	23	--	33	33	--	17	31
Female	--	651	38691	--	98	99	--	430	446	--	17	10	--	24	18	--	50	52	--	9	20
Male	--	677	40583	--	99	99	--	434	445	--	15	11	--	22	18	--	49	50	--	13	21
African American	--	98	4041	--	100	99	--	433	426	--	13	17	--	19	23	--	59	50	--	9	10
Hispanic	--	563	32869	--	98	99	--	414	429	--	25	15	--	29	25	--	40	51	--	6	10
Asian/Pacific Islander	--	20	1935	--	100	99	--	451	474	--	0	3	--	13	9	--	87	48	--	0	40
American Indian/Alaskan Native	--	12	4264	--	100	100	--	451	419	--	0	19	--	29	30	--	43	45	--	29	6
White	--	635	36197	--	100	99	--	448	463	--	9	5	--	17	11	--	57	53	--	17	31
Students with Disabilities	--	154	10321	--	100	100	--	386	389	--	45	30	--	20	27	--	32	34	--	3	9
Students without Disabilities	--	1174	69060	--	98	98	--	438	454	--	12	7	--	23	17	--	52	54	--	13	22
Limited English Proficient Students	--	176	15509	--	99	100	--	387	406	--	40	20	--	32	30	--	27	45	--	1	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	--	698	39415	--	95	96	--	422	431	--	22	15	--	27	25	--	44	50	--	7	10
Non-Economically Disadvantaged	--	630	39966	--	100	100	--	442	459	--	10	6	--	18	12	--	56	52	--	16	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	--	1336	79395	--	0	99	--	436	446	--	12	9	--	31	25	--	52	55	--	5	11
All Students (Prior Year)	--	1073	75492	--	99	100	--	509	519	--	17	12	--	19	16	--	46	47	--	18	24
Female	--	656	38743	--	0	100	--	438	451	--	11	7	--	29	24	--	54	57	--	6	12
Male	--	680	40618	--	0	99	--	434	440	--	12	11	--	33	27	--	50	53	--	5	9
African American	--	98	4052	--	0	100	--	441	434	--	9	11	--	25	29	--	65	54	--	1	6
Hispanic	--	568	32915	--	0	99	--	417	426	--	17	15	--	41	35	--	39	47	--	2	4
Asian/Pacific Islander	--	20	1936	--	0	99	--	445	468	--	0	3	--	33	14	--	67	63	--	0	19
American Indian/Alaskan Native	--	12	4271	--	0	100	--	459	420	--	0	15	--	29	42	--	71	41	--	0	2
White	--	638	36221	--	0	99	--	453	465	--	7	4	--	22	15	--	61	63	--	9	17
Students with Disabilities	--	157	10331	--	0	100	--	389	388	--	29	25	--	45	37	--	25	34	--	1	4
Students without Disabilities	--	1179	69139	--	0	99	--	443	454	--	9	7	--	29	24	--	56	58	--	6	11
Limited English Proficient Students	--	180	15545	--	0	100	--	387	399	--	26	21	--	56	42	--	18	35	--	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	--	705	39484	--	0	96	--	425	429	--	17	14	--	38	35	--	43	47	--	3	4
Non-Economically Disadvantaged	--	631	39986	--	0	100	--	449	461	--	6	4	--	24	16	--	61	63	--	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	--	1336	78869	--	99	99	--	432	442	--	7	6	--	27	21	--	60	63	--	6	10
All Students (Prior Year)	--	1062	75053	--	98	99	--	574	597	--	10	7	--	12	12	--	72	72	--	6	9
Female	--	659	38536	--	100	99	--	445	458	--	4	4	--	24	15	--	65	67	--	8	14
Male	--	677	40302	--	99	99	--	420	428	--	9	8	--	30	26	--	57	60	--	4	7
African American	--	98	4015	--	100	99	--	451	430	--	0	8	--	24	24	--	69	61	--	7	7
Hispanic	--	566	32606	--	98	98	--	413	426	--	11	8	--	33	27	--	52	60	--	4	5
Asian/Pacific Islander	--	20	1925	--	100	99	--	445	471	--	0	3	--	33	11	--	60	64	--	7	22
American Indian/Alaskan Native	--	12	4245	--	100	100	--	469	423	--	17	9	--	0	26	--	67	61	--	17	4
White	--	640	36078	--	100	99	--	447	459	--	4	4	--	22	16	--	67	66	--	7	14
Students with Disabilities	--	154	10246	--	100	100	--	353	367	--	25	18	--	47	39	--	27	40	--	1	4
Students without Disabilities	--	1182	68697	--	99	98	--	444	454	--	4	4	--	24	18	--	65	67	--	6	11
Limited English Proficient Students	--	178	15339	--	100	100	--	384	399	--	15	11	--	44	31	--	40	54	--	1	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	--	704	39106	--	96	95	--	422	427	--	9	8	--	32	28	--	55	59	--	4	5
Non-Economically Disadvantaged	--	632	39837	--	100	100	--	444	457	--	4	4	--	22	14	--	66	67	--	7	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	--	--	78906	--	--	99	--	--	498	--	--	13	--	--	19	--	--	48	--	--	20
