



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

12907 W. Greenway 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)

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

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

School Overview

Principal/Administrator : Mr. David P. Dumon
 Schedule : 08:15 AM to 05:00 PM
 Grades : K-8
 2005 Enrollment : 1060
 Web Address : www.dysart.org
 Phone Number : (623) 876-7400
 Fax Number : (623) 876-7411
 E-mail : DDumon@dysart.org

Mission

Building a Premier place for everyone to learn, grow, and succeed.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	Warning Year
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- 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 2006 AIMS test.
- To improve each students' academic performance in the area of writing. The percent of students school-wide at the 'meets and exceeds' levels in writing will increase by 10 percent on the spring 2006 AIMS test.
- To improve each students' academic performance in the area of math. The percent of students school-wide at the 'meets and exceeds' levels in math will increase by 10 percent on the spring 2006 AIMS test.

Enrollment

October 1, 2004 School Year Student Enrollment : 867
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 30

Instructional Programs

- Ü Character Counts
- Ü Special Ed Self-Contained, Resource
- Ü Structured English Immersion
- Ü Full-day Kindergarten
- Ü Gear-up
- Ü SCORE Study Skills

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

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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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	96	1328	79306	100	99	99	389	432	445	38	16	10	37	23	18	23	50	51	3	11	20
All Students (Prior Year)	101	1073	75509	98	99	100	486	499	521	25	21	13	34	30	23	33	33	33	8	17	31
Female	48	651	38691	100	98	99	387	430	446	37	17	10	42	24	18	21	50	52	0	9	20
Male	48	677	40583	100	99	99	391	434	445	39	15	11	32	22	18	24	49	50	5	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	81	563	32869	99	98	99	384	414	429	41	25	15	38	29	25	18	40	51	3	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	11	635	36197	100	100	99	435	448	463	17	9	5	17	17	11	67	57	53	0	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	88	1174	69060	99	98	98	404	438	454	31	12	7	41	23	17	25	52	54	3	13	22
Limited English Proficient Students	33	176	15509	100	99	100	354	387	406	66	40	20	28	32	30	7	27	45	0	1	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	82	698	39415	96	95	96	397	422	431	38	22	15	39	27	25	22	44	50	1	7	10
Non-Economically Disadvantaged	14	630	39966	100	100	100	336	442	459	40	10	6	20	18	12	30	56	52	10	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	97	1336	79395	100	0	99	394	436	446	34	12	9	38	31	25	27	52	55	1	5	11
All Students (Prior Year)	101	1073	75492	98	99	100	508	509	519	14	17	12	22	19	16	50	46	47	14	18	24
Female	48	656	38743	100	0	100	394	438	451	26	11	7	47	29	24	26	54	57	0	6	12
Male	49	680	40618	100	0	99	394	434	440	41	12	11	29	33	27	27	50	53	2	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	82	568	32915	100	0	99	388	417	426	38	17	15	38	41	35	23	39	47	1	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	11	638	36221	100	0	99	444	453	465	0	7	4	33	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	89	1179	69139	100	0	99	409	443	454	28	9	7	41	29	24	30	56	58	1	6	11
Limited English Proficient Students	33	180	15545	100	0	100	359	387	399	45	26	21	48	56	42	7	18	35	0	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	83	705	39484	98	0	96	401	425	429	36	17	14	38	38	35	25	43	47	1	3	4
Non-Economically Disadvantaged	14	631	39986	100	0	100	347	449	461	20	6	4	40	24	16	40	61	63	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	97	1336	78869	100	99	99	383	432	442	16	7	6	39	27	21	43	60	63	1	6	10
All Students (Prior Year)	99	1062	75053	96	98	99	597	574	597	6	10	7	11	12	12	75	72	72	8	6	9
Female	48	659	38536	100	100	99	399	445	458	5	4	4	50	24	15	42	65	67	3	8	14
Male	49	677	40302	100	99	99	367	420	428	27	9	8	29	30	26	44	57	60	0	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	82	566	32606	100	98	98	375	413	426	18	11	8	42	33	27	38	52	60	1	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	11	640	36078	100	100	99	454	447	459	0	4	4	17	22	16	83	67	66	0	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	89	1182	68697	100	99	98	405	444	454	11	4	4	39	24	18	48	65	67	1	6	11
Limited English Proficient Students	33	178	15339	100	100	100	348	384	399	21	15	11	48	44	31	31	40	54	0	1	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	83	704	39106	98	96	95	389	422	427	17	9	8	38	32	28	43	55	59	1	4	5
Non-Economically Disadvantaged	14	632	39837	100	100	100	339	444	457	10	4	4	50	22	14	40	66	67	0	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	92	--	78906	99	--	99	440	--	498	61	--	13	21	--	19	17	--	48	1	--	20
