

Dysart Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

12950 W. Varney Road, El Mirage, AZ 85335

Dysart Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Marsha K. Baney
Schedule : 7:30 AM to 4:00 PM
Grades : K-8
2003 Enrollment : 1089
Web Address : www.dysart.org
Phone Number : (623) 876-7100
Fax Number : (623) 876-7137
E-mail : mbaney@dysart.org

Mission

Dysart Elementary is dedicated to the highest academic and behavioral standards while working cooperatively with parents and the community. Our goal is to provide every opportunity for students to reach their goals and dreams as successful citizens.

School / Academic Goals

- ü Student scores on the combined Reading Comprehension and Mathematics Procedures Components of the 2004 Spring Stanford 9 tests will reflect a collective school-wide increase of 10 points.
- ü Teachers at Dysart Elementary School will ensure that all students are participating in literacy building activities at least 50% of the day.

Instructional Programs

- ü Core Knowledge Sequence
- ü Zoo-phonics
- ü Four Blocks Language Arts Instruction
- ü Turning Points/Middle School Philosophy

Enrollment

October 1, 2002 School Year Student Enrollment : 1376
Accepting New Students in 2003-04 Under Open Enrollment Law²: No
Number of Students Attending Under Open Enrollment in 2002-03 : 26

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/7/2003
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- ü Student Discipline
- ü Student Enrollment - Rapid Growth
- ü School Safety Issues
- ü Student Activities/Clubs
- ü Parent/Educator Relations
- ü Character Development

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	3.50	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	27	1	0	0
4 to 6 years	6	1	0	0
7 to 9 years	3	0	0	0
10 or more years	2	11	0	0

Shared Responsibilities

School

DES faculty and staff are to: maintain high academic and behavioral standards; promote and reinforce outstanding citizenship; initiate frequent parent contacts; maintain open lines of communication; provide a safe learning environment.

Parents

Parents are to: send their children to school on time, every day; provide their children with uniforms and supplies; provide a quiet place for homework; attend all school programs and activities; work cooperatively to solve problems.

Resources Available at School Site

Special Facilities

- ü Science Labs
- ü Internet Lab

Extracurricular Activities

- ü MESA/Super Saturday Math Club
- ü Student Council/NJHS/Academic Game Club
- ü Chorus/Art/Band
- ü Drama/Homework/Tutoring Clubs/Teen

Social Services

- ü Counseling/Psychological Services
- ü School Resource Officer
- ü Social Worker/Sp. Ed. Social Worker
- ü Before/After School Child Care - Limited

Transportation Policy

Students living over one mile from the school are provided bus transportation. Special needs students who qualify may also ride the bus. Transportation Rules of Conduct are strictly enforced to ensure the safety of all students.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Dysart Elementary School students demonstrated an average 4.07 point increase on the Writing Prompt scored on the state writing rubric.
- ü Students at Dysart Elementary School were involved in literacy building opportunities at least 50% of each day. All teachers, including special area teachers, included literacy activities in their daily plans.

School Honors

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

Award/Honor	Year
ü Recipient of 6 Educational Grants for Core Knowledge	2002
ü Second Place Winner in Westside Impact Math Challenge	2002
ü Units Published and Presented--National Core Conference	2003
ü Recipient of Sam's Club Literacy Grant	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	24	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	13	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	59	71
Grades 3-4	73	70
Grades 4-5	74	60
Grades 5-6	65	75
Grades 6-7	63	62
Grades 7-8	76	80

