

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 (a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mrs. Patricia A Buck
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-8
 2005 Enrollment : 1263
 Web Address : www.dysart.org
 Phone Number : (623) 876-7100
 Fax Number : (623) 876-7137
 E-mail : pbuck@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.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

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 Students at Dysart Elementary School will gain at least one year growth in reading as measured by the Direct Reading Assessment.
- ü Teachers at Dysart Elementary School will ensure that all students are participating in literacy building activities at least 50% of the day.
- ü The students at Dysart Elementary School will demonstrate at least a one year growth in math as measured by the district adopted cumulative Houghton Mifflin math assessment.
- ü The students at Dysart Elementary School will demonstrate at least a 3 point gain on a writing sampled as measured by NWREL's Six-Trait Writing Rubric.

Enrollment

October 1, 2004 School Year Student Enrollment : 1357
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 12

Instructional Programs

- Ü Core Knowledge
- Ü Zoo-phonics
- Ü Four Blocks Language Arts Instruction
- Ü SCORE
- Ü After-School Tutoring
- Ü Special Education Inclusion Program
- Ü LEXIA Individualized Reading Program
- Ü Full Day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	4/25/2006

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, and 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, and work cooperatively to solve problems.

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.

School Honors

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

Award/Honor	Year
Ü Wal-Mart Teacher of the Year	2004
Ü Units Published and Presented-National Core Conference	2005
Ü Four National Board Certified Teachers	2004
Ü Second Place Winner Westside Impact Math Challenge	2002

