

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

15150 West Mondell Road, Surprise, AZ 85374

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	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mr. Paul Tighe
 Schedule : 07:45 AM to 04:15 PM
 Grades : K-8
 2005 Enrollment : 1015
 Web Address : www.dysart.org
 Phone Number : (623) 876-7600
 Fax Number : (623) 876-7605
 E-mail : ptighe@dysart.org

Mission

Kingswood Elementary School follows the Effective Schools model and embraces the Kids At Hope philosophy in its mission: LEARNING FOR ALL NO EXCEPTIONS, NO EXCUSES.

School / Academic Goals

- ü The Kingswood Elementary School community will increase student achievement through the implementation of the Effective Schools model for school improvement.
- ü The Kingswood staff will receive training in effective writing strategies and will utilize the Six Trait Writing Model to improve student writing abilities.
- ü Kingswood utilized the ADE School Improvement Planning model to create an action plan for school improvement, which is being implemented this year.

Enrollment

October 1, 2004 School Year Student Enrollment : 992
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 87

Instructional Programs

- ü Zoo Phonics and 4 Blocks Literacy
- ü Hands-on Math
- ü Inclusionary Special Education Program
- ü Accelerated Reader Program
- ü 6 Traits Writing
- ü Kagan Cooperative Strategies

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

We feel that parents are essential to the learning process of our students and that education is a partnership between home and school. We encourage parents to be active participants in our classrooms as well as co-teachers of their children at home.

Parents

We expect parents to maintain close contact throughout the school year. We expect parents to be involved with their child's education and to support the programs and policies of the school at all times. Working together, we can make a difference!

Transportation Policy

Kindergarten students residing more than one-half mile from the school and students in grades 1-8 residing more than one mile from the school are eligible for bus transportation.