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

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	162	911	75372	102	101	101	496	497	523	18	19	9	41	35	25	31	31	36	11	15	30
All Students (Prior Year)	132	638	70809	NA	NA	NA	496	498	518	14	17	11	41	33	27	30	33	35	15	16	27
Female	80	417	36901	100	99	101	493	494	524	21	19	8	40	37	25	28	30	36	11	13	31
Male	82	490	38385	104	102	101	499	499	523	16	19	9	41	34	24	33	32	36	10	16	30
African American	10	77	3589	100	97	96	444	482	501	67	30	18	33	38	33	0	21	33	0	11	16
Hispanic	96	408	29103	101	100	99	498	484	510	17	25	12	46	42	31	27	23	36	10	10	20
Asian/Pacific Islander	NC	18	1574	NC	106	96	NC	519	549	NC	6	3	NC	19	14	NC	63	34	NC	13	48
American Indian/Alaskan Native	NC	12	5086	NC	100	114	NC	499	491	NC	8	22	NC	50	38	NC	25	28	NC	17	12
White	48	375	34597	100	98	98	504	511	535	11	11	4	37	30	20	37	39	38	15	20	38
Students with Disabilities	12	72	8057	86	75	99	448	439	496	75	67	23	25	33	31	0	0	28	0	0	17
Students without Disabilities	150	839	67315	103	104	101	498	497	525	16	18	8	41	35	24	32	32	37	11	15	31
Limited English Proficient Students	44	167	16925	100	94	112	452	462	482	100	41	27	0	41	40	0	11	26	0	7	7
Migrant Students	NC	22	869				NC	448	501	NC	62	17	NC	31	30	NC	0	39	NC	8	14
Economically Disadvantaged	--	176	26325				--	472	504	--	33	15	--	41	34	--	21	33	--	6	18
Non-Economically Disadvantaged	162	735	49047				496	502	530	18	16	6	41	34	21	31	33	37	11	17	35

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	162	899	75221	102	100	101	506	507	523	19	17	8	22	23	16	45	50	56	14	10	21
All Students (Prior Year)	135	637	70860	NA	NA	NA	517	516	524	11	14	9	22	20	17	48	44	45	19	22	30
Female	80	413	36833	100	98	100	506	509	526	18	14	6	19	25	15	48	50	56	15	11	23
Male	82	484	38319	104	101	101	505	505	520	21	19	9	24	21	17	41	49	56	14	10	18
African American	10	76	3597	100	96	97	477	499	510	50	23	14	13	23	22	38	52	53	0	3	11
Hispanic	97	402	29019	102	98	99	500	499	513	22	24	12	32	27	21	34	40	55	12	9	13
Asian/Pacific Islander	NC	18	1572	NC	106	95	NC	514	536	NC	0	2	NC	19	9	NC	81	57	NC	0	31
American Indian/Alaskan Native	NC	13	5071	NC	108	114	NC	500	502	NC	17	20	NC	42	27	NC	25	46	NC	17	8
White	47	360	34543	98	94	97	518	516	531	13	9	4	7	18	12	60	58	58	20	14	26
Students with Disabilities	10	65	8006	71	68	99	NA	475	505	NA	50	22	NA	50	23	NA	0	42	NA	0	13
Students without Disabilities	152	834	67215	105	104	101	506	507	524	19	17	7	22	23	16	45	50	56	14	10	21
Limited English Proficient Students	27	161	16853	61	90	112	462	479	489	100	38	29	0	46	36	0	13	32	0	2	3
Migrant Students	NC	22	866				NC	470	503	NC	58	19	NC	25	23	NC	17	49	NC	0	8
Economically Disadvantaged	--	175	26256				--	491	509	--	29	14	--	33	24	--	33	51	--	5	11
Non-Economically Disadvantaged	162	724	48965				506	510	528	19	14	5	22	21	13	45	54	58	14	11	24