All Students (Prior Year)	82	939	76019	100	100	100	455	479	499	35	22	14	52	43	39	5	13	14	8	21	33
Female	47	609	38644	100	100	99	439	487	500	64	18	12	22	22	19	11	49	49	3	10	19
Male	45	--	40236	98	--	99	440	--	497	57	--	15	20	--	19	23	--	46	0	--	20
African American	11	119	4087	100	100	99	476	479	481	40	25	20	0	21	24	40	46	45	20	8	11
Hispanic	66	530	31938	100	99	99	435	468	481	66	29	19	21	26	25	14	40	46	0	5	10
Asian/Pacific Islander	--	34	1805	--	100	98	--	511	536	--	6	5	--	19	8	--	56	45	--	19	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	14	606	36483	93	100	99	449	496	517	38	11	7	38	21	13	25	53	51	0	15	30
Students with Disabilities	11	--	10664	100	--	100	413	--	430	89	--	42	11	--	27	0	--	26	0	--	5
Students without Disabilities	81	1153	68310	99	99	98	444	492	509	56	15	9	23	23	18	19	51	51	2	11	22
Limited English Proficient Students	26	133	12573	100	100	100	416	437	454	88	45	27	12	29	30	0	25	38	0	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	79	706	38679	96	98	96	437	473	483	64	27	20	19	26	25	16	40	45	2	7	10
Non-Economically Disadvantaged	13	--	40295	100	--	100	461	--	513	29	--	7	43	--	13	29	--	50	0	--	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	91	--	78908	98	--	99	439	--	484	49	--	10	24	--	23	24	--	58	3	--	9
All Students (Prior Year)	82	941	76020	100	100	100	492	498	503	38	33	25	25	21	23	29	38	40	8	7	12
Female	47	610	38648	100	0	99	439	482	489	44	12	8	31	23	22	22	59	61	3	6	10
Male	44	--	40233	96	--	99	439	--	479	53	--	12	18	--	25	26	--	55	3	--	8
African American	11	119	4092	100	0	99	490	477	473	20	9	12	20	30	28	40	57	54	20	3	5
Hispanic	66	530	31940	100	0	99	430	460	465	53	22	16	28	31	32	19	44	49	0	3	3
Asian/Pacific Islander	--	34	1805	--	0	98	--	483	507	--	9	4	--	16	13	--	72	65	--	3	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	13	606	36502	87	0	99	480	489	502	29	9	4	0	20	14	57	62	67	14	9	15
Students with Disabilities	11	--	10665	100	--	100	404	--	423	100	--	30	0	--	36	0	--	31	0	--	2
Students without Disabilities	80	1153	68312	98	0	98	444	483	493	41	10	7	28	24	21	28	59	62	3	7	10
Limited English Proficient Students	26	133	12556	100	0	100	415	427	436	65	38	24	31	39	40	4	22	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	78	704	38662	95	0	96	433	465	468	51	19	16	27	30	32	21	47	49	2	3	3
Non-Economically Disadvantaged	13	--	40315	100	--	100	488	--	498	29	--	5	0	--	15	57	--	66	14	--	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	92	--	78750	99	--	99	451	--	500	18	--	6	49	--	29	32	--	63	0	--	2
All Students (Prior Year)	81	936	75673	100	99	100	505	508	530	13	15	12	39	32	25	45	50	58	3	3	4
Female	47	609	38586	100	100	99	459	511	515	14	4	4	50	24	22	36	70	71	0	1	3
Male	45	--	40135	98	--	99	444	--	486	23	--	8	49	--	35	29	--	56	0	--	1
African American	11	120	4081	100	100	99	509	494	488	0	9	8	40	27	32	60	64	59	0	0	2
Hispanic	66	524	31841	100	98	99	443	481	483	21	10	8	52	37	36	28	53	55	0	0	1
Asian/Pacific Islander	--	34	1802	--	100	98	--	519	533	--	0	2	--	22	16	--	78	75	--	0	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	14	608	36440	93	100	99	474	502	516	13	6	3	38	28	22	50	66	71	0	1	4
Students with Disabilities	11	--	10622	100	--	100	382	--	415	44	--	21	44	--	50	11	--	28	0	--	1
Students without Disabilities	81	1149	68196	99	99	98	461	505	513	15	4	3	50	28	25	35	67	69	0	1	3
Limited English Proficient Students	26	131	12504	100	100	100	416	436	451	31	21	12	54	42	44	15	37	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	79	702	38558	96	97	96	446	479	485	20	10	8	50	38	37	30	52	54	0	0	1
Non-Economically Disadvantaged	13	--	40260	100	--	100	502	--	514	0	--	3	43	--	21	57	--	72	0	--	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	--	78250	98	--	99	505	--	548	52	--	21	26	--	18	20	--	48	2	--	13
All Students (Prior Year)	77	833	75001	100	100	99	440	449	468	60	50	37	35	36	36	5	11	16	0	3	10
Female	40	529	38071	100	100	99	509	537	549	47	26	20	32	25	19	21	43	49	0	6	12
Male	40	--	40126	95	--	99	500	--	547	59	--	23	19	--	17	19	--	46	4	--	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	60	422	29129	97	99	99	496	517	527	62	41	32	21	25	23	17	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	14	--	38320	100	--	99	553	--	568	0	--	12	50	--	14	38	--	55	13	--	19
Students with Disabilities	NC	104	9329	NC	100	100	NC	475	454	NC	72	64	NC	17	18	NC	10	16	NC	0	2
Students without Disabilities	76	--	68996	99	--	99	506	--	561	52	--	16	26	--	18	21	--	52	2	--	14
Limited English Proficient Students	21	110	10133	100	100	100	482	487	488	75	59	45	17	25	25	8	15	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	72	562	33388	95	97	94	501	522	530	57	37	32	25	25	22	18	35	40	0	3	5
Non-Economically Disadvantaged	NC	--	44937	NC	--	100	NC	--	561	NC	--	13	NC	--	15	NC	--	54	NC	--	18

