



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Failing
2002-03	Underperforming

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

School Overview

Principal/Administrator : Dr. Joel Davidson
 Schedule : 07:00 AM to 05:00 PM
 Grades : K-8
 2005 Enrollment : 1025
 Web Address : www.dysart.org
 Phone Number : (623) 876-7200
 Fax Number : (623) 876-7208
 E-mail : jodavidson@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)

2004-05	Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status (b)

2004-05	Restructure(Plan)
2003-04	Restructuring
2002-03	Corrective Action

(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, 2004 School Year Student Enrollment : 1094
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 21

Instructional Programs

- ü Self-contained and On-site Special Ed.
- ü Art/Music/PE/Computers/Health
- ü National Junior High Honor Society
- ü Success For All K-8 Program
- ü Full Day Kindergarten - 6 classrooms
- ü GEAR UP (CCVYP, SCORE, Career Planning)
- ü 21st Century School/afterschool tutoring
- ü NASA Site School

Calendar Information

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

Shared Responsibilities

School

Provide a safe environment. Ensure high academic standards. Provide an atmosphere for positive communication. Everyone has a right to learn, be safe, and learn in a positive environment.

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

This is a walking school. Transportation is provided for special education and those students who need after school daycare.

School Honors

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

Award/Honor	Year
ü Silver Apple	2005
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	116	1328	79306	100	99	99	410	432	445	34	16	10	25	23	18	33	50	51	8	11	20
All Students (Prior Year)	114	1073	75509	96	99	100	483	499	521	33	21	13	31	30	23	17	33	33	19	17	31
Female	62	651	38691	100	98	99	411	430	446	37	17	10	25	24	18	31	50	52	7	9	20
Male	54	677	40583	100	99	99	408	434	445	30	15	11	26	22	18	36	49	50	9	13	21
African American	NC	98	4041	NC	100	99	NC	433	426	NC	13	17	NC	19	23	NC	59	50	NC	9	10
Hispanic	93	563	32869	100	98	99	400	414	429	40	25	15	24	29	25	33	40	51	4	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	--	12	4264	--	100	100	--	451	419	--	0	19	--	29	30	--	43	45	--	29	6
White	18	635	36197	100	100	99	450	448	463	6	9	5	33	17	11	33	57	53	28	17	31
Students with Disabilities	NC	154	10321	NC	100	100	NC	386	389	NC	45	30	NC	20	27	NC	32	34	NC	3	9
Students without Disabilities	108	1174	69060	99	98	98	414	438	454	33	12	7	26	23	17	35	52	54	7	13	22
Limited English Proficient Students	41	176	15509	100	99	100	384	387	406	46	40	20	30	32	30	24	27	45	0	1	5
Migrant Students	NC	NC	118	NC	NC	NA	NC	NC	419	NC	NC	25	NC	NC	21	NC	NC	50	NC	NC	3
Economically Disadvantaged	115	698	39415	99	95	96	413	422	431	34	22	15	25	27	25	33	44	50	8	7	10
Non-Economically Disadvantaged	NC	630	39966	NC	100	100	NC	442	459	NC	10	6	NC	18	12	NC	56	52	NC	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	116	1336	79395	100	0	99	413	436	446	10	12	9	55	31	25	35	52	55	0	5	11
All Students (Prior Year)	112	1073	75492	94	99	100	500	509	519	27	17	12	18	19	16	39	46	47	16	18	24
Female	62	656	38743	100	0	100	419	438	451	10	11	7	54	29	24	36	54	57	0	6	12
Male	54	680	40618	100	0	99	406	434	440	11	12	11	55	33	27	34	50	53	0	5	9
African American	NC	98	4052	NC	0	100	NC	441	434	NC	9	11	NC	25	29	NC	65	54	NC	1	6