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	162	863	73654	102	96	99	506	512	530	19	18	9	26	21	13	54	59	70	1	2	7
All Students (Prior Year)	128	612	68592	NA	NA	NA	539	530	542	6	13	9	22	15	12	57	59	63	15	13	16
Female	80	403	36239	100	96	99	507	517	537	18	15	7	23	20	11	58	60	72	2	4	10
Male	82	458	37301	104	95	98	505	507	523	21	20	12	29	21	15	51	58	68	0	1	5
African American	10	76	3488	100	96	94	465	510	515	50	21	16	25	21	18	25	54	62	0	4	4
Hispanic	97	394	28348	102	96	96	501	501	520	23	26	13	26	22	17	49	51	65	2	1	5
Asian/Pacific Islander	NC	18	1558	NC	106	95	NC	539	547	NC	0	3	NC	19	8	NC	81	76	NC	0	13
American Indian/Alaskan Native	NC	13	4947	NC	108	111	NC	496	507	NC	25	22	NC	25	22	NC	50	53	NC	0	3
White	47	349	33924	98	91	96	518	521	537	9	11	5	25	19	10	66	66	75	0	4	9
Students with Disabilities	11	59	7306	79	61	90	NA	505	506	NA	0	24	NA	0	20	NA	100	52	NA	0	4
Students without Disabilities	151	804	66348	104	100	100	506	512	531	19	18	8	26	21	13	54	59	71	1	2	8
Limited English Proficient Students	28	155	16422	64	87	109	499	482	495	0	38	30	100	26	27	0	36	43	0	0	0
Migrant Students	NC	24	849				NC	466	511	NC	67	19	NC	7	22	NC	27	56	NC	0	4
Economically Disadvantaged	--	169	25711				--	492	514	--	33	16	--	23	19	--	44	61	--	0	3
Non-Economically Disadvantaged	162	694	47943				506	516	535	19	15	7	26	20	11	54	62	74	1	3	9

