

Dysart High School

ARIZONA SCHOOL REPORT CARD 2003-04

11425 N. Dysart Road, El Mirage, AZ 85335

Dysart Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Joseph P. Rega
Schedule : 7:00 AM to 4:00 PM
Grades : 9-12
2003 Enrollment : 1306
Web Address : www.dysart.org
Phone Number : (623) 876-7500
Fax Number : (623) 876-7521
E-mail : jrega@dysart.org

Mission

Our mission is to empower students for the challenges and choices of the 21st century. We believe all students can learn at higher levels, given time and support, through their own efforts. Our Motto is (ST)2 - "Study Today for Success Tomorrow."

School / Academic Goals

ü Students will be successful on Arizona's Instrument to Measure Standards (AIMS) and show overall gains on the Stanford 9 Achievement Test.

ü Students will improve in academic achievement as demonstrated by increased membership in the Renaissance program.

Instructional Programs

ü Advanced Placement and Dual Credit
ü Honors Classes
ü Comprehensive College Bound Program
ü Comprehensive Fine/Performing Arts Prg.

Enrollment

October 1, 2002 School Year Student Enrollment : 1535
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 45

Calendar Information

Number of Instruction Days : 177
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/7/2003
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü School Improvement
- Ü Student Achievement
- Ü School Safety and Student Discipline
- Ü Maintaining the School Mission and Goals
- Ü School Community Relations
- Ü North Central Association Accreditation

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	3.00	Teacher	67.00
Other Professional Staff	5.00	Teacher Aide	11.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	2	0	0
4 to 6 years	7	5	0	0
7 to 9 years	8	3	0	0
10 or more years	7	15	0	0

Shared Responsibilities

School

It is our responsibility to create and maintain a safe and friendly atmosphere in which all students can learn and prosper. We develop and maintain a diverse and rich curriculum that will challenge our students.

Parents

We value and encourage increased parental involvement and participation. Parental involvement promotes the academic growth of children. Parents should work toward shared goals for attendance, behavior, academic standards and program completion.

Resources Available at School Site

Special Facilities

- Ü Rebuild and Renovation - 6/03 to 7/05
- Ü Modern Auditorium

Extracurricular Activities

- Ü Full Range of Clubs and Activities
- Ü Renaissance - Incentive Program
- Ü Music/Band/Drama/Athletics
- Ü JROTC

Social Services

- Ü Breakfast and Lunch programs
- Ü Counseling Services
- Ü Health Services
- Ü Job Placement Services

Transportation Policy

Bus transportation to and from school for students who live outside a 1 ½ mile radius of school is provided. Activity buses are provided. We are located about 15 miles northwest of Phoenix and encompass 140 square miles within our boundaries.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Through the diligent effort of both the school staff and parents, our students improved their attendance since 1999-00 to our current rate in the 2001-02 school year to 98%. Our goal is to continue having the highest rate of attendance in Arizona!
- ü Our students demonstrated improvement in academic achievement through an increase in their participation in our Renaissance Program. The program recognizes students who consistently do well in school and maintain membership on our Honor Roll.

School Honors

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

Award/Honor	Year
ü National Conf. for Comm. and Justice Humanitarian Award	2002
ü Robert C. Byrd Scholarship (2)	2002
ü Diamond Level Key Club (1999 - 2002)	2002
ü Arizona MESA Central Regional - 1st Place Overall	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	97	95	94	96
Transfers Out ³	29	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	11	10	10	9
Promotion Rate ⁶	98	99	98	95
Retention Rate ⁷	2	1	2	5
Dropout Rate ⁸	6			8
Status Unknown ⁹	5			6
Graduation Rate ¹⁰	39			76

Measure of Academic Progress

No MAP data found for this school.

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

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 2002-03. 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 2003. 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. 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).

10th 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	250	274	57534	63	64	91	473	471	491	66	68	46	18	16	16	13	12	23	4	4	15
All Students (Prior Year)	298	298	51010	NA	NA	NA	448	448	483	80	80	45	11	11	20	9	9	23	0	0	11
Female	112	119	28155	63	63	90	469	467	491	75	76	47	15	14	16	8	8	24	2	2	14
Male	138	153	28932	64	64	89	477	474	491	59	61	46	20	18	15	16	16	23	6	5	16
African American	25	26	2558	74	74	86	467	465	475	75	76	64	13	12	15	4	4	16	8	8	6
Hispanic	91	105	17547	48	51	86	466	463	475	80	83	64	14	12	15	6	5	15	0	0	6
Asian/Pacific Islander	NC	NC	1395	NC	NC	96	NC	NC	519	NC	NC	22	NC	NC	16	NC	NC	28	NC	NC	35
American Indian/Alaskan Native	NC	NC	3794	NC	NC	91	NC	NC	468	NC	NC	72	NC	NC	13	NC	NC	12	NC	NC	3
White	122	128	29790	76	75	86	481	480	501	53	54	34	22	21	17	18	18	29	7	6	20
Students with Disabilities	NC	NC	5562	NC	NC	93	NC	NC	461	NC	NC	79	NC	NC	10	NC	NC	8	NC	NC	3
Students without Disabilities	241	265	51972	70	70	90	473	471	492	66	68	45	18	16	16	13	12	24	4	3	15
Limited English Proficient Students	NC	NC	5467	NC	NC	111	NC	NC	458	NC	NC	87	NC	NC	7	NC	NC	5	NC	NC	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	242	244	10446				473	473	472	66	66	70	18	17	13	13	12	13	4	4	4
Non-Economically Disadvantaged	NC	30	47088				NC	447	495	NC	91	42	NC	0	16	NC	9	26	NC	0	17