Hispanic	93	568	32915	100	0	99	404	417	426	12	17	15	61	41	35	27	39	47	0	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	--	12	4271	--	0	100	--	459	420	--	0	15	--	29	42	--	71	41	--	0	2
White	18	638	36221	100	0	99	450	453	465	6	7	4	28	22	15	67	61	63	0	9	17
Students with Disabilities	NC	157	10331	NC	0	100	NC	389	388	NC	29	25	NC	45	37	NC	25	34	NC	1	4
Students without Disabilities	108	1179	69139	99	0	99	417	443	454	11	9	7	53	29	24	36	56	58	0	6	11
Limited English Proficient Students	41	180	15545	100	0	100	389	387	399	16	26	21	73	56	42	11	18	35	0	0	1
Migrant Students	NC	NC	120	NC	NC	NA	NC	NC	414	NC	NC	20	NC	NC	45	NC	NC	35	NC	NC	0
Economically Disadvantaged	115	705	39484	99	0	96	417	425	429	10	17	14	54	38	35	35	43	47	0	3	4
Non-Economically Disadvantaged	NC	631	39986	NC	0	100	NC	449	461	NC	6	4	NC	24	16	NC	61	63	NC	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	114	1336	78869	98	99	99	433	432	442	3	7	6	30	27	21	63	60	63	4	6	10
All Students (Prior Year)	110	1062	75053	92	98	99	529	574	597	12	10	7	16	12	12	70	72	72	2	6	9
Female	62	659	38536	100	100	99	443	445	458	2	4	4	31	24	15	63	65	67	5	8	14
Male	52	677	40302	96	99	99	421	420	428	4	9	8	29	30	26	64	57	60	2	4	7
African American	NC	98	4015	NC	100	99	NC	451	430	NC	0	8	NC	24	24	NC	69	61	NC	7	7
Hispanic	91	566	32606	98	98	98	429	413	426	4	11	8	33	33	27	59	52	60	4	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	--	12	4245	--	100	100	--	469	423	--	17	9	--	0	26	--	67	61	--	17	4
White	18	640	36078	100	100	99	445	447	459	0	4	4	17	22	16	78	67	66	6	7	14
Students with Disabilities	NC	154	10246	NC	100	100	NC	353	367	NC	25	18	NC	47	39	NC	27	40	NC	1	4
Students without Disabilities	106	1182	68697	97	99	98	440	444	454	2	4	4	28	24	18	66	65	67	4	6	11
Limited English Proficient Students	40	178	15339	100	100	100	419	384	399	3	15	11	47	44	31	50	40	54	0	1	3
Migrant Students	NC	NC	119	NC	NC	NA	NC	NC	402	NC	NC	16	NC	NC	30	NC	NC	53	NC	NC	1
Economically Disadvantaged	113	704	39106	97	96	95	437	422	427	3	9	8	29	32	28	64	55	59	4	4	5
Non-Economically Disadvantaged	NC	632	39837	NC	100	100	NC	444	457	NC	4	4	NC	22	14	NC	66	67	NC	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	102	--	78906	100	--	99	469	--	498	22	--	13	38	--	19	39	--	48	1	--	20
All Students (Prior Year)	88	939	76019	96	100	100	438	479	499	52	22	14	39	43	39	4	13	14	5	21	33
Female	58	609	38644	100	100	99	470	487	500	22	18	12	29	22	19	47	49	49	2	10	19
Male	44	--	40236	100	--	99	467	--	497	21	--	15	50	--	19	29	--	46	0	--	20
African American	NC	119	4087	NC	100	99	NC	479	481	NC	25	20	NC	21	24	NC	46	45	NC	8	11
Hispanic	73	530	31938	100	99	99	467	468	481	22	29	19	38	26	25	39	40	46	1	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	20	606	36483	100	100	99	476	496	517	16	11	7	47	21	13	37	53	51	0	15	30
Students with Disabilities	NC	--	10664	NC	--	100	NC	--	430	NC	--	42	NC	--	27	NC	--	26	NC	--	5
Students without Disabilities	100	1153	68310	100	99	98	470	492	509	20	15	9	38	23	18	41	51	51	1	11	22
Limited English Proficient Students	21	133	12573	100	100	100	457	437	454	29	45	27	45	29	30	26	25	38	0	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	102	706	38679	100	98	96	469	473	483	22	27	20	38	26	25	39	40	45	1	7	10
Non-Economically Disadvantaged	NC	--	40295	NC	--	100	NC	--	513	NC	--	7	NC	--	13	NC	--	50	NC	--	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	102	--	78908	100	--	99	465	--	484	13	--	10	34	--	23	53	--	58	0	--	9