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	122	855	76230	103	105	101	471	470	498	24	26	12	53	47	38	5	11	12	18	17	37
All Students (Prior Year)	118	633	72888	NA	NA	NA	474	475	494	26	23	14	39	42	40	8	12	12	26	24	34
Female	54	419	37247	104	104	100	472	472	500	24	21	11	56	52	40	3	11	13	18	15	37
Male	68	429	38725	103	104	101	470	468	497	24	30	14	52	42	37	6	10	12	19	18	37
African American	10	68	3594	100	94	96	450	469	476	44	24	22	33	47	46	11	13	11	11	16	21
Hispanic	67	348	28100	103	99	98	458	459	482	38	34	18	48	49	47	3	7	11	13	9	24
Asian/Pacific Islander	NC	14	1447	NC	108	95	NC	493	527	NC	14	5	NC	36	26	NC	36	11	NC	14	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	39	369	35389	103	99	96	486	483	514	6	14	6	68	50	32	6	14	14	21	23	48
Students with Disabilities	14	72	9022	100	73	105	456	451	465	33	40	31	50	47	43	0	7	8	17	7	17
Students without Disabilities	108	783	67208	104	109	100	472	470	500	23	26	12	54	47	38	5	11	12	18	17	38
Limited English Proficient Students	35	166	14826	100	101	113	440	443	460	56	45	31	33	46	51	0	3	8	11	6	10
Migrant Students	NC	13	837				NC	459	478	NC	38	19	NC	38	51	NC	13	8	NC	13	21
Economically Disadvantaged	--	173	25037				--	450	477	--	40	21	--	48	47	--	6	11	--	7	21
Non-Economically Disadvantaged	122	682	51193				471	474	507	24	23	9	53	47	35	5	12	13	18	19	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	847	76202	103	104	101	493	499	505	35	28	19	29	28	24	35	37	46	1	7	11
All Students (Prior Year)	119	624	72779	NA	NA	NA	492	494	505	35	34	21	27	21	20	36	37	43	3	7	15
Female	54	415	37231	104	103	100	496	500	507	28	22	16	25	31	24	44	40	48	3	7	13
Male	67	426	38718	102	103	101	490	498	503	39	34	22	31	26	24	29	33	44	0	6	10
African American	10	69	3600	100	96	97	484	494	497	50	27	28	25	35	29	25	37	39	0	2	5
Hispanic	67	345	28090	103	98	98	488	491	497	36	38	28	47	32	30	17	27	37	0	4	5
Asian/Pacific Islander	NC	14	1443	NC	108	95	NC	516	515	NC	0	9	NC	43	19	NC	50	53	NC	7	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	38	363	35371	100	98	96	498	505	512	32	19	10	15	26	20	50	45	54	3	10	16
Students with Disabilities	13	75	9097	93	77	106	513	489	493	0	38	39	0	38	27	100	25	29	0	0	5
Students without Disabilities	108	772	67105	104	108	100	492	499	506	35	28	18	29	28	24	34	37	47	1	7	12
Limited English Proficient Students	34	163	14780	97	99	113	475	483	486	75	59	50	25	27	32	0	11	18	0	3	1
Migrant Students	NC	12	832				NC	493	492	NC	43	36	NC	14	31	NC	43	31	NC	0	3
Economically Disadvantaged	--	171	24961				--	489	495	--	42	32	--	33	30	--	21	34	--	3	4
Non-Economically Disadvantaged	121	676	51241				493	501	509	35	25	14	29	28	22	35	40	51	1	7	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	122	812	74692	103	100	99	476	482	502	28	29	18	35	32	27	37	36	47	0	3	8
All Students (Prior Year)	120	609	70710	NA	NA	NA	487	488	512	29	30	17	28	28	26	38	34	42	4	8	16
Female	54	406	36710	104	100	99	483	491	509	22	21	14	38	34	26	41	41	50	0	4	10
Male	68	401	37742	103	97	98	472	473	495	32	36	22	34	31	28	34	31	44	0	2	6
African American	10	68	3516	100	94	94	460	483	487	25	22	26	63	39	31	13	37	39	0	2	4
Hispanic	67	337	27492	103	96	96	466	467	486	44	41	27	22	33	32	33	25	38	0	2	4
Asian/Pacific Islander	NC	14	1428	NC	108	94	NC	501	528	NC	7	8	NC	57	20	NC	21	54	NC	14	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	39	357	34785	103	96	94	485	494	517	15	19	10	45	32	23	39	46	56	0	3	11
Students with Disabilities	14	72	8428	100	73	98	NA	452	472	NA	50	38	NA	38	30	NA	13	29	NA	0	3
Students without Disabilities	108	740	66264	104	103	99	476	482	503	28	29	17	35	32	27	37	37	48	0	3	8
Limited English Proficient Students	34	161	14363	97	98	109	443	444	459	75	61	47	13	33	34	13	6	19	0	0	1
Migrant Students	NC	12	814				NC	476	475	NC	29	33	NC	29	37	NC	43	27	NC	0	2
Economically Disadvantaged	--	163	24507				--	462	480	--	44	31	--	33	33	--	21	33	--	2	3
Non-Economically Disadvantaged	122	649	50185				476	486	511	28	26	13	35	32	24	37	39	53	0	3	10

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	103	651	71167	99	99	99	433	441	463	66	57	38	31	34	41	2	8	14	0	1	7
All Students (Prior Year)	94	519	66213	NA	NA	NA	425	434	459	62	58	39	35	35	40	1	5	14	1	2	7
Female	54	332	34825	98	100	99	436	445	462	67	53	38	31	38	42	2	8	14	0	1	6
Male	49	313	36047	100	96	99	431	437	464	66	60	38	31	31	39	3	7	15	0	2	8
African American	NC	49	3225	NC	96	95	NC	432	441	NC	65	57	NC	33	34	NC	2	6	NC	0	2
Hispanic	59	299	23643	98	95	97	432	430	445	62	68	53	36	28	37	2	4	8	0	0	2
Asian/Pacific Islander	--	10	1503	--	100	100	--	489	493	--	13	18	--	25	40	--	50	23	--	13	19
American Indian/Alaskan Native	NC	NC	5161	NC	NC	103	NC	NC	435	NC	NC	63	NC	NC	30	NC	NC	5	NC	NC	2
White	31	261	35245	94	96	95	442	455	476	64	43	26	32	43	45	4	11	19	0	2	10
Students with Disabilities	12	53	8095	92	73	104	441	408	426	100	86	69	0	14	25	0	0	5	0	0	1
Students without Disabilities	91	598	63072	100	102	99	433	442	464	66	56	37	32	35	41	2	8	15	0	1	7
Limited English Proficient Students	19	111	10317	112	94	111	413	412	426	100	85	72	0	15	25	0	0	2	0	0	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	--	131	17057				--	417	440	--	80	58	--	19	34	--	1	6	--	0	2
Non-Economically Disadvantaged	103	520	54110				433	447	468	66	52	33	31	38	43	2	9	16	0	2	8

