

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 ^(a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Dr. Teddy Irvine
 Schedule : 07:00 AM to 03:30 PM
 Grades : 9-12
 Web Address : www.dysart.org
 Phone Number : (623) 876-7500
 Fax Number : (623) 876-7521
 E-mail : tirvine@dysart.org

Mission

Dysart High School's mission is to ensure students acquire the attitudes, knowledge and skills contributing to student achievement and effective life long learning.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü Dysart High School will ensure alignment to the Arizona Academic Standards and increase reading, writing and math performance across the curriculum.
- ü Dysart High School will ensure the development of the physical and emotional well-being of our students through athletics and extra curricular programs that increase academic achievement.
- ü Dysart High School and the learning community will work together to create a safe and orderly environment to maximize student achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 1505
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 97

Instructional Programs

- ü Advanced Placement and Honors Programs
- ü Human/Social Service Careers Programs
- ü Comprehensive College Bound Programs
- ü Comprehensive Fine/Performing Arts Prg.
- ü School to Career Programs/Teacher Cadet
- ü Read 180 Computer Labs
- ü Army JROTC/Auto Shop
- ü Bus/Comm. College Ptnrshps/Dual Enroll

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

It is the responsibility of Dysart High School to provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State’s student academic achievement standards. Highly certified teachers are provided as our students’ teachers. Best Practices in instruction are continually sought and implemented by our faculty. Assessment is used to drive instruction and differentiated instruction to maximize student learning.

Parents

We ask that the parents of our students:

- Monitor attendance, tardiness, disruptive behavior and appropriate dress.
- Make sure that homework is completed.
- Volunteer if possible.
- Participate, as appropriate, in decisions relating to your student’s education.
- Promote positive use of your student’s extracurricular time.
- Stay informed about your student’s education and communicate with the school by promptly reading all notices from the school or the school district.

Transportation Policy

Regular bus boundaries are East of Reems Road/North of Glendale Avenue/South of Thunderbird Road, and also the area East of Dysart Road, North to Greenway and West of 115th Avenue. Activity buses run at 4:30 and 6:30 p.m.

School Honors

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

Award/Honor	Year
ü National Merit Semi-Finalist	2006
ü Student with 800 math SAT score	2005
ü 2 Teachers Key Club 25 Year Service Award	2006
ü 3 NBCT Teachers/1 Teacher ACTE/AZ Fellowship Award	2006

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	320	1022	71130	84	91	95	681	686	701	35	31	23	22	18	13	42	46	51	2	5	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	157	511	35465	84	91	96	682	688	702	31	26	21	25	20	13	43	49	53	1	5	13
Male	162	509	35648	84	91	94	680	684	701	38	35	24	19	17	12	41	43	50	2	5	14
African American	41	100	3868	85	91	95	674	679	686	44	39	33	17	17	17	39	41	45	NA	3	6
Hispanic	176	359	25103	83	88	95	677	680	685	38	37	34	24	21	16	37	37	45	1	4	5
Asian/Pacific Islander	12	24	1805	92	89	98	698	704	731	33	29	9	NA	NA	7	50	50	50	17	21	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	88	531	36075	84	94	95	688	691	715	24	25	12	24	17	9	50	52	58	2	6	21
Students with Disabilities	NC	56	5862	NC	46	71	NC	648	658	NC	77	63	NC	16	15	NC	5	20	NC	2	2
Students without Disabilities	313	966	65268	95	97	98	681	688	705	35	28	19	21	18	12	42	48	54	2	5	15
Limited English Proficient Students	29	41	4859	85	84	93	655	655	662	76	76	64	17	15	15	7	10	20	NA	NA	1
Migrant Students	NC	NC	786	NC	NC	95	NC	NC	681	NC	NC	38	NC	NC	18	NC	NC	41	NC	NC	4
Economically Disadvantaged	215	438	22957	82	87	93	677	680	685	39	37	34	22	20	17	38	40	44	1	3	5
Non-Economically Disadvantaged	105	584	48173	88	94	96	687	691	709	27	26	17	21	17	11	50	50	55	3	7	18

