

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

12907 W. Geenway Rd, 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)

2003-04	Performing
2002-03	Underperforming
2001-02	Maintaining

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School Overview

Principal/Administrator : Mr. David P. Dumon
 Schedule : 7:00 AM to 4:00 PM
 Grades : K-8
 2004 Enrollment : 913
 Web Address : www.dysart.org
 Phone Number : (623) 876-7400
 Fax Number : (623) 876-7405
 E-mail : ddumon@dysart.org

Mission

Our mission is to provide a supportive and challenging learning environment where all students can reach their full potential through engaging and meaningful instruction directly aligned to Arizona Academic Standards. Our vision is to create a community of learners, students and adults alike, committed to mutual respect and support in an environment of high expectations and success, which will promote life-long learning.

School / Academic Goals

- ü To improve each students' academic performance in the area of reading. The percent of students school-wide at the 'meets and exceeds' levels in reading will increase by 10 percent on the spring 2005 AIMS test.
- ü Increase parental involvement/participation in the education of their children.
- ü Provide specific and valuable professional learning opportunities for all staff to increase instructional effectiveness across the campus.
- ü Design and implement a 'Responsible Behavior' policy to enhance the culture for learning.

Enrollment

October 1, 2003 School Year Student Enrollment : 850
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 75

Instructional Programs

- ü Schoolwide Literacy Block
- ü Special Ed: Inclusion, Res., Self-Con.
- ü Structured English Immersion
- ü Standards-Based Monthly Assessments
- ü Score Study Skills Program
- ü CLIP
- ü Voyager After School Program

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

All students can and will learn. Their success is the reason we are here. Each student is a valued individual with unique intellectual, physical, social, and emotional needs. Student learning is the chief priority of our school and our decisions and actions reflect this priority. Students must be taught to take responsibility for their learning, decisions, and actions.

Parents

Research confirms, regardless of the economic, racial, or cultural background of the family, when parents are partners/leaders in their children's education the results are improved student achievement. We welcome and embrace all parents. Families of our students must be supportive partners actively involved in their children's education. All staff, parents, students, and community members share in the responsibility for providing a safe, supportive environment within our school.

Transportation Policy

Bus transportation is provided to special education students, students who live more than one mile from school, and any other student who lives within the one-mile radius where hazardous/difficult conditions exist. Transportation is also provided for after-school activities.

School Honors

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

Award/Honor	Year
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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	77	833	75001	100	100	99	440	449	468	60	50	37	35	36	36	5	11	16	0	3	10
All Students (Prior Year)	81	651	71167	100	99	99	423	441	463	79	57	38	19	34	41	2	8	14	0	1	7
Female	40	410	36846	98	99	99	439	451	468	63	47	36	34	38	38	3	11	16	0	3	10
Male	35	419	37974	97	99	99	444	447	467	55	53	39	38	33	34	7	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	64	356	26675	98	97	98	436	440	448	62	58	52	37	33	34	2	6	10	0	2	4
Asian/Pacific Islander	NC	15	1575	NC	100	99	NC	487	504	NC	17	18	NC	33	33	NC	33	20	NC	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	11	111	8802	100	100	100	440	405	418	67	87	79	33	11	16	0	2	3	0	0	1
Students without Disabilities	66	722	66199	99	97	99	440	452	472	59	47	34	36	38	38	5	11	17	0	3	11
Limited English Proficient Students	30	131	11710	94	100	100	431	421	429	78	80	70	22	18	25	0	1	4	0	0	1
Migrant Students	--	NC	709				--	NC	442	--	NC	57	--	NC	34	--	NC	7	--	NC	2
Economically Disadvantaged	65	440	29814				438	438	448	63	60	53	33	31	33	4	8	10	0	1	4
Non-Economically Disadvantaged	12	393	45170				448	460	479	40	41	28	50	41	38	10	13	20	0	5	14