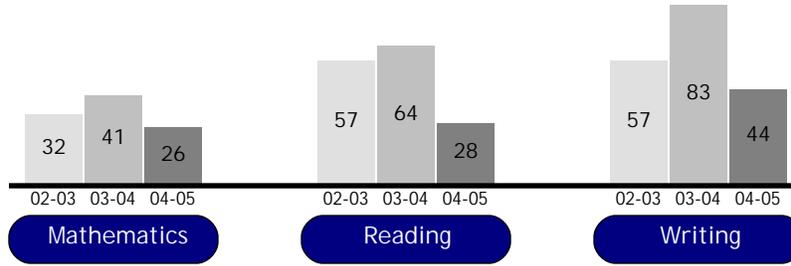
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	--	78302	99	--	99	479	--	512	23	--	11	44	--	25	33	--	57	0	--	7
All Students (Prior Year)	74	831	74918	96	99	99	475	487	497	45	38	32	23	19	19	32	33	35	0	10	15
Female	40	530	38082	100	0	99	486	508	518	13	11	8	50	32	24	37	54	61	0	3	7
Male	41	--	40166	98	--	99	470	--	507	36	--	14	36	--	26	29	--	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	61	427	29152	98	0	99	473	488	492	26	18	17	47	42	34	26	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	14	--	38347	100	--	99	510	--	531	13	--	5	13	--	17	75	--	68	0	--	10
Students with Disabilities	NC	105	9353	NC	0	100	NC	447	429	NC	48	40	NC	34	38	NC	19	22	NC	0	1
Students without Disabilities	77	--	69024	100	--	99	480	--	524	21	--	7	46	--	23	33	--	62	0	--	7
Limited English Proficient Students	21	110	10140	100	0	100	453	456	451	38	31	28	54	55	43	8	15	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	72	564	33398	95	0	94	477	493	495	25	17	18	43	39	35	32	42	46	0	2	2
Non-Economically Disadvantaged	NC	--	44979	NC	--	100	NC	--	525	NC	--	6	NC	--	18	NC	--	66	NC	--	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	81	--	78094	99	--	99	512	--	545	6	--	3	36	--	18	58	--	77	0	--	2
All Students (Prior Year)	75	828	74503	97	99	99	450	486	491	11	9	9	46	33	32	43	52	51	0	6	8
Female	40	530	38025	100	100	99	526	552	558	3	2	2	32	17	13	66	80	82	0	1	2
Male	41	--	40013	98	--	99	493	--	534	11	--	5	43	--	23	46	--	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	61	422	29068	98	99	99	509	528	523	6	4	5	40	27	27	55	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	14	--	38265	100	--	99	521	--	564	13	--	2	13	--	11	75	--	84	0	--	3
Students with Disabilities	NC	103	9275	NC	100	100	NC	465	444	NC	14	14	NC	51	46	NC	35	39	NC	0	1
Students without Disabilities	77	--	68892	100	--	98	515	--	559	5	--	2	35	--	14	60	--	82	0	--	2
Limited English Proficient Students	21	106	10084	100	98	100	488	490	474	0	6	10	67	47	39	33	47	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	72	560	33296	95	97	94	515	532	527	3	4	5	38	27	27	58	69	67	0	0	0
Non-Economically Disadvantaged	NC	--	44871	NC	--	100	NC	--	559	NC	--	2	NC	--	12	NC	--	84	NC	--	3