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	130	1328	79306	100	99	99	439	432	445	11	16	10	22	23	18	59	50	51	8	11	20
All Students (Prior Year)	146	1073	75509	100	99	100	496	499	521	21	21	13	32	30	23	33	33	33	13	17	31
Female	61	651	38691	100	98	99	441	430	446	8	17	10	20	24	18	66	50	52	6	9	20
Male	69	677	40583	100	99	99	437	434	445	13	15	11	25	22	18	53	49	50	9	13	21
African American	11	98	4041	100	100	99	416	433	426	14	13	17	29	19	23	57	59	50	0	9	10
Hispanic	65	563	32869	97	98	99	438	414	429	13	25	15	22	29	25	58	40	51	7	6	10
Asian/Pacific Islander	NC	20	1935	NC	100	99	NC	451	474	NC	0	3	NC	13	9	NC	87	48	NC	0	40
American Indian/Alaskan Native	NC	12	4264	NC	100	100	NC	451	419	NC	0	19	NC	29	30	NC	43	45	NC	29	6
White	45	635	36197	100	100	99	448	448	463	8	9	5	16	17	11	65	57	53	11	17	31
Students with Disabilities	17	154	10321	100	100	100	411	386	389	31	45	30	19	20	27	50	32	34	0	3	9
Students without Disabilities	113	1174	69060	99	98	98	444	438	454	7	12	7	23	23	17	61	52	54	9	13	22
Limited English Proficient Students	19	176	15509	100	99	100	431	387	406	13	40	20	25	32	30	63	27	45	0	1	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	79	698	39415	99	95	96	432	422	431	13	22	15	27	27	25	53	44	50	7	7	10
Non-Economically Disadvantaged	51	630	39966	100	100	100	448	442	459	7	10	6	16	18	12	67	56	52	9	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	130	1336	79395	100	0	99	445	436	446	6	12	9	30	31	25	56	52	55	8	5	11
All Students (Prior Year)	147	1073	75492	100	99	100	505	509	519	19	17	12	21	19	16	48	46	47	12	18	24
Female	61	656	38743	100	0	100	450	438	451	2	11	7	22	29	24	68	54	57	8	6	12
Male	69	680	40618	100	0	99	441	434	440	9	12	11	38	33	27	45	50	53	8	5	9
African American	11	98	4052	100	0	100	429	441	434	14	9	11	43	25	29	43	65	54	0	1	6
Hispanic	65	568	32915	97	0	99	443	417	426	5	17	15	35	41	35	51	39	47	9	2	4
Asian/Pacific Islander	NC	20	1936	NC	0	99	NC	445	468	NC	0	3	NC	33	14	NC	67	63	NC	0	19
American Indian/Alaskan Native	NC	12	4271	NC	0	100	NC	459	420	NC	0	15	NC	29	42	NC	71	41	NC	0	2
White	45	638	36221	100	0	99	455	453	465	5	7	4	16	22	15	70	61	63	8	9	17
Students with Disabilities	17	157	10331	100	0	100	425	389	388	0	29	25	56	45	37	44	25	34	0	1	4
Students without Disabilities	113	1179	69139	99	0	99	449	443	454	7	9	7	25	29	24	59	56	58	9	6	11
Limited English Proficient Students	19	180	15545	100	0	100	432	387	399	6	26	21	38	56	42	56	18	35	0	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	79	705	39484	99	0	96	436	425	429	5	17	14	40	38	35	52	43	47	3	3	4
Non-Economically Disadvantaged	51	631	39986	100	0	100	459	449	461	7	6	4	16	24	16	63	61	63	14	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	129	1336	78869	99	99	99	433	432	442	7	7	6	26	27	21	62	60	63	5	6	10
All Students (Prior Year)	144	1062	75053	100	98	99	562	574	597	9	10	7	13	12	12	75	72	72	3	6	9
Female	60	659	38536	98	100	99	449	445	458	0	4	4	22	24	15	73	65	67	4	8	14
Male	69	677	40302	100	99	99	419	420	428	13	9	8	30	30	26	51	57	60	6	4	7
African American	11	98	4015	100	100	99	431	451	430	0	0	8	29	24	24	71	69	61	0	7	7
Hispanic	65	566	32606	97	98	98	432	413	426	9	11	8	27	33	27	55	52	60	9	4	5
Asian/Pacific Islander	NC	20	1925	NC	100	99	NC	445	471	NC	0	3	NC	33	11	NC	60	64	NC	7	22
American Indian/Alaskan Native	NC	12	4245	NC	100	100	NC	469	423	NC	17	9	NC	0	26	NC	67	61	NC	17	4
White	45	640	36078	100	100	99	439	447	459	3	4	4	24	22	16	73	67	66	0	7	14
Students with Disabilities	16	154	10246	100	100	100	386	353	367	13	25	18	53	47	39	33	27	40	0	1	4
Students without Disabilities	113	1182	68697	99	99	98	441	444	454	6	4	4	22	24	18	67	65	67	6	6	11
Limited English Proficient Students	19	178	15339	100	100	100	415	384	399	13	15	11	31	44	31	56	40	54	0	1	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	78	704	39106	98	96	95	424	422	427	8	9	8	29	32	28	59	55	59	3	4	5
Non-Economically Disadvantaged	51	632	39837	100	100	100	446	444	457	5	4	4	23	22	14	65	66	67	7	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	137	--	78906	99	--	99	488	--	498	24	--	13	21	--	19	39	--	48	16	--	20
All Students (Prior Year)	126	939	76019	100	100	100	480	479	499	22	22	14	41	43	39	14	13	14	23	21	33
Female	57	609	38644	98	100	99	484	487	500	22	18	12	28	22	19	39	49	49	11	10	19
Male	80	--	40236	100	--	99	492	--	497	25	--	15	16	--	19	40	--	46	19	--	20
African American	12	119	4087	92	100	99	468	479	481	44	25	20	33	21	24	22	46	45	0	8	11
Hispanic	75	530	31938	99	99	99	482	468	481	27	29	19	22	26	25	35	40	46	16	5	10
Asian/Pacific Islander	NC	34	1805	NC	100	98	NC	511	536	NC	6	5	NC	19	8	NC	56	45	NC	19	42
American Indian/Alaskan Native	NC	--	4593	NC	--	100	NC	--	467	NC	--	26	NC	--	29	NC	--	39	NC	--	6
White	42	606	36483	100	100	99	499	496	517	16	11	7	18	21	13	50	53	51	16	15	30
Students with Disabilities	19	--	10664	100	--	100	451	--	430	60	--	42	27	--	27	7	--	26	7	--	5
Students without Disabilities	118	1153	68310	99	99	98	494	492	509	18	15	9	20	23	18	45	51	51	17	11	22
Limited English Proficient Students	14	133	12573	100	100	100	471	437	454	38	45	27	25	29	30	25	25	38	13	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	95	706	38679	100	98	96	487	473	483	25	27	20	22	26	25	38	40	45	16	7	10
Non-Economically Disadvantaged	42	--	40295	98	--	100	492	--	513	23	--	7	20	--	13	43	--	50	15	--	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	137	--	78908	99	--	99	472	--	484	11	--	10	35	--	23	50	--	58	4	--	9
All Students (Prior Year)	126	941	76020	100	100	100	499	498	503	36	33	25	20	21	23	36	38	40	8	7	12
Female	57	610	38648	98	0	99	471	482	489	7	12	8	41	23	22	50	59	61	2	6	10
Male	80	--	40233	100	--	99	473	--	479	14	--	12	30	--	25	51	--	55	5	--	8
African American	12	119	4092	92	0	99	459	477	473	11	9	12	67	30	28	22	57	54	0	3	5
Hispanic	75	530	31940	99	0	99	472	460	465	11	22	16	35	31	32	51	44	49	4	3	3
Asian/Pacific Islander	NC	34	1805	NC	0	98	NC	483	507	NC	9	4	NC	16	13	NC	72	65	NC	3	18
American Indian/Alaskan Native	NC	--	4569	NC	--	100	NC	--	457	NC	--	18	NC	--	39	NC	--	41	NC	--	2
White	42	606	36502	100	0	99	477	489	502	11	9	4	32	20	14	53	62	67	5	9	15
Students with Disabilities	19	--	10665	100	--	100	434	--	423	33	--	30	53	--	36	13	--	31	0	--	2
Students without Disabilities	118	1153	68312	99	0	98	478	483	493	7	10	7	32	24	21	56	59	62	4	7	10
Limited English Proficient Students	14	133	12556	100	0	100	452	427	436	25	38	24	38	39	40	38	22	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	95	704	38662	100	0	96	475	465	468	12	19	16	30	30	32	54	47	49	4	3	3
Non-Economically Disadvantaged	42	--	40315	98	--	100	467	--	498	10	--	5	43	--	15	45	--	66	3	--	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	137	--	78750	99	--	99	498	--	500	4	--	6	35	--	29	61	--	63	0	--	2
All Students (Prior Year)	124	936	75673	98	99	100	519	508	530	9	15	12	38	32	25	51	50	58	2	3	4
Female	57	609	38586	98	100	99	510	511	515	2	4	4	28	24	22	70	70	71	0	1	3
Male	80	--	40135	100	--	99	489	--	486	5	--	8	40	--	35	56	--	56	0	--	1
African American	12	120	4081	92	100	99	474	494	488	11	9	8	56	27	32	33	64	59	0	0	2
Hispanic	75	524	31841	99	98	99	497	481	483	4	10	8	33	37	36	64	53	55	0	0	1
Asian/Pacific Islander	NC	34	1802	NC	100	98	NC	519	533	NC	0	2	NC	22	16	NC	78	75	NC	0	7
American Indian/Alaskan Native	NC	--	4586	NC	--	100	NC	--	481	NC	--	8	NC	--	37	NC	--	54	NC	--	1
White	42	608	36440	100	100	99	506	502	516	3	6	3	34	28	22	63	66	71	0	1	4
Students with Disabilities	19	--	10622	100	--	100	451	--	415	7	--	21	73	--	50	20	--	28	0	--	1
Students without Disabilities	118	1149	68196	99	99	98	505	505	513	3	4	3	29	28	25	68	67	69	0	1	3
Limited English Proficient Students	14	131	12504	100	100	100	464	436	451	13	21	12	38	42	44	50	37	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	95	702	38558	100	97	96	500	479	485	3	10	8	33	38	37	64	52	54	0	0	1
Non-Economically Disadvantaged	42	--	40260	98	--	100	494	--	514	5	--	3	38	--	21	58	--	72	0	--	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	120	--	78250	100	--	99	523	--	548	36	--	21	29	--	18	33	--	48	3	--	13
All Students (Prior Year)	100	833	75001	100	100	99	448	449	468	54	50	37	34	36	36	8	11	16	4	3	10
Female	53	529	38071	98	100	99	518	537	549	38	26	20	22	25	19	40	43	49	0	6	12
Male	67	--	40126	100	--	99	527	--	547	34	--	23	34	--	17	27	--	46	5	--	14
African American	24	102	4058	100	100	99	506	533	523	55	30	32	25	27	22	10	35	41	10	8	5
Hispanic	54	422	29129	98	99	99	515	517	527	41	41	32	26	25	23	33	33	40	0	2	6
Asian/Pacific Islander	NC	31	1747	NC	97	100	NC	563	589	NC	21	9	NC	13	9	NC	50	50	NC	17	32
American Indian/Alaskan Native	NC	15	4996	NC	100	100	NC	538	518	NC	22	36	NC	33	25	NC	33	36	NC	11	4
White	33	--	38320	100	--	99	545	--	568	13	--	12	40	--	14	43	--	55	3	--	19
Students with Disabilities	16	104	9329	100	100	100	482	475	454	79	72	64	14	17	18	7	10	16	0	0	2
Students without Disabilities	104	--	68996	100	--	99	529	--	561	29	--	16	31	--	18	37	--	52	3	--	14
Limited English Proficient Students	12	110	10133	100	100	100	488	487	488	77	59	45	15	25	25	8	15	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	81	562	33388	98	97	94	516	522	530	42	37	32	27	25	22	28	35	40	3	3	5
Non-Economically Disadvantaged	39	--	44937	100	--	100	540	--	561	20	--	13	33	--	15	43	--	54	3	--	18

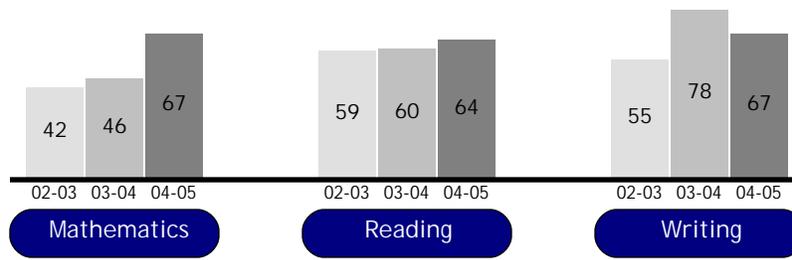
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	--	78302	100	--	99	507	--	512	10	--	11	39	--	25	47	--	57	5	--	7
All Students (Prior Year)	100	831	74918	100	99	99	481	487	497	44	38	32	17	19	19	30	33	35	9	10	15
Female	53	530	38082	98	0	99	506	508	518	13	11	8	33	32	24	49	54	61	4	3	7
Male	67	--	40166	100	--	99	507	--	507	7	--	14	43	--	26	45	--	54	5	--	6
African American	24	102	4064	100	0	100	494	512	498	15	11	14	45	31	29	35	51	54	5	7	3
Hispanic	54	427	29152	98	0	99	497	488	492	11	18	17	46	42	34	41	39	46	2	1	2
Asian/Pacific Islander	NC	31	1746	NC	0	100	NC	541	542	NC	0	5	NC	21	13	NC	63	66	NC	17	16
American Indian/Alaskan Native	NC	15	4993	NC	0	100	NC	509	484	NC	11	19	NC	33	38	NC	44	42	NC	11	1
White	33	--	38347	100	--	99	525	--	531	7	--	5	23	--	17	63	--	68	7	--	10
Students with Disabilities	16	105	9353	100	0	100	464	447	429	43	48	40	36	34	38	21	19	22	0	0	1
Students without Disabilities	104	--	69024	100	--	99	514	--	524	5	--	7	39	--	23	51	--	62	6	--	7
Limited English Proficient Students	12	110	10140	100	0	100	469	456	451	31	31	28	54	55	43	15	15	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	81	564	33398	98	0	94	500	493	495	13	17	18	41	39	35	42	42	46	4	2	2
Non-Economically Disadvantaged	39	--	44979	100	--	100	523	--	525	3	--	6	33	--	18	57	--	66	7	--	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	120	--	78094	100	--	99	553	--	545	2	--	3	15	--	18	82	--	77	1	--	2
All Students (Prior Year)	100	828	74503	100	99	99	493	486	491	4	9	9	34	33	32	59	52	51	4	6	8
Female	53	530	38025	98	100	99	559	552	558	0	2	2	16	17	13	84	80	82	0	1	2
Male	67	--	40013	100	--	99	547	--	534	4	--	5	14	--	23	80	--	71	2	--	1
African American	24	102	4037	100	100	99	539	553	532	5	4	4	20	15	22	75	79	73	0	1	1
Hispanic	54	422	29068	98	99	99	542	528	523	2	4	5	15	27	27	83	69	67	0	0	1
Asian/Pacific Islander	NC	31	1743	NC	97	100	NC	574	577	NC	0	2	NC	21	9	NC	75	82	NC	4	8
American Indian/Alaskan Native	NC	15	4981	NC	100	100	NC	520	526	NC	0	4	NC	44	25	NC	56	70	NC	0	0
White	33	--	38265	100	--	99	576	--	564	0	--	2	7	--	11	90	--	84	3	--	3
Students with Disabilities	16	103	9275	100	100	100	498	465	444	14	14	14	43	51	46	43	35	39	0	0	1
Students without Disabilities	104	--	68892	100	--	98	562	--	559	0	--	2	10	--	14	89	--	82	1	--	2
Limited English Proficient Students	12	106	10084	100	98	100	515	490	474	0	6	10	38	47	39	62	47	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	81	560	33296	98	97	94	546	532	527	3	4	5	17	27	27	80	69	67	0	0	0
Non-Economically Disadvantaged	39	--	44871	100	--	100	569	--	559	0	--	2	10	--	12	87	--	84	3	--	3

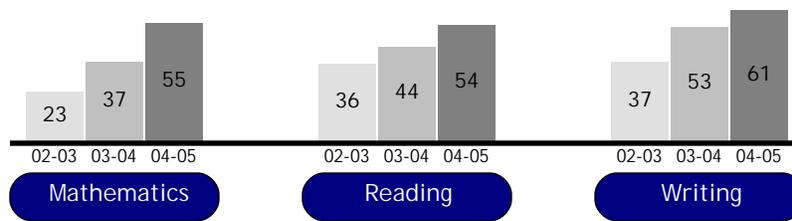
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

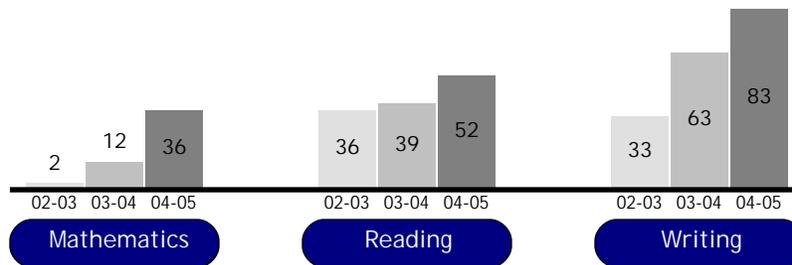
3rd Grade Proficiency



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	90	34	42	50	99	40	NA	58	98	40	--	47
	Language	99	26	33	43	100	33	35	50	98	38	--	47
	Mathematics	99	29	37	57	100	44	44	64	99	38	--	50
3	Reading	99	33	35	47	100	38	NA	55	100	42	--	44
	Language	99	41	42	54	100	41	50	61	100	41	--	44
	Mathematics	98	37	39	54	100	43	47	61	100	45	--	51
4	Reading	97	39	43	52	97	45	NA	56	97	41	--	48
	Language	98	37	42	48	100	42	41	52	97	38	--	49
	Mathematics	98	39	46	57	100	45	47	61	97	41	--	53
5	Reading	96	35	40	50	100	52	NA	55	99	38	--	50
	Language	98	26	34	46	99	40	39	49	99	36	--	50
	Mathematics	100	38	43	57	100	46	49	63	99	39	--	49
6	Reading	96	34	40	53	99	44	NA	56	98	43	--	51
	Language	96	26	34	45	100	31	36	48	98	37	--	47
	Mathematics	96	42	47	62	99	45	52	66	98	40	--	52
7	Reading	98	35	42	51	100	35	NA	54	100	35	--	50
	Language	100	39	47	54	100	36	44	58	100	43	--	52
	Mathematics	100	43	45	58	100	44	46	62	100	39	--	50
8	Reading	99	41	41	53	100	41	NA	55	100	43	--	51
	Language	100	42	35	49	100	38	40	52	100	42	--	50
	Mathematics	99	47	42	58	100	47	48	61	100	41	--	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)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Student Discipline
- Ü Tax Credit Approval
- Ü School Safety Issues
- Ü Student Activities/Clubs
- Ü Parent/Educator Relations
- Ü Character Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	62.00
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	25	4	0	0
4 to 6 years	6	4	0	0
7 to 9 years	0	0	0	1
10 or more years	2	9	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	274
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 Science Labs
- Ü 2 Internet Labs
- Ü Library
- Ü Two Wireless Laptop Labs

Extracurricular Activities

- Ü MESA
- Ü Student Council/NJHS/Academic Game Club
- Ü Chorus/Art/Band
- Ü Drama/Homework/Tutoring Clubs/Teen
- Ü Super Saturday Math Club
- Ü Flag Football, Soccer, and Baseball
- Ü Volleyball, Softball & Basketball, Socce
- Ü Cheerleading and Spirit Club

Social Services

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

School Achievements/Accomplishments 2004-05

- ü Dysart Elementary School students demonstrated an overall increase in state test scores.

- 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.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	69	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

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. Furthermore, students are educated on schoolwide behavior expectations that are positively reinforced daily. The entire DES staff has received intensive supplemental training on management and safety.

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) :

3

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	Patti Buck	(623) 876-7100
Transportation Policy	Jane Fabrizius	(623) 876-7030
Community Resources	Cynthia Quintero	(623) 876-7100
School Nutrition Programs	Virginia Covasos	(623) 876-7122
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 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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** 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.