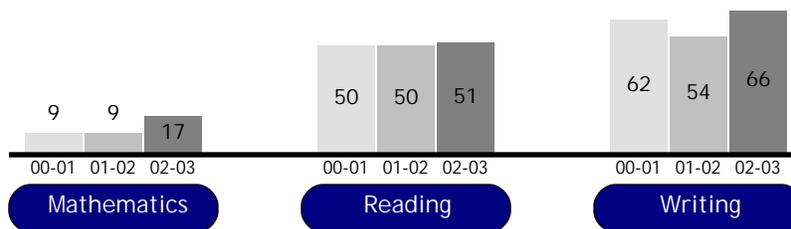
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	249	272	56700	63	64	89	499	497	512	17	20	15	32	32	23	47	45	52	4	3	10
All Students (Prior Year)	301	301	50525	NA	NA	NA	498	498	517	19	19	12	31	31	22	44	44	51	6	6	15
Female	109	116	27862	61	61	89	498	497	517	15	17	12	36	35	22	45	44	54	4	4	12
Male	140	155	28398	65	65	88	500	497	507	18	21	19	30	29	24	49	46	49	4	3	9
African American	26	28	2529	76	80	85	497	493	495	16	22	24	40	37	31	40	37	41	4	4	4
Hispanic	89	100	17305	47	48	85	493	489	494	18	24	24	34	32	31	45	42	41	2	2	4
Asian/Pacific Islander	NC	NC	1382	NC	NC	95	NC	NC	530	NC	NC	6	NC	NC	17	NC	NC	59	NC	NC	17
American Indian/Alaskan Native	NC	NC	3815	NC	NC	91	NC	NC	489	NC	NC	29	NC	NC	35	NC	NC	35	NC	NC	2
White	125	131	29209	78	77	84	505	504	525	15	15	9	29	30	17	51	50	59	5	5	15
Students with Disabilities	10	11	5215	20	22	87	553	514	478	0	33	43	50	33	29	0	0	25	50	33	2
Students without Disabilities	239	261	51485	69	69	89	499	496	513	17	20	15	32	32	23	48	46	52	3	3	11
Limited English Proficient Students	NC	NC	5378	NC	NC	109	NC	NC	471	NC	NC	48	NC	NC	36	NC	NC	15	NC	NC	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	240	243	10358				499	499	492	16	17	26	32	32	33	48	48	37	4	4	4
Non-Economically Disadvantaged	NC	29	46342				NC	468	516	NC	55	13	NC	32	21	NC	14	54	NC	0	12

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	325	325	55090	82	76	87	461	461	479	22	22	16	12	12	13	66	66	70	0	0	0
All Students (Prior Year)	266	266	50572	NA	NA	NA	462	462	481	22	22	14	25	25	23	54	54	63	0	0	1
Female	151	151	27752	84	80	89	462	462	483	20	20	13	13	13	12	67	67	75	0	0	0
Male	171	171	26842	79	72	83	462	462	474	24	24	20	10	10	15	66	66	65	0	0	0
African American	23	23	2336	68	66	78	464	464	464	9	9	25	9	9	14	82	82	62	0	0	0
Hispanic	146	146	16391	78	71	81	446	446	458	35	35	28	15	15	16	50	50	56	0	0	0
Asian/Pacific Islander	NC	NC	1356	NC	NC	93	NC	NC	499	NC	NC	7	NC	NC	9	NC	NC	83	NC	NC	2
American Indian/Alaskan Native	NC	NC	3731	NC	NC	89	NC	NC	446	NC	NC	37	NC	NC	16	NC	NC	47	NC	NC	0
White	144	144	29053	89	84	84	474	474	492	14	14	8	8	8	12	78	78	79	0	0	0
Students with Disabilities	NC	NC	4141	NC	NC	69	NC	NC	436	NC	NC	47	NC	NC	18	NC	NC	35	NC	NC	0
Students without Disabilities	321	321	50949	93	85	89	461	461	479	23	23	16	12	12	13	66	66	71	0	0	0
Limited English Proficient Students	45	45	4711	71	68	96	412	412	422	65	65	61	20	20	13	15	15	26	0	0	0
Migrant Students	NC	NC	666				NC	NC	444	NC	NC	39	NC	NC	11	NC	NC	50	NC	NC	0
Economically Disadvantaged	309	309	10168				461	461	453	23	23	32	12	12	18	65	65	50	0	0	0
Non-Economically Disadvantaged	16	16	44922				463	463	484	14	14	13	7	7	13	79	79	73	0	0	0

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)

10th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	77	26	26	43	100	21	21	37	96	26	26	41
	Language	89	25	25	41	100	23	23	38	99	26	26	42
	Mathematics	86	33	33	59	100	40	40	56	98	42	42	60

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 Safety

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

Dysart High School has a full complement of security personnel. We hold regular fire and lock-down drills, inservice staff on topics related to health and safety, and maintain current school safety and emergency policies and practices.

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) :

4

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	Joseph P. Rega	(623) 876-7502
Transportation Policy	John Heckadon	(623) 876-7030
Community Resources	Maria Ruiz	(623) 876-7066
School Nutrition Programs	Michael Lozano	(623) 876-7075
Parent Organization	Michelle Bohon	(623) 876-7517
Student Health/Nurse	June Graeber	(623) 876-7504

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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