All Students (Prior Year)	--	939	76019	--	100	100	--	479	499	--	22	14	--	43	39	--	13	14	--	21	33
Female	--	609	38644	--	100	99	--	487	500	--	18	12	--	22	19	--	49	49	--	10	19
Male	--	--	40236	--	--	99	--	--	497	--	--	15	--	--	19	--	--	46	--	--	20
African American	--	119	4087	--	100	99	--	479	481	--	25	20	--	21	24	--	46	45	--	8	11
Hispanic	--	530	31938	--	99	99	--	468	481	--	29	19	--	26	25	--	40	46	--	5	10
Asian/Pacific Islander	--	34	1805	--	100	98	--	511	536	--	6	5	--	19	8	--	56	45	--	19	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	--	606	36483	--	100	99	--	496	517	--	11	7	--	21	13	--	53	51	--	15	30
Students with Disabilities	--	--	10664	--	--	100	--	--	430	--	--	42	--	--	27	--	--	26	--	--	5
Students without Disabilities	--	1153	68310	--	99	98	--	492	509	--	15	9	--	23	18	--	51	51	--	11	22
Limited English Proficient Students	--	133	12573	--	100	100	--	437	454	--	45	27	--	29	30	--	25	38	--	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	706	38679	--	98	96	--	473	483	--	27	20	--	26	25	--	40	45	--	7	10
Non-Economically Disadvantaged	--	--	40295	--	--	100	--	--	513	--	--	7	--	--	13	--	--	50	--	--	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	--	--	78908	--	--	99	--	--	484	--	--	10	--	--	23	--	--	58	--	--	9
All Students (Prior Year)	--	941	76020	--	100	100	--	498	503	--	33	25	--	21	23	--	38	40	--	7	12
Female	--	610	38648	--	0	99	--	482	489	--	12	8	--	23	22	--	59	61	--	6	10
Male	--	--	40233	--	--	99	--	--	479	--	--	12	--	--	25	--	--	55	--	--	8
African American	--	119	4092	--	0	99	--	477	473	--	9	12	--	30	28	--	57	54	--	3	5
Hispanic	--	530	31940	--	0	99	--	460	465	--	22	16	--	31	32	--	44	49	--	3	3
Asian/Pacific Islander	--	34	1805	--	0	98	--	483	507	--	9	4	--	16	13	--	72	65	--	3	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	--	606	36502	--	0	99	--	489	502	--	9	4	--	20	14	--	62	67	--	9	15
Students with Disabilities	--	--	10665	--	--	100	--	--	423	--	--	30	--	--	36	--	--	31	--	--	2
Students without Disabilities	--	1153	68312	--	0	98	--	483	493	--	10	7	--	24	21	--	59	62	--	7	10
Limited English Proficient Students	--	133	12556	--	0	100	--	427	436	--	38	24	--	39	40	--	22	35	--	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	704	38662	--	0	96	--	465	468	--	19	16	--	30	32	--	47	49	--	3	3
Non-Economically Disadvantaged	--	--	40315	--	--	100	--	--	498	--	--	5	--	--	15	--	--	66	--	--	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	--	--	78750	--	--	99	--	--	500	--	--	6	--	--	29	--	--	63	--	--	2
All Students (Prior Year)	--	936	75673	--	99	100	--	508	530	--	15	12	--	32	25	--	50	58	--	3	4
Female	--	609	38586	--	100	99	--	511	515	--	4	4	--	24	22	--	70	71	--	1	3
Male	--	--	40135	--	--	99	--	--	486	--	--	8	--	--	35	--	--	56	--	--	1
African American	--	120	4081	--	100	99	--	494	488	--	9	8	--	27	32	--	64	59	--	0	2
Hispanic	--	524	31841	--	98	99	--	481	483	--	10	8	--	37	36	--	53	55	--	0	1
Asian/Pacific Islander	--	34	1802	--	100	98	--	519	533	--	0	2	--	22	16	--	78	75	--	0	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	--	608	36440	--	100	99	--	502	516	--	6	3	--	28	22	--	66	71	--	1	4
Students with Disabilities	--	--	10622	--	--	100	--	--	415	--	--	21	--	--	50	--	--	28	--	--	1
Students without Disabilities	--	1149	68196	--	99	98	--	505	513	--	4	3	--	28	25	--	67	69	--	1	3
Limited English Proficient Students	--	131	12504	--	100	100	--	436	451	--	21	12	--	42	44	--	37	43	--	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	702	38558	--	97	96	--	479	485	--	10	8	--	38	37	--	52	54	--	0	1
Non-Economically Disadvantaged	--	--	40260	--	--	100	--	--	514	--	--	3	--	--	21	--	--	72	--	--	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	--	--	78250	--	--	99	--	--	548	--	--	21	--	--	18	--	--	48	--	--	13
