



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

13500 North El Mirage 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2003-04	Failing
2002-03	Underperforming
2001-02	Underperforming

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

School Overview

Principal/Administrator : Ms. Grace Martinez  
 Schedule : 7:00 AM to 4:00 PM  
 Grades : K-8  
 2004 Enrollment : 1098  
 Web Address : www.dysart.org  
 Phone Number : (623) 876-7200  
 Fax Number : (623) 876-7208  
 E-mail : gmartinez@dysart.org

Mission

Our mission is to move towards developing and maintaining a philosophy of respect and high expectations of excellence for all students, teachers and staff; and advancing into the 21st Century with Excellence in Motion.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Not Met
2002-03	Not Met
2001-02	N/A

School Improvement Status (b)

2003-04	Restructuring
2002-03	Corrective Action
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Improve basic skills of reading, writing and math; implementing Success For All program for K-3 that provides effective reading; intervention instruction to have all kids reading at grade level by third grade.
- ü Apply critical and higher-order thinking skills to all areas of learning.

Enrollment

October 1, 2003 School Year Student Enrollment : 897  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 46

Instructional Programs

- ü Self-contained and On-site Special Ed.
- ü Art/Music/PE/Computers/Band/Health
- ü National Junior High Honor Society
- ü Success For All K-8 Program
- ü Full Day Kindergarten - 5 classrooms
- ü GEAR UP (CCVYP, SCORE, Career Planning)
- ü 21st Century School/afterschool tutoring
- ü NASA Site School

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/9/2004
Last Day of School :	6/6/2005

Shared Responsibilities

School

Provide a safe environment. Ensure high academic standards. Provide an atmosphere for positive communication.

Parents

See that child is punctual and attends school on a regular basis. Support the school in efforts to maintain proper discipline. Encourage academic success and follow through on homework. Communicate regularly with teacher. Participate in PTSSO and school functions.

Transportation Policy

Students who reside to the east of El Mirage road and must cross it to reach the school are provided transportation. Transportation is also provided to students enrolled in a self-contained Special Education class.

School Honors

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

Award/Honor	Year
ü Kids At Hope School	2001
ü Phoenix Suns Quest Award	2002
ü Success For All Recognition	2003
ü Arizona Republic Learning From The Best	2003

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	114	1073	75509	96	99	100	483	499	521	33	21	13	31	30	23	17	33	33	19	17	31
All Students (Prior Year)	108	911	75372	99	100	100	467	497	523	38	19	9	41	35	25	15	31	36	6	15	30
Female	55	493	37013	100	99	100	476	501	522	35	21	12	39	29	24	9	29	33	17	20	31
Male	59	580	38430	92	99	99	488	497	521	31	21	14	24	30	22	24	35	33	21	14	31
African American	NC	95	3660	NC	99	99	NC	484	496	NC	28	24	NC	36	31	NC	23	28	NC	13	18
Hispanic	105	438	30486	96	98	99	478	486	505	34	27	18	32	35	29	18	27	32	16	11	21
Asian/Pacific Islander	--	24	1780	--	100	98	--	518	549	--	5	5	--	27	13	--	45	33	--	23	50
American Indian/Alaskan Native	--	NC	4075	--	NC	100	--	NC	486	--	NC	28	--	NC	34	--	NC	26	--	NC	12
White	NC	502	35192	NC	99	99	NC	507	534	NC	17	8	NC	26	19	NC	37	35	NC	20	39
Students with Disabilities	18	149	9708	95	100	100	468	460	489	57	54	32	14	23	27	0	18	24	29	5	17
Students without Disabilities	96	924	65801	96	98	98	485	503	525	29	18	11	33	30	23	20	34	34	18	18	33
Limited English Proficient Students	61	169	16928	100	100	100	421	421	485	100	100	29	0	0	33	0	0	26	0	0	12
Migrant Students	11	18	750				NA	494	499	NA	0	21	NA	50	29	NA	50	30	NA	0	20
Economically Disadvantaged	97	576	36411				485	488	503	33	27	19	24	32	29	20	29	32	22	12	20
Non-Economically Disadvantaged	17	497	39040				466	508	534	29	15	8	71	27	19	0	36	34	0	21	39