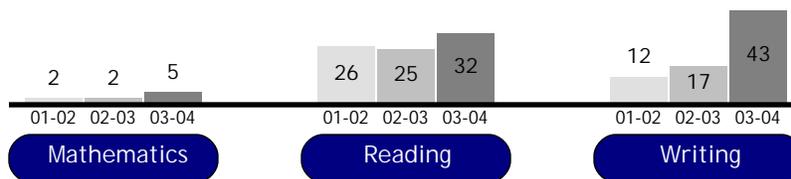
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	831	74918	96	99	99	475	487	497	45	38	32	23	19	19	32	33	35	0	10	15
All Students (Prior Year)	82	648	71100	100	99	99	473	487	502	42	35	25	33	26	21	25	33	40	0	7	15
Female	40	412	36805	98	100	99	476	493	501	44	34	28	31	19	19	25	37	37	0	10	16
Male	33	416	37936	92	98	99	475	482	493	46	42	35	14	20	18	39	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	61	354	26645	94	97	98	475	474	478	42	49	46	26	22	20	32	25	27	0	4	6
Asian/Pacific Islander	NC	15	1571	NC	100	99	NC	506	521	NC	17	18	NC	17	15	NC	58	38	NC	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	11	111	8801	100	100	100	480	435	448	33	77	75	33	11	13	33	12	10	0	0	2
Students without Disabilities	63	720	66117	94	97	99	475	492	501	46	34	28	23	20	19	32	35	37	0	10	16
Limited English Proficient Students	29	131	11706	91	100	100	461	447	454	61	76	71	28	18	16	11	5	12	0	0	1
Migrant Students	--	NC	706				--	NC	467	--	NC	55	--	NC	22	--	NC	20	--	NC	4
Economically Disadvantaged	63	439	29785				472	474	477	49	49	47	22	22	20	29	25	26	0	4	6
Non-Economically Disadvantaged	11	392	45115				493	501	508	22	26	23	33	16	18	44	42	39	0	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	75	828	74503	97	99	99	450	486	491	11	9	9	46	33	32	43	52	51	0	6	8
All Students (Prior Year)	77	630	69001	96	96	96	455	473	490	52	28	17	32	44	37	17	28	45	0	0	1
Female	40	409	36686	98	99	99	458	507	506	6	5	5	47	24	29	47	63	57	0	7	9
Male	33	415	37644	92	98	98	445	465	476	14	14	13	46	42	36	39	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	62	351	26500	95	96	97	447	468	467	12	13	13	49	39	39	39	44	44	0	4	4
Asian/Pacific Islander	NC	15	1566	NC	100	99	NC	512	537	NC	0	5	NC	25	23	NC	67	55	NC	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	11	111	8662	100	100	100	416	393	409	33	41	37	33	44	42	33	15	20	0	0	1
Students without Disabilities	64	717	65841	96	97	98	452	494	499	10	7	7	47	32	32	43	55	53	0	6	8
Limited English Proficient Students	29	130	11608	91	100	100	429	414	430	17	31	23	50	48	47	33	21	28	0	0	1
Migrant Students	--	NC	701				--	NC	449	--	NC	17	--	NC	43	--	NC	38	--	NC	1
Economically Disadvantaged	63	439	29587				445	467	465	12	13	14	49	38	40	39	45	43	0	3	4
Non-Economically Disadvantaged	12	389	44898				477	506	507	10	6	7	30	27	28	60	59	55	0	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)

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 2003-04

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 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
8	Reading	94	20	36	49	99	29	41	53	96	33	NA	55
	Language	94	19	33	46	100	23	35	49	97	31	40	52
	Mathematics	94	37	40	54	99	29	42	58	95	38	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."

Surprise Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Home/School Involvement
- Ü Student Achievement
- Ü Safety
- Ü New Site Design
- Ü School-Wide Behavioral Management Plan

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	43.00
Other Professional Staff	2.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	4	0	0
4 to 6 years	9	1	0	0
7 to 9 years	2	0	0	0
10 or more years	8	0	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	33
Core academic classes taught by Highly Qualified (NCLB) teachers.	58
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center/Library
- Ü Leveled Book Room

Extracurricular Activities

- Ü Student Council
- Ü Dysart Elementary Athletics
- Ü Voyager Extended Day
- Ü CLIP
- Ü Waterford Early Reading Intervention
- Ü National Junior Honor Society

Social Services

- Ü Breakfast/Lunch Programs
- Ü Counselor
- Ü Social Worker

ü New facilities for the 2005-2006 school year.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	4	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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 7-8	77	62

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

At Surprise Elementary School we believe that there is nothing more important than strong, positive working relationships within a community. Positive relationships allow everyone to achieve maximum potential and growth. Our belief is that a cooperative school is a safe, happy, secure place where everybody's needs are met and all have the opportunity to succeed.

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	David Dumon	(623) 876-7400
Transportation Policy	Durham	(623) 876-7030
Community Resources	Timothy Tait	(623) 876-7169
School Nutrition Programs	Dan Moore	(623) 876-7075
Parent Organization	Maria Ruiz	(623) 876-7400
Student Health/Nurse	Sandra Giles	(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 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.

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

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.

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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.