All Students (Prior Year)	--	833	75001	--	100	99	--	449	468	--	50	37	--	36	36	--	11	16	--	3	10
Female	--	529	38071	--	100	99	--	537	549	--	26	20	--	25	19	--	43	49	--	6	12
Male	--	--	40126	--	--	99	--	--	547	--	--	23	--	--	17	--	--	46	--	--	14
African American	--	102	4058	--	100	99	--	533	523	--	30	32	--	27	22	--	35	41	--	8	5
Hispanic	--	422	29129	--	99	99	--	517	527	--	41	32	--	25	23	--	33	40	--	2	6
Asian/Pacific Islander	--	31	1747	--	97	100	--	563	589	--	21	9	--	13	9	--	50	50	--	17	32
American Indian/Alaskan Native	--	15	4996	--	100	100	--	538	518	--	22	36	--	33	25	--	33	36	--	11	4
White	--	--	38320	--	--	99	--	--	568	--	--	12	--	--	14	--	--	55	--	--	19
Students with Disabilities	--	104	9329	--	100	100	--	475	454	--	72	64	--	17	18	--	10	16	--	0	2
Students without Disabilities	--	--	68996	--	--	99	--	--	561	--	--	16	--	--	18	--	--	52	--	--	14
Limited English Proficient Students	--	110	10133	--	100	100	--	487	488	--	59	45	--	25	25	--	15	28	--	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	562	33388	--	97	94	--	522	530	--	37	32	--	25	22	--	35	40	--	3	5
Non-Economically Disadvantaged	--	--	44937	--	--	100	--	--	561	--	--	13	--	--	15	--	--	54	--	--	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	--	--	78302	--	--	99	--	--	512	--	--	11	--	--	25	--	--	57	--	--	7
All Students (Prior Year)	--	831	74918	--	99	99	--	487	497	--	38	32	--	19	19	--	33	35	--	10	15
Female	--	530	38082	--	0	99	--	508	518	--	11	8	--	32	24	--	54	61	--	3	7
Male	--	--	40166	--	--	99	--	--	507	--	--	14	--	--	26	--	--	54	--	--	6
African American	--	102	4064	--	0	100	--	512	498	--	11	14	--	31	29	--	51	54	--	7	3
Hispanic	--	427	29152	--	0	99	--	488	492	--	18	17	--	42	34	--	39	46	--	1	2
Asian/Pacific Islander	--	31	1746	--	0	100	--	541	542	--	0	5	--	21	13	--	63	66	--	17	16
American Indian/Alaskan Native	--	15	4993	--	0	100	--	509	484	--	11	19	--	33	38	--	44	42	--	11	1
White	--	--	38347	--	--	99	--	--	531	--	--	5	--	--	17	--	--	68	--	--	10
Students with Disabilities	--	105	9353	--	0	100	--	447	429	--	48	40	--	34	38	--	19	22	--	0	1
Students without Disabilities	--	--	69024	--	--	99	--	--	524	--	--	7	--	--	23	--	--	62	--	--	7
Limited English Proficient Students	--	110	10140	--	0	100	--	456	451	--	31	28	--	55	43	--	15	29	--	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	564	33398	--	0	94	--	493	495	--	17	18	--	39	35	--	42	46	--	2	2
Non-Economically Disadvantaged	--	--	44979	--	--	100	--	--	525	--	--	6	--	--	18	--	--	66	--	--	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	--	--	78094	--	--	99	--	--	545	--	--	3	--	--	18	--	--	77	--	--	2
All Students (Prior Year)	--	828	74503	--	99	99	--	486	491	--	9	9	--	33	32	--	52	51	--	6	8
Female	--	530	38025	--	100	99	--	552	558	--	2	2	--	17	13	--	80	82	--	1	2
Male	--	--	40013	--	--	99	--	--	534	--	--	5	--	--	23	--	--	71	--	--	1
African American	--	102	4037	--	100	99	--	553	532	--	4	4	--	15	22	--	79	73	--	1	1
Hispanic	--	422	29068	--	99	99	--	528	523	--	4	5	--	27	27	--	69	67	--	0	1
Asian/Pacific Islander	--	31	1743	--	97	100	--	574	577	--	0	2	--	21	9	--	75	82	--	4	8
American Indian/Alaskan Native	--	15	4981	--	100	100	--	520	526	--	0	4	--	44	25	--	56	70	--	0	0
White	--	--	38265	--	--	99	--	--	564	--	--	2	--	--	11	--	--	84	--	--	3
Students with Disabilities	--	103	9275	--	100	100	--	465	444	--	14	14	--	51	46	--	35	39	--	0	1
Students without Disabilities	--	--	68892	--	--	98	--	--	559	--	--	2	--	--	14	--	--	82	--	--	2
Limited English Proficient Students	--	106	10084	--	98	100	--	490	474	--	6	10	--	47	39	--	47	50	--	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	560	33296	--	97	94	--	532	527	--	4	5	--	27	27	--	69	67	--	0	0
Non-Economically Disadvantaged	--	--	44871	--	--	100	--	--	559	--	--	2	--	--	12	--	--	84	--	--	3