All Students (Prior Year)	87	941	76020	95	100	100	481	498	503	64	33	25	14	21	23	16	38	40	5	7	12
Female	58	610	38648	100	0	99	469	482	489	12	12	8	31	23	22	57	59	61	0	6	10
Male	44	--	40233	100	--	99	458	--	479	14	--	12	38	--	25	48	--	55	0	--	8
African American	NC	119	4092	NC	0	99	NC	477	473	NC	9	12	NC	30	28	NC	57	54	NC	3	5
Hispanic	73	530	31940	100	0	99	462	460	465	13	22	16	36	31	32	51	44	49	0	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	20	606	36502	100	0	99	468	489	502	16	9	4	26	20	14	58	62	67	0	9	15
Students with Disabilities	NC	--	10665	NC	--	100	NC	--	423	NC	--	30	NC	--	36	NC	--	31	NC	--	2
Students without Disabilities	100	1153	68312	100	0	98	466	483	493	11	10	7	34	24	21	55	59	62	0	7	10
Limited English Proficient Students	21	133	12556	100	0	100	449	427	436	18	38	24	50	39	40	32	22	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	102	704	38662	100	0	96	465	465	468	13	19	16	34	30	32	53	47	49	0	3	3
Non-Economically Disadvantaged	NC	--	40315	NC	--	100	NC	--	498	NC	--	5	NC	--	15	NC	--	66	NC	--	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	102	--	78750	100	--	99	486	--	500	8	--	6	39	--	29	53	--	63	0	--	2
All Students (Prior Year)	87	936	75673	95	99	100	445	508	530	38	15	12	42	32	25	20	50	58	0	3	4
Female	58	609	38586	100	100	99	491	511	515	7	4	4	41	24	22	52	70	71	0	1	3
Male	44	--	40135	100	--	99	479	--	486	10	--	8	36	--	35	55	--	56	0	--	1
African American	NC	120	4081	NC	100	99	NC	494	488	NC	9	8	NC	27	32	NC	64	59	NC	0	2
Hispanic	73	524	31841	100	98	99	485	481	483	7	10	8	43	37	36	50	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	20	608	36440	100	100	99	475	502	516	16	6	3	32	28	22	53	66	71	0	1	4
Students with Disabilities	NC	--	10622	NC	--	100	NC	--	415	NC	--	21	NC	--	50	NC	--	28	NC	--	1
Students without Disabilities	99	1149	68196	100	99	98	489	505	513	7	4	3	38	28	25	55	67	69	0	1	3
Limited English Proficient Students	21	131	12504	100	100	100	469	436	451	11	21	12	50	42	44	39	37	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	102	702	38558	100	97	96	486	479	485	8	10	8	39	38	37	53	52	54	0	0	1
Non-Economically Disadvantaged	--	--	40260	--	--	100	--	--	514	--	--	3	--	--	21	--	--	72	--	--	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	--	78250	100	--	99	509	--	548	43	--	21	31	--	18	24	--	48	1	--	13
All Students (Prior Year)	90	833	75001	99	100	99	427	449	468	71	50	37	24	36	36	4	11	16	1	3	10
Female	53	529	38071	100	100	99	514	537	549	37	26	20	31	25	19	31	43	49	2	6	12
Male	42	--	40126	100	--	99	502	--	547	51	--	23	32	--	17	16	--	46	0	--	14
African American	NC	102	4058	NC	100	99	NC	533	523	NC	30	32	NC	27	22	NC	35	41	NC	8	5
Hispanic	79	422	29129	100	99	99	503	517	527	49	41	32	29	25	23	22	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	--	15	4996	--	100	100	--	538	518	--	22	36	--	33	25	--	33	36	--	11	4
White	NC	--	38320	NC	--	99	NC	--	568	NC	--	12	NC	--	14	NC	--	55	NC	--	19
Students with Disabilities	11	104	9329	100	100	100	451	475	454	100	72	64	0	17	18	0	10	16	0	0	2
Students without Disabilities	84	--	68996	98	--	99	516	--	561	36	--	16	36	--	18	28	--	52	1	--	14
Limited English Proficient Students	39	110	10133	100	100	100	493	487	488	57	59	45	30	25	25	13	15	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	94	562	33388	99	97	94	509	522	530	43	37	32	31	25	22	24	35	40	1	3	5
Non-Economically Disadvantaged	--	--	44937	--	--	100	--	--	561	--	--	13	--	--	15	--	--	54	--	--	18