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	112	1073	75492	94	99	100	500	509	519	27	17	12	18	19	16	39	46	47	16	18	24
All Students (Prior Year)	107	899	75221	98	100	100	484	507	523	36	17	8	36	23	16	25	50	56	2	10	21
Female	54	495	37014	98	100	100	501	513	523	24	15	10	19	19	15	43	44	48	14	23	27
Male	58	578	38400	91	99	99	499	506	516	29	20	14	18	20	17	36	47	47	18	14	21
African American	NC	95	3665	NC	99	99	NC	500	505	NC	21	20	NC	27	22	NC	43	43	NC	9	14
Hispanic	103	437	30438	94	98	99	496	500	508	32	25	17	20	20	21	32	43	47	17	12	15
Asian/Pacific Islander	--	24	1773	--	100	98	--	530	534	--	5	4	--	9	10	--	55	50	--	32	36
American Indian/Alaskan Native	--	NC	4081	--	NC	100	--	NC	498	--	NC	25	--	NC	26	--	NC	40	--	NC	8
White	NC	503	35177	NC	99	99	NC	515	528	NC	14	8	NC	18	13	NC	47	49	NC	22	31
Students with Disabilities	18	150	9707	95	100	100	493	471	495	40	56	33	20	17	21	40	23	33	0	4	13
Students without Disabilities	94	923	65785	94	98	98	501	514	522	25	13	10	18	20	16	39	48	49	18	20	26
Limited English Proficient Students	60	169	16905	100	100	100	438	438	489	100	100	34	0	0	28	0	0	32	0	0	6
Migrant Students	11	19	763				NA	518	499	NA	0	21	NA	67	30	NA	0	40	NA	33	8
Economically Disadvantaged	97	578	36302				502	500	507	26	26	18	17	21	21	38	41	46	19	13	14
Non-Economically Disadvantaged	15	495	39164				490	517	528	29	10	8	29	18	13	43	50	48	0	22	31

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	110	1062	75053	92	98	99	529	574	597	12	10	7	16	12	12	70	72	72	2	6	9
All Students (Prior Year)	106	863	73654	97	96	99	484	512	530	38	18	9	26	21	13	37	59	70	0	2	7
Female	55	492	36872	100	99	99	553	601	621	9	7	5	14	8	9	73	76	74	5	8	12
Male	55	570	38109	86	97	99	510	551	573	14	12	10	18	15	14	68	68	69	0	4	6
African American	NC	95	3636	NC	99	99	NC	561	568	NC	12	12	NC	18	16	NC	65	67	NC	5	6
Hispanic	102	433	30235	94	97	98	526	555	575	12	13	9	19	14	14	67	69	70	2	4	6
Asian/Pacific Islander	--	24	1768	--	100	98	--	582	651	--	5	3	--	5	5	--	86	72	--	5	19
American Indian/Alaskan Native	--	NC	4044	--	NC	99	--	NC	550	--	NC	13	--	NC	17	--	NC	66	--	NC	4
White	NC	496	35028	NC	98	99	NC	586	613	NC	8	6	NC	10	10	NC	75	73	NC	6	11
Students with Disabilities	17	149	9625	89	100	100	464	476	530	20	32	21	0	24	21	80	44	55	0	0	4
Students without Disabilities	93	913	65428	93	97	98	536	586	604	11	7	6	18	11	11	69	76	73	2	7	10
Limited English Proficient Students	58	164	16765	98	100	100	374	374	525	100	100	17	0	0	20	0	0	60	0	0	2
Migrant Students	10	18	752				NA	583	562	NA	0	9	NA	0	18	NA	100	68	NA	0	5
Economically Disadvantaged	95	569	36077				525	551	566	14	13	10	16	15	16	67	66	69	2	5	5
Non-Economically Disadvantaged	15	493	38950				551	594	618	0	7	5	14	9	9	86	77	73	0	6	12

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	88	939	76019	96	100	100	438	479	499	52	22	14	39	43	39	4	13	14	5	21	33
All Students (Prior Year)	98	855	76230	100	100	100	449	470	498	37	26	12	51	47	38	4	11	12	8	17	37
Female	41	452	37207	93	98	100	450	480	499	37	20	12	49	46	41	6	14	14	9	20	33
Male	44	481	38677	92	100	100	430	479	498	62	24	15	33	41	38	3	12	13	3	23	34
African American	NC	92	3817	NC	97	100	NC	468	475	NC	22	23	NC	52	47	NC	13	11	NC	13	18
Hispanic	77	379	29458	94	98	100	437	462	480	54	34	20	39	45	48	1	9	12	6	13	20
Asian/Pacific Islander	--	24	1673	--	96	99	--	498	531	--	5	4	--	55	29	--	9	14	--	32	53
American Indian/Alaskan Native	--	17	4735	--	100	100	--	497	466	--	13	28	--	44	49	--	6	10	--	38	13
White	NC	418	35880	NC	100	100	NC	493	515	NC	15	7	NC	39	32	NC	17	16	NC	28	45
Students with Disabilities	NC	115	9786	NC	100	100	NC	436	457	NC	54	39	NC	35	40	NC	7	7	NC	4	13
Students without Disabilities	83	824	66233	97	99	99	441	482	503	49	20	11	41	44	39	4	14	14	5	23	35
Limited English Proficient Students	45	143	15206	96	100	100	426	430	459	65	57	31	35	40	53	0	3	7	0	0	9
Migrant Students	NC	NC	745				NC	NC	473	NC	NC	22	NC	NC	53	NC	NC	11	NC	NC	15
Economically Disadvantaged	73	499	35714				437	467	480	55	31	20	36	44	47	3	9	12	6	15	20
Non-Economically Disadvantaged	15	440	40266				441	491	513	36	14	9	55	42	33	9	17	15	0	27	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	87	941	76020	95	100	100	481	498	503	64	33	25	14	21	23	16	38	40	5	7	12
All Students (Prior Year)	95	847	76202	100	100	100	488	499	505	44	28	19	32	28	24	19	37	46	4	7	11
Female	41	453	37213	93	98	100	487	499	504	57	27	22	14	22	23	23	44	42	6	8	13
Male	43	482	38666	90	100	100	476	497	501	71	38	29	13	21	22	11	34	38	5	7	12
African American	NC	92	3819	NC	97	100	NC	492	494	NC	39	37	NC	24	26	NC	34	31	NC	2	6
Hispanic	76	379	29442	93	98	99	480	491	494	67	45	37	15	22	26	14	28	31	5	4	6
Asian/Pacific Islander	--	24	1672	--	96	99	--	502	513	--	18	12	--	45	19	--	23	49	--	14	20
American Indian/Alaskan Native	--	17	4735	--	100	100	--	499	489	--	19	48	--	38	25	--	44	24	--	0	3
White	NC	420	35890	NC	100	100	NC	505	511	NC	23	15	NC	18	20	NC	48	48	NC	11	18
Students with Disabilities	NC	118	9784	NC	100	100	NC	476	485	NC	72	58	NC	12	19	NC	15	19	NC	0	4
Students without Disabilities	82	823	66236	95	98	99	482	500	504	63	29	23	15	22	23	17	40	42	6	8	13
Limited English Proficient Students	45	144	15198	96	100	100	475	476	483	79	79	59	18	18	25	3	3	14	0	0	1
Migrant Students	NC	NC	743				NC	NC	488	NC	NC	50	NC	NC	28	NC	NC	19	NC	NC	3
Economically Disadvantaged	72	499	35703				480	493	494	66	42	37	15	22	26	12	30	31	6	6	6
Non-Economically Disadvantaged	15	442	40274				483	503	509	55	24	17	9	21	20	36	46	47	0	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	87	936	75673	95	99	100	445	508	530	38	15	12	42	32	25	20	50	58	0	3	4
All Students (Prior Year)	91	812	74692	96	100	99	455	482	502	50	29	18	34	32	27	15	36	47	1	3	8
Female	41	451	37099	93	98	100	459	525	548	31	9	8	43	32	22	26	55	64	0	4	6
Male	43	479	38441	90	100	99	436	493	513	42	20	16	42	33	29	16	46	52	0	1	3
African American	NC	92	3791	NC	97	99	NC	509	506	NC	12	18	NC	31	29	NC	56	50	NC	1	3
Hispanic	76	377	29305	93	98	99	444	491	507	41	17	16	41	39	31	18	43	51	0	1	2
Asian/Pacific Islander	--	24	1665	--	96	99	--	518	573	--	18	6	--	14	16	--	68	67	--	0	10
American Indian/Alaskan Native	--	17	4707	--	100	100	--	550	492	--	13	19	--	27	33	--	40	46	--	20	1
White	NC	418	35760	NC	100	99	NC	520	550	NC	14	9	NC	29	21	NC	54	64	NC	4	6
Students with Disabilities	NC	117	9706	NC	100	100	NC	447	462	NC	38	36	NC	34	32	NC	28	31	NC	0	1
Students without Disabilities	82	819	65967	95	98	99	448	513	536	36	13	10	43	32	25	21	52	60	0	3	5
Limited English Proficient Students	45	144	15115	96	100	100	430	446	471	53	41	26	35	40	38	12	19	35	0	0	1
Migrant Students	NC	NC	738				NC	NC	488	NC	NC	23	NC	NC	33	NC	NC	43	NC	NC	1
Economically Disadvantaged	72	497	35541				444	499	504	40	18	17	40	33	31	20	48	50	0	1	2
Non-Economically Disadvantaged	15	439	40091				447	518	550	27	12	9	55	31	21	18	52	64	0	4	6