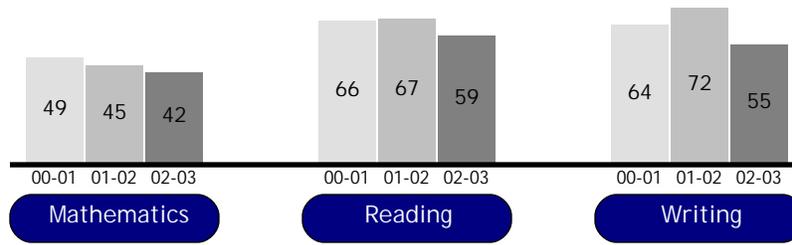
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	648	71100	98	99	99	487	487	502	38	35	25	27	26	21	32	33	40	4	7	15
All Students (Prior Year)	96	519	66144	NA	NA	NA	489	492	504	35	34	24	19	24	20	44	32	40	3	10	16
Female	53	332	34801	96	100	99	494	493	505	23	28	21	40	29	22	32	35	42	4	8	15
Male	49	314	36010	100	97	99	479	480	499	57	43	28	9	23	20	31	29	38	3	5	14
African American	NC	49	3219	NC	96	95	NC	484	486	NC	42	38	NC	18	24	NC	38	31	NC	2	7
Hispanic	59	300	23630	98	96	96	487	476	485	38	44	37	27	28	25	33	25	32	2	3	6
Asian/Pacific Islander	--	11	1509	--	110	100	--	520	522	--	11	12	--	0	14	--	78	46	--	11	28
American Indian/Alaskan Native	NC	NC	5144	NC	NC	102	NC	NC	478	NC	NC	46	NC	NC	24	NC	NC	25	NC	NC	5
White	31	260	35198	94	95	95	490	498	515	40	23	15	20	27	18	32	39	47	8	11	21
Students with Disabilities	12	60	8121	92	82	105	460	430	470	100	100	55	0	0	20	0	0	21	0	0	4
Students without Disabilities	90	588	62979	99	101	99	488	487	503	37	34	23	27	26	21	32	33	41	4	7	15
Limited English Proficient Students	19	112	10304	112	95	110	470	456	462	50	73	63	33	20	23	17	7	13	0	0	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	--	130	17040				--	467	483	--	53	40	--	30	25	--	16	29	--	1	6
Non-Economically Disadvantaged	102	518	54060				487	492	507	38	30	20	27	25	20	32	36	43	4	8	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	101	630	69001	97	96	96	483	473	490	18	28	17	49	44	37	33	28	45	0	0	1
All Students (Prior Year)	89	490	63579	NA	NA	NA	481	477	493	19	25	15	47	49	42	33	26	41	0	0	2
Female	54	327	34086	98	98	97	491	482	496	10	21	13	48	42	36	42	36	51	0	0	1
Male	47	298	34644	96	92	95	471	463	484	29	35	22	50	46	39	21	19	38	0	0	0
African American	NC	48	3115	NC	94	92	NC	474	478	NC	20	25	NC	52	44	NC	27	31	NC	0	0
Hispanic	59	289	22656	98	92	92	482	464	476	22	39	27	42	39	43	36	22	30	0	0	0
Asian/Pacific Islander	--	11	1472	--	110	98	--	511	507	--	11	8	--	22	30	--	67	60	--	0	2
American Indian/Alaskan Native	NC	NC	4940	NC	NC	98	NC	NC	469	NC	NC	34	NC	NC	43	NC	NC	23	NC	NC	0
White	30	255	34501	91	93	93	489	483	500	12	16	10	52	47	34	36	36	55	0	0	1
Students with Disabilities	11	57	7386	85	78	95	461	427	459	0	86	46	100	14	37	0	0	17	0	0	0
Students without Disabilities	90	573	61615	99	98	97	483	474	491	19	27	16	48	44	37	33	29	45	0	0	1
Limited English Proficient Students	19	110	9662	112	93	104	454	440	454	50	67	51	50	30	40	0	4	9	0	0	0
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	--	125	16383				--	449	472	--	54	30	--	35	43	--	11	26	--	0	0
Non-Economically Disadvantaged	101	505	52618				483	479	494	18	22	14	49	45	36	33	32	49	0	0	1