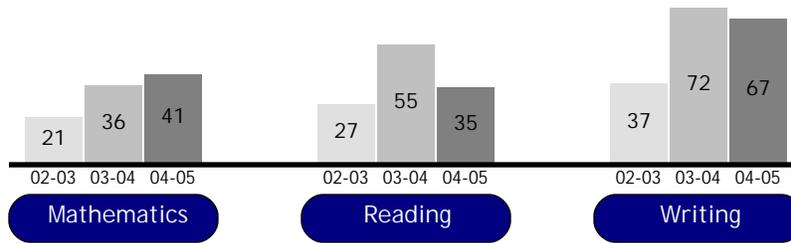
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	--	78302	100	--	99	487	--	512	20	--	11	40	--	25	41	--	57	0	--	7
All Students (Prior Year)	90	831	74918	99	99	99	457	487	497	64	38	32	23	19	19	12	33	35	1	10	15
Female	53	530	38082	100	0	99	496	508	518	14	11	8	39	32	24	47	54	61	0	3	7
Male	42	--	40166	100	--	99	476	--	507	27	--	14	41	--	26	32	--	54	0	--	6
African American	NC	102	4064	NC	0	100	NC	512	498	NC	11	14	NC	31	29	NC	51	54	NC	7	3
Hispanic	79	427	29152	100	0	99	479	488	492	24	18	17	44	42	34	32	39	46	0	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	--	15	4993	--	0	100	--	509	484	--	11	19	--	33	38	--	44	42	--	11	1
White	NC	--	38347	NC	--	99	NC	--	531	NC	--	5	NC	--	17	NC	--	68	NC	--	10
Students with Disabilities	11	105	9353	100	0	100	428	447	429	80	48	40	20	34	38	0	19	22	0	0	1
Students without Disabilities	84	--	69024	98	--	99	495	--	524	12	--	7	42	--	23	46	--	62	0	--	7
Limited English Proficient Students	39	110	10140	100	0	100	469	456	451	26	31	28	52	55	43	22	15	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	94	564	33398	99	0	94	487	493	495	20	17	18	40	39	35	41	42	46	0	2	2
Non-Economically Disadvantaged	--	--	44979	--	--	100	--	--	525	--	--	6	--	--	18	--	--	66	--	--	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	--	78094	98	--	99	525	--	545	6	--	3	28	--	18	66	--	77	0	--	2
All Students (Prior Year)	90	828	74503	99	99	99	421	486	491	31	9	9	44	33	32	26	52	51	0	6	8
Female	53	530	38025	100	100	99	536	552	558	6	2	2	18	17	13	76	80	82	0	1	2
Male	40	--	40013	95	--	99	509	--	534	6	--	5	42	--	23	53	--	71	0	--	1
African American	NC	102	4037	NC	100	99	NC	553	532	NC	4	4	NC	15	22	NC	79	73	NC	1	1
Hispanic	77	422	29068	99	99	99	518	528	523	7	4	5	31	27	27	62	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	--	15	4981	--	100	100	--	520	526	--	0	4	--	44	25	--	56	70	--	0	0
White	NC	--	38265	NC	--	99	NC	--	564	NC	--	2	NC	--	11	NC	--	84	NC	--	3
Students with Disabilities	10	103	9275	100	100	100	448	465	444	22	14	14	56	51	46	22	35	39	0	0	1
Students without Disabilities	83	--	68892	97	--	98	534	--	559	4	--	2	25	--	14	71	--	82	0	--	2
Limited English Proficient Students	37	106	10084	95	98	100	505	490	474	9	6	10	38	47	39	53	47	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	92	560	33296	97	97	94	525	532	527	6	4	5	28	27	27	66	69	67	0	0	0
Non-Economically Disadvantaged	--	--	44871	--	--	100	--	--	559	--	--	2	--	--	12	--	--	84	--	--	3