School Honors

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

Award/Honor	Year
ü Artist-in-Residence Grant Recipient, 1992-2001	2001
ü ASPRA Award for Mock Incident Drill w/Surprise Police	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	119	1328	79306	96	99	99	424	432	445	16	16	10	30	23	18	50	50	51	5	11	20
All Students (Prior Year)	102	1073	75509	99	99	100	484	499	521	33	21	13	26	30	23	29	33	33	12	17	31
Female	64	651	38691	94	98	99	423	430	446	17	17	10	28	24	18	51	50	52	4	9	20
Male	55	677	40583	98	99	99	425	434	445	14	15	11	32	22	18	48	49	50	6	13	21
African American	11	98	4041	100	100	99	447	433	426	0	13	17	30	19	23	50	59	50	20	9	10
Hispanic	40	563	32869	98	98	99	408	414	429	27	25	15	38	29	25	35	40	51	0	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	67	635	36197	96	100	99	430	448	463	11	9	5	25	17	11	58	57	53	5	17	31
Students with Disabilities	15	154	10321	94	100	100	397	386	389	47	45	30	20	20	27	33	32	34	0	3	9
Students without Disabilities	104	1174	69060	96	98	98	429	438	454	10	12	7	32	23	17	52	52	54	6	13	22
Limited English Proficient Students	NC	176	15509	NC	99	100	NC	387	406	NC	40	20	NC	32	30	NC	27	45	NC	1	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	40	698	39415	87	95	96	424	422	431	16	22	15	27	27	25	54	44	50	3	7	10
Non-Economically Disadvantaged	79	630	39966	100	100	100	424	442	459	15	10	6	32	18	12	47	56	52	6	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	122	1336	79395	98	0	99	441	436	446	6	12	9	32	31	25	58	52	55	4	5	11
All Students (Prior Year)	103	1073	75492	100	99	100	499	509	519	34	17	12	12	19	16	35	46	47	20	18	24
Female	67	656	38743	99	0	100	448	438	451	5	11	7	27	29	24	64	54	57	4	6	12
Male	55	680	40618	98	0	99	434	434	440	6	12	11	38	33	27	52	50	53	4	5	9
African American	11	98	4052	100	0	100	458	441	434	0	9	11	30	25	29	60	65	54	10	1	6
Hispanic	41	568	32915	100	0	99	422	417	426	13	17	15	39	41	35	45	39	47	3	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	69	638	36221	99	0	99	452	453	465	2	7	4	26	22	15	68	61	63	4	9	17
Students with Disabilities	16	157	10331	100	0	100	411	389	388	6	29	25	63	45	37	31	25	34	0	1	4
Students without Disabilities	106	1179	69139	98	0	99	447	443	454	6	9	7	27	29	24	63	56	58	4	6	11
Limited English Proficient Students	NC	180	15545	NC	0	100	NC	387	399	NC	26	21	NC	56	42	NC	18	35	NC	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	42	705	39484	91	0	96	435	425	429	10	17	14	33	38	35	54	43	47	3	3	4
Non-Economically Disadvantaged	80	631	39986	100	0	100	445	449	461	3	6	4	31	24	16	61	61	63	4	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	121	1336	78869	98	99	99	427	432	442	11	7	6	25	27	21	59	60	63	5	6	10
All Students (Prior Year)	101	1062	75053	98	98	99	553	574	597	16	10	7	14	12	12	66	72	72	3	6	9
Female	67	659	38536	99	100	99	444	445	458	11	4	4	11	24	15	71	65	67	7	8	14
Male	54	677	40302	96	99	99	407	420	428	12	9	8	41	30	26	45	57	60	2	4	7
African American	11	98	4015	100	100	99	466	451	430	0	0	8	10	24	24	90	69	61	0	7	7
Hispanic	39	566	32606	95	98	98	394	413	426	24	11	8	27	33	27	41	52	60	8	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	69	640	36078	99	100	99	442	447	459	5	4	4	25	22	16	67	67	66	4	7	14
Students with Disabilities	16	154	10246	100	100	100	327	353	367	50	25	18	38	47	39	6	27	40	6	1	4
Students without Disabilities	105	1182	68697	97	99	98	445	444	454	4	4	4	22	24	18	69	65	67	4	6	11
Limited English Proficient Students	NC	178	15339	NC	100	100	NC	384	399	NC	15	11	NC	44	31	NC	40	54	NC	1	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	42	704	39106	91	96	95	408	422	427	21	9	8	23	32	28	51	55	59	5	4	5
Non-Economically Disadvantaged	79	632	39837	100	100	100	438	444	457	6	4	4	26	22	14	64	66	67	5	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	107	--	78906	99	--	99	473	--	498	24	--	13	23	--	19	47	--	48	5	--	20
All Students (Prior Year)	107	939	76019	96	100	100	489	479	499	13	22	14	49	43	39	15	13	14	24	21	33
Female	52	609	38644	98	100	99	477	487	500	17	18	12	26	22	19	51	49	49	6	10	19