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

No AIMS test data found for this school.
The AIMS is administered only to Grades 3,5,8,10.

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

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

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

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	--	--	42	50	--	--	NA	58	--	--	--	47
	Language	--	--	33	43	--	--	35	50	--	--	--	47
	Mathematics	--	--	37	57	--	--	44	64	--	--	--	50
3	Reading	--	--	35	47	--	--	NA	55	--	--	--	44
	Language	--	--	42	54	--	--	50	61	--	--	--	44
	Mathematics	--	--	39	54	--	--	47	61	--	--	--	51
4	Reading	--	--	43	52	--	--	NA	56	--	--	--	48
	Language	--	--	42	48	--	--	41	52	--	--	--	49
	Mathematics	--	--	46	57	--	--	47	61	--	--	--	53
5	Reading	--	--	40	50	--	--	NA	55	--	--	--	50
	Language	--	--	34	46	--	--	39	49	--	--	--	50
	Mathematics	--	--	43	57	--	--	49	63	--	--	--	49
6	Reading	--	--	40	53	--	--	NA	56	--	--	--	51
	Language	--	--	34	45	--	--	36	48	--	--	--	47
	Mathematics	--	--	47	62	--	--	52	66	--	--	--	52
7	Reading	--	--	42	51	--	--	NA	54	--	--	--	50
	Language	--	--	47	54	--	--	44	58	--	--	--	52
	Mathematics	--	--	45	58	--	--	46	62	--	--	--	50
8	Reading	--	--	41	53	--	--	NA	55	--	--	--	51
	Language	--	--	35	49	--	--	40	52	--	--	--	50
	Mathematics	--	--	42	58	--	--	48	61	--	--	--	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

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

Council Duties

- Ü Liaison school to home initiative
- Ü Support the school mission and vision
- Ü Develop community outreach program
- Ü Uphold high expectations for achievement
- Ü Initiate funding decisions for programs
- Ü Support safe learning environment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	46.00
Other Professional Staff	2.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	4	0	0
4 to 6 years	5	1	0	0
7 to 9 years	6	5	0	0
10 or more years	7	7	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	46
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer lab with mobile laptop carts
- Ü Gymnasium
- Ü Media Center

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Principal's Math Club
- Ü Middle School Athletics
- Ü Band
- Ü Choir
- Ü Student Council
- Ü Academic Clubs

Social Services

- Ü Counseling Services
- Ü School Social Worker
- Ü Court-based Truancy Program
- Ü Health Services and Immunizations
- Ü Before and After School Care
- Ü Character Counts
- Ü Bullying Prevention

Ü Sunset Hills is a new school.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	NA	95	94	95
Transfers Out Rates ⁵	NA	12	12	17
Transfers In Rate ⁶	NA	28	28	37
Stability Rate ⁷	NA	87	87	82
Promotion Rate ⁸	NA	96	95	81
Retention Rate ⁹	NA	1	1	3
Dropout Rate ¹⁰	NA	0	1	6
Status Unknown ¹¹	NA	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 Hills is a school which is built upon academic success for all students. The students of Sunset Hills: are respectful by conducting themselves in a positive manner, ensure the rights of others by making good choices, accept responsibility for their decisions and actions, are enthusiastic learners driven to high achievement.

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	Jim Dean	(623) 523-8700
Transportation Policy	Durham Bus Services	(623) 876-7030
Community Resources	Tim Tait	(623) 876-7000
School Nutrition Programs	Southwest Food Services	(623) 876-7075
Parent Organization	Karla Thalman	(623) 523-8700
Student Health/Nurse	Whitney Maass	(623) 523-8700

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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