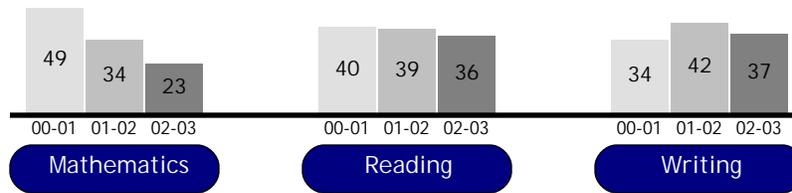
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

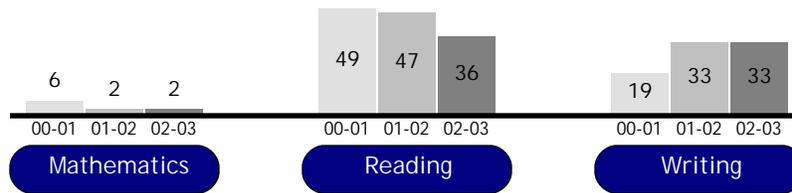
3rd Grade Proficiency



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.

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?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	67	37	43	53	99	19	32	44	90	34	42	50
	Language	71	27	36	45	99	21	27	39	99	26	33	43
	Mathematics	72	30	44	56	99	34	40	52	99	29	37	57
3	Reading	60	36	41	50	91	32	38	43	99	33	35	47
	Language	61	35	50	55	91	40	47	50	99	41	42	54
	Mathematics	65	34	41	53	94	34	42	50	98	37	39	54
4	Reading	78	47	47	55	89	29	36	47	97	39	43	52
	Language	78	47	44	50	88	33	37	45	98	37	42	48
	Mathematics	76	55	52	56	93	40	41	52	98	39	46	57
5	Reading	84	47	42	51	90	37	36	46	96	35	40	50
	Language	85	38	36	46	90	31	33	43	98	26	34	46
	Mathematics	90	47	46	56	95	44	46	54	100	38	43	57
6	Reading	92	42	38	54	91	36	40	49	96	34	40	53
	Language	94	34	30	46	90	30	32	42	96	26	34	45
	Mathematics	95	48	44	61	92	44	48	58	96	42	47	62
7	Reading	96	41	37	53	99	28	35	48	98	35	42	51
	Language	97	44	42	55	99	32	35	51	100	39	47	54
	Mathematics	92	40	39	57	99	36	40	54	100	43	45	58
8	Reading	100	46	40	55	98	31	36	49	99	41	41	53
	Language	100	40	34	50	98	31	33	46	100	42	35	49
	Mathematics	100	43	43	57	99	37	40	54	99	47	42	58

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 Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Each teacher develops and implements a class behavior management plan which is consistent with campus and district policies. A bully prevention program is being implemented as well as a character education program. Training for students is provided.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Marsha Baney	(623) 876-7100
Transportation Policy	Jane Fabrizius	(623) 876-7030
Community Resources	Dawn Kinnard	(623) 876-7100
School Nutrition Programs	Mike Lozano	(623) 876-7075
Parent Organization	John Marr	(623) 876-7100
Student Health/Nurse	June Graeber	(623) 876-7100

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards