

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Surprise Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Dysart Unified District  
12907 W. Greenway Road, El Mirage, AZ 85335

**Principal:** Mr. David Paul Dumon  
**Schedule:** 8:30 AM to 5:00 PM  
**Web Address:** [greatschools.net](http://greatschools.net)  
**E-mail:** [DDumon@dysart.k12.az.us](mailto:DDumon@dysart.k12.az.us)

**Grades:** K-8  
**2002 Enrollment:** 870  
**Phone:** (623) 876-7400  
**Fax:** (623) 876-7405

## ∨ School Overview ∨

### Mission

The mission of Surprise School is to provide a safe, structured environment that supports, encourages and guides children to become productive, well-rounded citizens of a multicultural society. Our students will become decision makers, risk takers, problem solvers, critical thinkers and lifelong learners. Motto: Read to Succeed.

### Organization and Philosophy

- w Effective Schools Model
- w Self-contained K-4/Block Schedule 7 & 8
- w Standards-based Curriculum
- w Emphasis: Improving Student Achievement

### Instructional Programs

- w Daily Instructional Focus
- w Six Trait Writing Lab
- w Structured English Immersion
- w Special Ed: Inclusion, Resource
- w AIMS/Stanford 9 Computer Lab
- w Volunteer Tutoring/Assistance
- w PE/Art/Music/Technology Classes

### School/Academic Goals

- w Surprise Elementary School will create a community of learners focused on the Arizona State Standards, with a reading comprehension emphasis, across all grade levels and content areas.
- w It will align all instruction utilizing a standards-based instructional model that includes: Instruction based on priority standards, research-based teaching strategies, interventions for students not meeting standards.
- w Improve communication with our parents and community.
- w Students will increase reading comprehension schoolwide as measured by the Stanford 9 and AIMS.

### Enrollment

October 1, 2001 School Year Student Enrollment:	720
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	50

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Home/School Involvement
- w Increasing Student Achievement
- w Addressing Safety
- w Implementation of Effective Schools
- w Implementation of New Programs

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	12.00	Teacher Aide	13.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	6	0	0
4 to 6 years	4	1	0	0
7 to 9 years	3	0	0	0
10 or more years	3	10	0	0

∨ **Shared Responsibilities** ∨

**School**

It is the responsibility of the school to provide a quality education in a safe, orderly environment. It is the school's responsibility to keep parents informed of school progress, problems and activities through such means as report cards, parent/teacher conferences, discipline referrals, individual contacts, weekly classroom newsletters, office flyers, a monthly school newspaper and weekly articles in local newspapers.

**Parents**

Parents are responsible for getting their children to school every day, on time and ready to learn. It is up to parents to inform the school office when a student must be absent. Parents must keep address and phone information current, especially emergency numbers. Parents are expected to provide a time and place for homework and help enforce the school's homework policy. Parents should be advocates for their children, stay informed about school issues and offer solutions to problems.

∨ **Transportation Policy** ∨

Bus transportation is provided to special education students as required; students who live more than one mile from school; and any other students who live within the one-mile radius where hazardous/difficult conditions exist.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/1/02  
**Average Daily Instruction Time:** 6 hrs. 45 min.      **Last Day of School:** 5/21/03  
**Operates on Extended Schedule**

**Report Card Release Dates**

10/4/02                      12/13/02                      3/7/03                      5/21/03

**Additional Calendar/Report Card Information**

Surprise School also utilizes Parent/Teacher Conferences, on October 3-4, 2002 and February 6-7, 2003, for all grades. Many teachers, especially of primary students, send home weekly achievement reports. Teachers contact parents individually as needed and parents are urged to contact the school with questions or concerns.

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes                      Lunch - Yes                      Summer Food - Yes

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

**Special Facilities**

- W Stanford 9/AIMS Computer Lab
- W Multipurpose Center
- W Media Center/Library

**Extracurricular Activities**

- W Volleyball
- W Student Council
- W Flag Football
- W Cheerleading
- W Soccer
- W Basketball
- W Zoo Phonics Club
- W Dance Club

**School/Community Resources**

- W Breakfast/Lunch Programs
- W Behavior Intervention Specialist
- W Academic Counselor is Available
- W PTSA
- W Social Worker on Campus
- W Valley Big Brothers & Big Sisters
- W Voyager Extended Day
- W Summer School

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- W Over a two year period (1999-2000, 2000-01) using AIMS data students scoring at the meets and exceed level at 3rd grade in Reading, Writing, and Math has increased.
- W Scores on the Stanford 9 increased in the area of mathematics. The percent of students at or above the 50th percentile on the 2002 Stanford 9 in mathematics has increased by 8.3 percent.

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	29.9 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	3.3 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	14.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

**Awards or special recognition honors received by the school, staff or students:**

Award/Honor	Year
NDS	

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>33</b>	<b>500</b>	<b>27%</b>	<b>18%</b>	<b>42%</b>	<b>12%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>30</b>	<b>522</b>	<b>20%</b>	<b>23%</b>	<b>37%</b>	<b>20%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>35</b>	<b>482</b>	<b>31%</b>	<b>29%</b>	<b>29%</b>	<b>11%</b>
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

<b>Reading</b>	<b>School</b>	<b>58</b>	<b>485</b>	<b>47%</b>	<b>22%</b>	<b>29%</b>	<b>2%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>55</b>	<b>465</b>	<b>47%</b>	<b>31%</b>	<b>16%</b>	<b>5%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>60</b>	<b>487</b>	<b>10%</b>	<b>53%</b>	<b>15%</b>	<b>22%</b>
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>54</b>	<b>473</b>	<b>52%</b>	<b>22%</b>	<b>24%</b>	<b>2%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>51</b>	<b>464</b>	<b>33%</b>	<b>55%</b>	<b>12%</b>	<b>0%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>54</b>	<b>424</b>	<b>74%</b>	<b>24%</b>	<b>2%</b>	<b>0%</b>
	State	57734	459	39%	40%	14%	7%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (-) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	74	54	60	--	--	--
2	Reading	--	--	--	90	28	50	60	35	52	60	34	53	42	45	57
	Language	--	--	--	99	13	40	70	32	43	62	36	44	46	39	48
	Mathematics	--	--	--	98	19	51	68	32	55	65	29	57	44	30	61
3	Reading	77	24	47	82	29	47	77	23	48	60	28	50	84	32	50
	Language	72	30	49	83	27	51	74	25	54	66	33	56	85	36	57
	Mathematics	75	23	46	78	21	49	70	18	52	68	22	54	81	35	56
4	Reading	71	17	53	90	25	54	77	36	54	60	30	55	75	23	55
	Language	75	22	47	93	27	49	76	34	48	63	26	50	77	25	50
	Mathematics	75	18	51	93	23	54	77	38	55	63	29	57	77	26	58
5	Reading	89	23	51	100	29	51	71	28	51	71	34	51	70	27	53
	Language	93	19	42	100	29	44	72	22	45	73	30	45	75	23	47
	Mathematics	89	23	51	100	44	54	75	21	55	71	36	57	75	60	59
6	Reading	92	31	53	100	34	54	90	26	53	74	22	54	81	31	56
	Language	94	24	41	100	24	44	91	20	44	74	15	45	80	26	47
	Mathematics	94	34	57	100	40	59	92	28	60	74	24	63	80	48	65
7	Reading	--	--	52	--	--	53	91	32	52	84	28	53	84	24	55
	Language	--	--	52	--	--	54	93	34	54	84	31	55	85	22	58
	Mathematics	--	--	53	--	--	55	96	37	56	84	39	58	85	30	60
8	Reading	--	--	54	--	--	54	--	--	53	85	34	55	70	29	56
	Language	--	--	46	--	--	49	--	--	49	84	28	50	77	23	52
	Mathematics	--	--	52	--	--	54	--	--	56	85	39	58	77	40	59

∨ **Measure of Academic Progress** ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>76</b>	<b>78</b>
<b>Grades 3-4</b>	<b>81</b>	<b>86</b>
<b>Grades 4-5</b>	<b>86</b>	<b>83</b>
<b>Grades 5-6</b>	<b>59</b>	<b>91</b>
<b>Grades 6-7</b>	<b>68</b>	<b>79</b>
<b>Grades 7-8</b>	<b>77</b>	<b>73</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Surprise School has elected to adopt the Effective Schools philosophy which promotes a safe and orderly environment. The teachers, parents and staff have been involved with the Arizona Behavior Initiative to help implement effective programs and solutions to promote a safe environment. Also, a schoolwide Discipline Plan has been adopted which promotes safety, responsibility and respect.

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

2

**School uniforms are required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,479	\$2,102,527
Classroom Supplies	\$24	\$20,147
Administration	\$440	\$373,525
Support Services-Students	\$188	\$159,674
Other Support Services and Operations	\$889	\$754,325
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,021</b>	<b>\$3,410,198</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	David Dumon	(623) 876-7400	
<b>Transportation Policy</b>	Lynn Ortega	(623) 876-7030	
<b>Community Resources</b>	Lynn Miller	(623) 876-7400	
<b>School Nutrition Programs</b>	Lorel Snyder	(623) 876-7075	
<b>Parent Organization</b>	Carol Hickman	(623) 876-7400	
<b>Student Health/Nurse</b>	Nancy Knobloch	(623) 876-7404	

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.

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