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	90	833	75001	99	100	99	427	449	468	71	50	37	24	36	36	4	11	16	1	3	10
All Students (Prior Year)	78	651	71167	89	99	99	415	441	463	79	57	38	19	34	41	2	8	14	0	1	7
Female	39	410	36846	98	99	99	432	451	468	62	47	36	32	38	38	3	11	16	3	3	10
Male	51	419	37974	100	99	99	423	447	467	77	53	39	18	33	34	5	11	16	0	3	11
African American	NC	76	3720	NC	96	98	NC	439	446	NC	61	53	NC	28	33	NC	8	9	NC	3	4
Hispanic	79	356	26675	96	97	98	430	440	448	69	58	52	25	33	34	4	6	10	1	2	4
Asian/Pacific Islander	--	15	1575	--	100	99	--	487	504	--	17	18	--	33	33	--	33	20	--	17	29
American Indian/Alaskan Native	--	12	4731	--	100	98	--	438	438	--	67	61	--	17	30	--	8	7	--	8	2
White	NC	363	37785	NC	99	99	NC	459	482	NC	42	25	NC	40	39	NC	15	21	NC	4	15
Students with Disabilities	15	111	8802	100	100	100	383	405	418	100	87	79	0	11	16	0	2	3	0	0	1
Students without Disabilities	75	722	66199	97	97	99	437	452	472	64	47	34	30	38	38	5	11	17	2	3	11
Limited English Proficient Students	48	131	11710	89	100	100	416	421	429	81	80	70	17	18	25	3	1	4	0	0	1
Migrant Students	NC	NC	709				NC	NC	442	NC	NC	57	NC	NC	34	NC	NC	7	NC	NC	2
Economically Disadvantaged	81	440	29814				429	438	448	69	60	53	25	31	33	4	8	10	1	1	4
Non-Economically Disadvantaged	NC	393	45170				NC	460	479	NC	41	28	NC	41	38	NC	13	20	NC	5	14

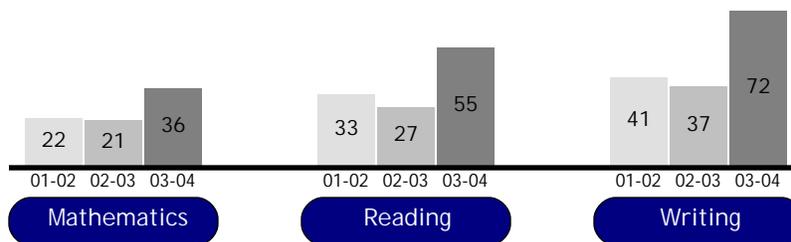
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	831	74918	99	99	99	457	487	497	64	38	32	23	19	19	12	33	35	1	10	15
All Students (Prior Year)	77	648	71100	88	99	99	462	487	502	60	35	25	29	26	21	10	33	40	2	7	15
Female	39	412	36805	98	100	99	464	493	501	53	34	28	29	19	19	15	37	37	3	10	16
Male	51	416	37936	100	98	99	452	482	493	73	42	35	18	20	18	9	30	33	0	9	14
African American	NC	76	3719	NC	96	98	NC	482	481	NC	38	43	NC	20	21	NC	37	29	NC	6	7
Hispanic	79	354	26645	96	97	98	459	474	478	63	49	46	24	22	20	12	25	27	1	4	6
Asian/Pacific Islander	--	15	1571	--	100	99	--	506	521	--	17	18	--	17	15	--	58	38	--	8	30
American Indian/Alaskan Native	--	12	4729	--	100	98	--	480	468	--	50	57	--	8	19	--	33	19	--	8	4
White	NC	363	37773	NC	99	99	NC	500	511	NC	28	20	NC	18	18	NC	40	41	NC	15	21
Students with Disabilities	15	111	8801	100	100	100	412	435	448	100	77	75	0	11	13	0	12	10	0	0	2
Students without Disabilities	75	720	66117	97	97	99	467	492	501	56	34	28	28	20	19	14	35	37	2	10	16
Limited English Proficient Students	48	131	11706	89	100	100	440	447	454	86	76	71	14	18	16	0	5	12	0	0	1
Migrant Students	NC	NC	706				NC	NC	467	NC	NC	55	NC	NC	22	NC	NC	20	NC	NC	4
Economically Disadvantaged	81	439	29785				459	474	477	62	49	47	24	22	20	13	25	26	1	4	6
Non-Economically Disadvantaged	NC	392	45115				NC	501	508	NC	26	23	NC	16	18	NC	42	39	NC	15	20

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	90	828	74503	99	99	99	421	486	491	31	9	9	44	33	32	26	52	51	0	6	8
All Students (Prior Year)	73	630	69001	83	96	96	446	473	490	54	28	17	39	44	37	7	28	45	0	0	1
Female	39	409	36686	98	99	99	449	507	506	21	5	5	38	24	29	41	63	57	0	7	9
Male	51	415	37644	100	98	98	400	465	476	39	14	13	48	42	36	14	41	45	0	4	6
African American	NC	76	3677	NC	96	97	NC	490	475	NC	10	12	NC	30	36	NC	55	46	NC	6	5
Hispanic	79	351	26500	96	96	97	426	468	467	28	13	13	46	39	39	26	44	44	0	4	4
Asian/Pacific Islander	--	15	1566	--	100	99	--	512	537	--	0	5	--	25	23	--	67	55	--	8	18
American Indian/Alaskan Native	--	12	4695	--	100	97	--	470	464	--	8	14	--	42	39	--	42	44	--	8	3
White	NC	363	37606	NC	99	99	NC	501	508	NC	6	6	NC	28	28	NC	60	56	NC	7	10
Students with Disabilities	15	111	8662	100	100	100	353	393	409	57	41	37	43	44	42	0	15	20	0	0	1
Students without Disabilities	75	717	65841	97	97	98	436	494	499	25	7	7	44	32	32	31	55	53	0	6	8
Limited English Proficient Students	48	130	11608	89	100	100	387	414	430	44	31	23	50	48	47	6	21	28	0	0	1
Migrant Students	NC	NC	701				NC	NC	449	NC	NC	17	NC	NC	43	NC	NC	38	NC	NC	1
Economically Disadvantaged	81	439	29587				425	467	465	30	13	14	45	38	40	25	45	43	0	3	4
Non-Economically Disadvantaged	NC	389	44898				NC	506	507	NC	6	7	NC	27	28	NC	59	55	NC	8	10

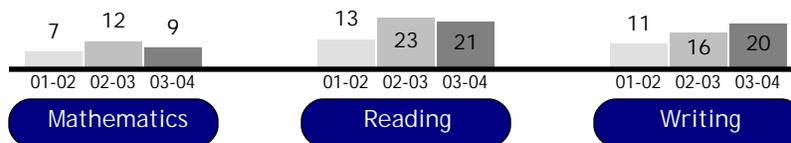
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

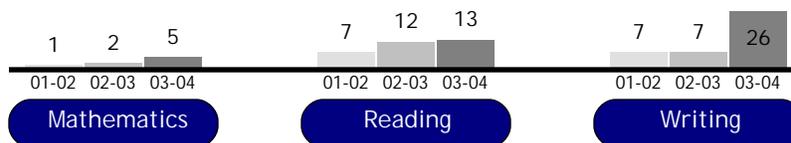
3rd Grade Proficiency



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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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](http://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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	15	32	44	90	22	42	50	91	34	NA	58
	Language	97	9	27	39	70	15	33	43	98	21	35	50
	Mathematics	97	26	40	52	98	27	37	57	98	42	44	64
3	Reading	98	13	38	43	96	13	35	47	94	33	NA	55
	Language	98	21	47	50	99	21	42	54	97	37	50	61
	Mathematics	98	17	42	50	98	19	39	54	97	31	47	61
4	Reading	100	12	36	47	91	16	43	52	94	19	NA	56
	Language	100	16	37	45	97	17	42	48	99	19	41	52
	Mathematics	100	12	41	52	94	13	46	57	100	26	47	61
5	Reading	100	11	36	46	93	20	40	50	90	20	NA	55
	Language	100	11	33	43	100	17	34	46	98	17	39	49
	Mathematics	100	17	46	54	98	22	43	57	98	22	49	63
6	Reading	100	15	40	49	98	20	40	53	100	30	NA	56
	Language	100	11	32	42	100	15	34	45	100	19	36	48
	Mathematics	100	29	48	58	100	25	47	62	100	28	52	66
7	Reading	100	13	35	48	100	22	42	51	96	15	NA	54
	Language	100	13	35	51	100	24	47	54	96	17	44	58
	Mathematics	100	19	40	54	100	37	45	58	96	28	46	62
8	Reading	100	19	36	49	100	22	41	53	98	28	NA	55
	Language	100	13	33	46	100	16	35	49	98	20	40	52
	Mathematics	100	24	40	54	100	26	42	58	98	41	48	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues - discipline
- Ü Budget
- Ü Extracurricular Activities
- Ü Academic Focus
- Ü Parent/Educator Relations
- Ü School Improvement/Instructional Program

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	8.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	5	1	0
4 to 6 years	14	6	0	0
7 to 9 years	3	5	0	0
10 or more years	9	4	0	0

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 37
- Core academic classes taught by Highly Qualified (NCLB) teachers. 74
- Teachers with Emergency Certificaton. 2

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Drill Team
- Ü Cheer Squad
- Ü EleMiddle Sports Program
- Ü Tutoring
- Ü Chess Club
- Ü Campfire Girls

Social Services

- Ü After School Programs
- Ü Clothing/Food Banks
- Ü Literacy Classes
- Ü Adult English Classes
- Ü Social Worker
- Ü Parent/Homeless Coordinator

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Goal was met to reduce absenteeism and improve attendance by one percent.
  
- ü Goal was met to implement Success For All Program K-8th.
  
- ü Goal was to involve parents. A PTSO has been started, officers elected and monthly meetings are in place.
  
- ü Staff Development has increased. Kindergarten and first grade teachers have been trained in Dibels testing, DRA, and River Deep Reading and Math Computer Programs.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	3	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	98	98	98	94
Retention Rate <sup>9</sup>	1	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	54	48
Grades 3-4	71	40
Grades 4-5	66	70
Grades 5-6	81	78
Grades 6-7	55	68
Grades 7-8	80	75

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

School Safety

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

Developed a schoolwide Discipline Policy. We have an Academic Advisor and Prevention Specialist working with students with behavior problems. We implemented the SFA program and a component of program is Getting Along - we are a Kids At Hope School.

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) :

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.

Contacts

	Name	Phone Number
School Site Council	Grace Martinez	(623) 876-7200
Transportation Policy	John Heckadon	(623) 876-7000
Community Resources	TimTait	(623) 876-7000
School Nutrition Programs	Dan Moore	(623) 876-7000
Parent Organization	Grace Martinez	(623) 876-7200
Student Health/Nurse	Jama Fridley	(623) 876-7200

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

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

DEFINITIONS:

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

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

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

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. 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](http://www.ade.az.gov/standards)

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/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.