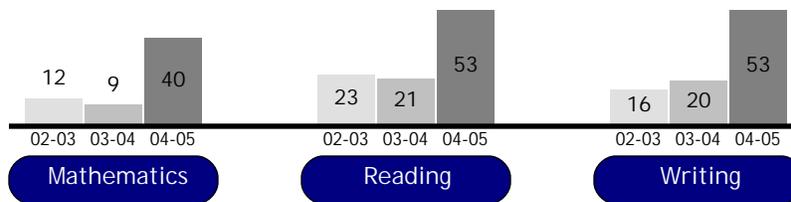
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

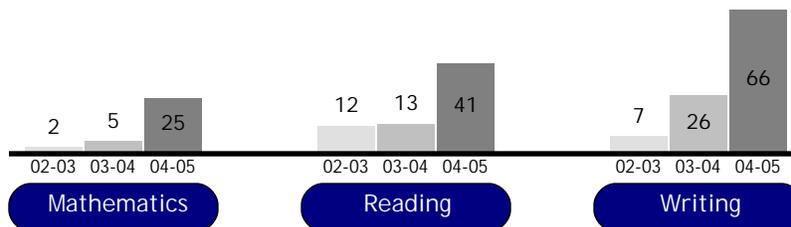
3rd Grade Proficiency



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?	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	22	42	50	91	34	NA	58	96	32	--	47
	Language	70	15	33	43	98	21	35	50	96	38	--	47
	Mathematics	98	27	37	57	98	42	44	64	96	37	--	50
3	Reading	96	13	35	47	94	33	NA	55	99	25	--	44
	Language	99	21	42	54	97	37	50	61	99	28	--	44
	Mathematics	98	19	39	54	97	31	47	61	99	31	--	51
4	Reading	91	16	43	52	94	19	NA	56	96	34	--	48
	Language	97	17	42	48	99	19	41	52	96	33	--	49
	Mathematics	94	13	46	57	100	26	47	61	96	36	--	53
5	Reading	93	20	40	50	90	20	NA	55	100	37	--	50
	Language	100	17	34	46	98	17	39	49	100	39	--	50
	Mathematics	98	22	43	57	98	22	49	63	100	32	--	49
6	Reading	98	20	40	53	100	30	NA	56	100	36	--	51
	Language	100	15	34	45	100	19	36	48	100	33	--	47
	Mathematics	100	25	47	62	100	28	52	66	100	30	--	52
7	Reading	100	22	42	51	96	15	NA	54	100	38	--	50
	Language	100	24	47	54	96	17	44	58	100	40	--	52
	Mathematics	100	37	45	58	96	28	46	62	100	29	--	50
8	Reading	100	22	41	53	98	28	NA	55	100	38	--	51
	Language	100	16	35	49	98	20	40	52	100	36	--	50
	Mathematics	100	26	42	58	98	41	48	61	100	34	--	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

School Site Council

Council Composition

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	54.00
Other Professional Staff	9.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	15	0	0
4 to 6 years	2	3	0	0
7 to 9 years	2	2	0	0
10 or more years	3	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	50
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Gym

Extracurricular Activities

- Ü Cheer Squad
- Ü EleMiddle Sports Program
- Ü Tutoring

Social Services

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

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Goal was met to reduce absenteeism and improve attendance by one percent. Made AYP-attendance.

- ü Goal was met to implement Success For All Program K-8th.
Made AYP-test scores.

- ü Made AYP - % tested

- ü No longer an underperforming school.

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	25	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	2	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

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. We are now a "Make Your Day" school which is a school wide management program.

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) :

17

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	Dr. Joel Davidson	(623) 876-7200
Transportation Policy	Vern Wolfley	(623) 876-7000
Community Resources	TimTait	(623) 876-7000
School Nutrition Programs	Jama Fridley	(623) 876-7000
Parent Organization	Dr. Joel Davidson	(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 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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