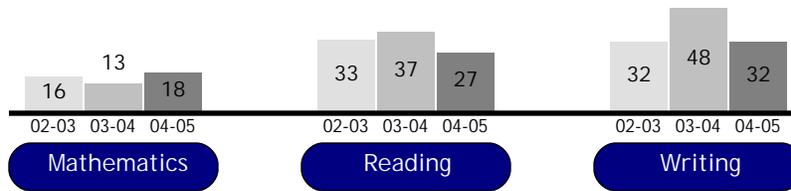
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

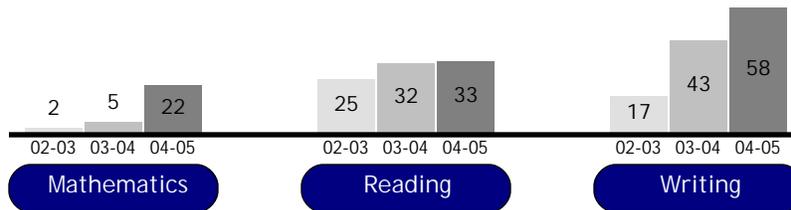
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	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 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	85	35	42	50	95	29	NA	58	95	33	--	47
	Language	100	18	33	43	100	24	35	50	95	36	--	47
	Mathematics	99	19	37	57	99	27	44	64	96	42	--	50
3	Reading	96	28	35	47	97	31	NA	55	99	22	--	44
	Language	98	42	42	54	96	49	50	61	99	30	--	44
	Mathematics	92	29	39	54	95	33	47	61	98	29	--	51
4	Reading	95	38	43	52	91	28	NA	56	100	33	--	48
	Language	100	39	42	48	98	34	41	52	100	34	--	49
	Mathematics	100	41	46	57	98	31	47	61	100	34	--	53
5	Reading	96	23	40	50	96	37	NA	55	98	26	--	50
	Language	100	19	34	46	96	33	39	49	98	28	--	50
	Mathematics	99	27	43	57	95	33	49	63	99	24	--	49
6	Reading	87	25	40	53	100	27	NA	56	100	38	--	51
	Language	98	20	34	45	100	23	36	48	100	34	--	47
	Mathematics	98	21	47	62	100	42	52	66	100	39	--	52
7	Reading	100	30	42	51	94	26	NA	54	100	32	--	50
	Language	100	30	47	54	92	33	44	58	100	37	--	52
	Mathematics	98	31	45	58	92	27	46	62	100	44	--	50
8	Reading	99	29	41	53	96	33	NA	55	99	31	--	51
	Language	100	23	35	49	97	31	40	52	99	32	--	50
	Mathematics	99	29	42	58	95	38	48	61	98	28	--	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."

Surprise Elementary School

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 Mission and Vision
- Ü Student Achievement
- Ü Safety
- Ü Tax Credit

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	4.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	0	0	0
4 to 6 years	11	0	0	0
7 to 9 years	4	8	0	0
10 or more years	13	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Multipurpose

Extracurricular Activities

- Ü Student Council
- Ü Dysart Elementary Athletics
- Ü 21st Century Grant After school tutoring
- Ü CLIP
- Ü National Junior Honor Society

Social Services

- Ü Breakfast/Lunch Programs
- Ü Counselor
- Ü Social Worker
- Ü Gear Up Support Specialist
- Ü Homeless Parent Coordinator

ü New facilities for the 2005-2006 school year.

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	17	12	12	17
Transfers In Rate ⁶	42	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

11

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	David Dumon	(623) 876-7400
Transportation Policy	Durham	(623) 876-7030
Community Resources	Timothy Tait	(623) 876-7169
School Nutrition Programs		(623) 876-7075
Parent Organization	PTA	(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.

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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