Male	55	--	40236	100	--	99	470	--	497	31	--	15	21	--	19	44	--	46	4	--	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	28	530	31938	100	99	99	457	468	481	36	29	19	27	26	25	36	40	46	0	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	63	606	36483	98	100	99	480	496	517	18	11	7	23	21	13	51	53	51	9	15	30
Students with Disabilities	10	--	10664	100	--	100	362	--	430	100	--	42	0	--	27	0	--	26	0	--	5
Students without Disabilities	97	1153	68310	99	99	98	486	492	509	15	15	9	26	23	18	53	51	51	6	11	22
Limited English Proficient Students	11	133	12573	100	100	100	379	437	454	67	45	27	22	29	30	11	25	38	0	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	35	706	38679	92	98	96	463	473	483	38	27	20	16	26	25	44	40	45	3	7	10
Non-Economically Disadvantaged	72	--	40295	100	--	100	478	--	513	17	--	7	27	--	13	49	--	50	6	--	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	108	--	78908	100	--	99	472	--	484	20	--	10	19	--	23	55	--	58	6	--	9
All Students (Prior Year)	109	941	76020	97	100	100	504	498	503	26	33	25	20	21	23	43	38	40	11	7	12
Female	53	610	38648	100	0	99	480	482	489	13	12	8	17	23	22	65	59	61	6	6	10
Male	55	--	40233	100	--	99	465	--	479	27	--	12	21	--	25	46	--	55	6	--	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	28	530	31940	100	0	99	455	460	465	36	22	16	14	31	32	50	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	64	606	36502	100	0	99	479	489	502	12	9	4	21	20	14	59	62	67	9	9	15
Students with Disabilities	10	--	10665	100	--	100	360	--	423	90	--	30	10	--	36	0	--	31	0	--	2
Students without Disabilities	98	1153	68312	100	0	98	485	483	493	12	10	7	20	24	21	62	59	62	7	7	10
Limited English Proficient Students	11	133	12556	100	0	100	374	427	436	67	38	24	33	39	40	0	22	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	35	704	38662	92	0	96	459	465	468	31	19	16	22	30	32	41	47	49	6	3	3
Non-Economically Disadvantaged	73	--	40315	100	--	100	479	--	498	14	--	5	17	--	15	63	--	66	6	--	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	107	--	78750	99	--	99	498	--	500	7	--	6	29	--	29	61	--	63	2	--	2
All Students (Prior Year)	108	936	75673	96	99	100	537	508	530	5	15	12	24	32	25	68	50	58	2	3	4
Female	53	609	38586	100	100	99	519	511	515	4	4	4	23	24	22	69	70	71	4	1	3
Male	54	--	40135	98	--	99	477	--	486	10	--	8	35	--	35	54	--	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	27	524	31841	96	98	99	467	481	483	14	10	8	36	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	64	608	36440	100	100	99	505	502	516	7	6	3	28	28	22	62	66	71	3	1	4
Students with Disabilities	10	--	10622	100	--	100	321	--	415	60	--	21	40	--	50	0	--	28	0	--	1
Students without Disabilities	97	1149	68196	99	99	98	519	505	513	1	4	3	28	28	25	69	67	69	2	1	3
Limited English Proficient Students	11	131	12504	100	100	100	353	436	451	44	21	12	44	42	44	11	37	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	34	702	38558	89	97	96	471	479	485	13	10	8	38	38	37	50	52	54	0	0	1
Non-Economically Disadvantaged	73	--	40260	100	--	100	512	--	514	5	--	3	25	--	21	67	--	72	3	--	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	103	--	78250	97	--	99	539	--	548	17	--	21	25	--	18	52	--	48	6	--	13
All Students (Prior Year)	104	833	75001	96	100	99	450	449	468	45	50	37	44	36	36	6	11	16	5	3	10
Female	48	529	38071	98	100	99	549	537	549	11	26	20	25	25	19	58	43	49	6	6	12
Male	55	--	40126	96	--	99	532	--	547	22	--	23	25	--	17	47	--	46	6	--	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	29	422	29129	100	99	99	532	517	527	28	41	32	24	25	23	44	33	40	4	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	NC	15	4996	NC	100	100	NC	538	518	NC	22	36	NC	33	25	NC	33	36	NC	11	4
White	62	--	38320	95	--	99	542	--	568	12	--	12	25	--	14	57	--	55	6	--	19
Students with Disabilities	13	104	9329	100	100	100	458	475	454	58	72	64	25	17	18	17	10	16	0	0	2
Students without Disabilities	90	--	68996	97	--	99	552	--	561	11	--	16	25	--	18	57	--	52	7	--	14
Limited English Proficient Students	NC	110	10133	NC	100	100	NC	487	488	NC	59	45	NC	25	25	NC	15	28	NC	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	28	562	33388	100	97	94	521	522	530	29	37	32	25	25	22	46	35	40	0	3	5
Non-Economically Disadvantaged	75	--	44937	96	--	100	547	--	561	13	--	13	25	--	15	54	--	54	8	--	18

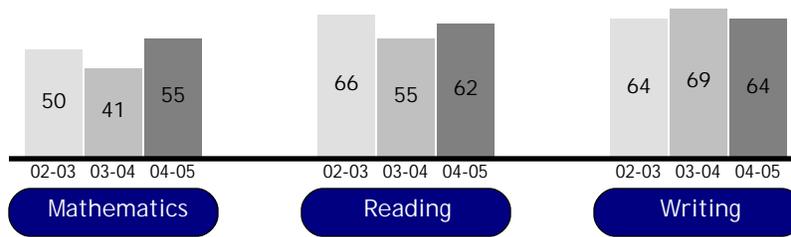
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	--	78302	99	--	99	500	--	512	8	--	11	40	--	25	49	--	57	2	--	7
All Students (Prior Year)	104	831	74918	96	99	99	493	487	497	36	38	32	18	19	19	32	33	35	14	10	15
Female	49	530	38082	100	0	99	517	508	518	3	11	8	30	32	24	65	54	61	3	3	7
Male	56	--	40166	98	--	99	488	--	507	12	--	14	48	--	26	38	--	54	2	--	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	29	427	29152	100	0	99	489	488	492	16	18	17	44	42	34	36	39	46	4	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	NC	15	4993	NC	0	100	NC	509	484	NC	11	19	NC	33	38	NC	44	42	NC	11	1
White	64	--	38347	98	--	99	501	--	531	6	--	5	40	--	17	53	--	68	2	--	10
Students with Disabilities	13	105	9353	100	0	100	422	447	429	33	48	40	58	34	38	8	19	22	0	0	1
Students without Disabilities	92	--	69024	99	--	99	512	--	524	4	--	7	38	--	23	56	--	62	3	--	7
Limited English Proficient Students	NC	110	10140	NC	0	100	NC	456	451	NC	31	28	NC	55	43	NC	15	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	28	564	33398	100	0	94	490	493	495	21	17	18	42	39	35	38	42	46	0	2	2
Non-Economically Disadvantaged	77	--	44979	99	--	100	503	--	525	3	--	6	40	--	18	54	--	66	3	--	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	105	--	78094	99	--	99	528	--	545	1	--	3	35	--	18	64	--	77	0	--	2
All Students (Prior Year)	105	828	74503	97	99	99	494	486	491	7	9	9	36	33	32	48	52	51	9	6	8
Female	49	530	38025	100	100	99	556	552	558	0	2	2	19	17	13	81	80	82	0	1	2
Male	56	--	40013	98	--	99	507	--	534	2	--	5	46	--	23	52	--	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	29	422	29068	100	99	99	508	528	523	4	4	5	40	27	27	56	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	NC	15	4981	NC	100	100	NC	520	526	NC	0	4	NC	44	25	NC	56	70	NC	0	0
White	64	--	38265	98	--	99	533	--	564	0	--	2	34	--	11	66	--	84	0	--	3
Students with Disabilities	13	103	9275	100	100	100	439	465	444	0	14	14	67	51	46	33	35	39	0	0	1
Students without Disabilities	92	--	68892	99	--	98	542	--	559	1	--	2	30	--	14	69	--	82	0	--	2
Limited English Proficient Students	NC	106	10084	NC	98	100	NC	490	474	NC	6	10	NC	47	39	NC	47	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	28	560	33296	100	97	94	502	532	527	4	4	5	50	27	27	46	69	67	0	0	0
Non-Economically Disadvantaged	77	--	44871	99	--	100	537	--	559	0	--	2	29	--	12	71	--	84	0	--	3

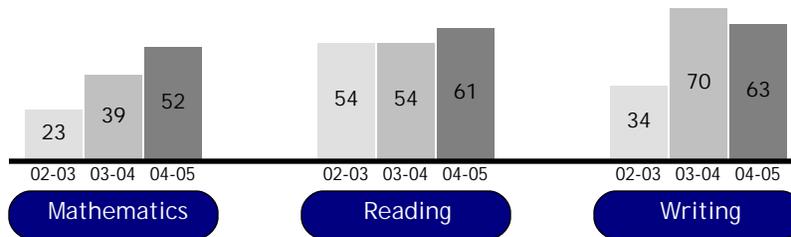
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

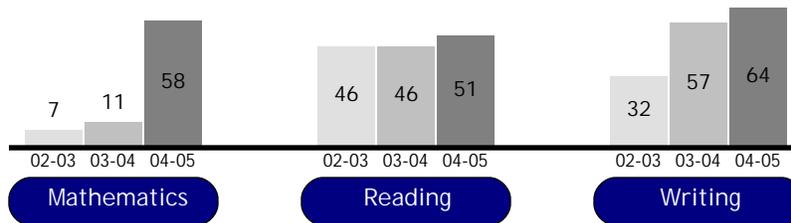
3rd Grade Proficiency



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?	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	92	39	42	50	98	36	NA	58	98	47	--	47
	Language	99	26	33	43	99	30	35	50	98	38	--	47
	Mathematics	99	31	37	57	100	35	44	64	98	43	--	50
3	Reading	100	36	35	47	98	40	NA	55	98	44	--	44
	Language	100	41	42	54	98	44	50	61	98	44	--	44
	Mathematics	100	33	39	54	99	32	47	61	96	43	--	51
4	Reading	96	48	43	52	90	50	NA	56	100	51	--	48
	Language	99	47	42	48	94	44	41	52	100	50	--	49
	Mathematics	98	48	46	57	94	53	47	61	99	55	--	53
5	Reading	90	47	40	50	95	56	NA	55	99	44	--	50
	Language	98	37	34	46	100	48	39	49	99	44	--	50
	Mathematics	98	49	43	57	100	58	49	63	98	38	--	49
6	Reading	99	47	40	53	100	42	NA	56	96	50	--	51
	Language	97	42	34	45	100	43	36	48	96	47	--	47
	Mathematics	98	52	47	62	99	47	52	66	95	47	--	52
7	Reading	98	42	42	51	98	49	NA	54	99	45	--	50
	Language	98	51	47	54	97	53	44	58	99	47	--	52
	Mathematics	97	46	45	58	99	50	46	62	97	41	--	50
8	Reading	98	42	41	53	100	47	NA	55	98	46	--	51
	Language	98	36	35	49	100	37	40	52	98	47	--	50
	Mathematics	99	42	42	58	100	46	48	61	96	51	--	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)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Curriculum
- Ü Positive Incentives
- Ü School Uniforms
- Ü School Improvement
- Ü Parent Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	1.40	Teacher Aide	3.75

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	49
Teachers with Emergency Certificaton.	11
Percent of teachers in the school with Emergency/Provisional Certification	28%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 2 Computer Labs
- Ü Library
- Ü Outdoor Amphitheater
- Ü Gymnasium Under Construction

Extracurricular Activities

- Ü Student Council
- Ü Extracurricular Sports
- Ü Conflict Managers/Peer Mediators
- Ü Tutoring
- Ü Chorus
- Ü Band
- Ü Mad Science

Social Services

- Ü School Resource Officer
- Ü Before/After School Day Care
- Ü GEAR-UP Program
- Ü Fire Pal
- Ü Kids At Hope

School Achievements/Accomplishments 2004-05

- ü Received a 'PERFORMING' Achievement Profile from the Arizona Department of Education, recognizing our growth in student performance.

- ü Campus was partially remodeled. Construction will continue through December, 2005, with a new library and a new gymnasium. The office area and the bus zone were redesigned for safety.

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	14	12	12	17
Transfers In Rate ⁶	25	28	28	37
Stability Rate ⁷	85	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

We believe in a safe and orderly environment. We work with Surprise Fire and Police Departments in preventative school safety issues, such as having a School Resource Officer and Fire Pals. We promote a respectful campus among students and staff. We are serving healthier lunches this year.

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) :

2

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	Kay Edwards	(623) 876-7600
Transportation Policy	Vern Wolfley	(623) 876-7052
Community Resources	Paul Tighe	(623) 876-7600
School Nutrition Programs	Diana Montgomery	(623) 876-7623
Parent Organization	Abby Lank	(623) 876-7600
Student Health/Nurse	Julie Aiton	(623) 876-7604

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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** Due to booklet size printing, print copies are produced in multiples of 4.