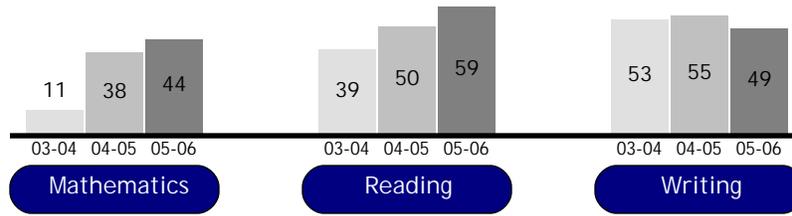
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	361	1091	73018	95	96	97	684	697	703	9	7	6	32	23	23	57	66	64	2	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	179	544	36181	95	96	97	689	703	708	6	4	4	32	22	21	59	68	65	3	6	9
Male	182	547	36816	94	97	96	679	692	699	12	9	7	32	24	24	54	63	62	2	4	7
African American	42	105	3976	93	97	96	683	689	689	7	7	8	33	27	29	57	63	59	2	4	3
Hispanic	198	389	25801	94	95	96	679	687	683	8	8	10	39	33	34	52	56	53	1	4	3
Asian/Pacific Islander	12	25	1812	100	93	98	680	696	722	25	16	3	25	28	15	50	48	66	NA	8	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	106	565	37024	96	98	97	695	706	721	9	5	2	21	15	12	65	74	73	5	6	13
Students with Disabilities	42	110	7170	79	88	85	637	644	654	29	29	23	57	48	47	14	23	29	NA	NA	1
Students without Disabilities	319	981	65848	97	98	98	690	703	708	6	4	4	29	20	20	62	70	67	3	5	9
Limited English Proficient Students	31	47	5099	100	100	95	643	646	641	19	19	29	71	70	59	10	11	12	NA	NA	0
Migrant Students	NC	NC	817	NC	NC	96	NC	NC	667	NC	NC	15	NC	NC	44	NC	NC	39	NC	NC	1
Economically Disadvantaged	245	485	23912	93	95	94	677	685	681	11	9	10	37	32	36	51	56	52	1	3	2
Non-Economically Disadvantaged	116	606	49106	97	98	98	699	707	714	4	5	4	23	16	16	68	73	69	4	6	11

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	367	1095	72810	96	97	96	670	680	685	8	6	6	43	36	30	45	54	58	4	4	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	182	546	36111	96	97	97	681	693	695	5	3	4	35	27	23	54	63	65	6	7	8
Male	185	549	36678	96	97	95	659	667	674	10	9	9	51	45	36	37	44	52	2	2	3
African American	44	108	3962	98	100	96	666	676	675	14	9	8	43	36	33	39	53	55	5	2	3
Hispanic	201	392	25735	95	96	96	667	672	669	7	8	10	51	42	41	39	46	48	2	4	2
Asian/Pacific Islander	12	24	1809	100	89	97	684	689	704	NA	4	4	50	42	19	33	42	65	17	13	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	107	564	36915	97	97	97	675	686	697	7	5	3	30	31	21	59	59	67	5	5	8
Students with Disabilities	50	118	7071	94	94	84	607	618	634	38	32	24	50	58	53	12	8	21	NA	1	1
Students without Disabilities	317	977	65739	96	97	98	679	687	689	3	3	4	42	33	27	50	59	62	4	5	6
Limited English Proficient Students	31	47	5046	100	100	94	633	634	621	16	15	31	77	74	56	6	11	12	NA	NA	0
Migrant Students	NC	NC	812	NC	NC	96	NC	NC	654	NC	NC	15	NC	NC	51	NC	NC	34	NC	NC	0
Economically Disadvantaged	252	496	23814	96	97	94	664	671	667	9	8	10	49	44	41	39	46	47	3	3	2
Non-Economically Disadvantaged	115	599	48996	97	97	97	684	688	693	4	5	4	31	29	24	58	60	64	6	6	7

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	89	24	NA	42	97	42	--	51	98	39	43	52
	Language	89	24	29	42	97	40	--	50	98	37	39	50
	Mathematics	87	46	44	63	97	37	--	50	98	34	41	50

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

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

Council Duties

- Ü School Improvement
- Ü Student Achievement
- Ü School Safety and Student Discipline
- Ü Communication with Community

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	81.00
Other Professional Staff	9.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	3	1	0
4 to 6 years	16	2	0	0
7 to 9 years	9	6	0	0
10 or more years	15	13	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	299
Teachers with Emergency Certification.	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 New Media Center/Competition Gym
- Ü New Fine/Performing Arts Building
- Ü 4 Open Computer Labs/2 Read 180 Labs
- Ü Child Development Center

Extracurricular Activities

- Ü Key Club/Unitown/JROTC Army
- Ü Interscholastic Athletics
- Ü Future Teachers of America
- Ü National Honor Society
- Ü Music/Band/Drama/Choir
- Ü Criminal Justice Club/Ambassador Club
- Ü More than 60 Special Interest Clubs
- Ü Student Government/Close-Up

Social Services

- Ü Free/Reduced Breakfast/Lunch Programs
- Ü Crisis Intervention Programs
- Ü Counseling Services/Social Worker
- Ü Gear Up Program/Title I
- Ü Health Services/School Psychologist
- Ü Peer Mediation/Peer Tutors
- Ü Job Placement Services
- Ü Homeless Student Resources

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Key Club was recognized as the top Key Club Internationally dealing with Partners in Service, and was awarded the Diamond Level Distinguished Key Club Award for community service. It has been one of the top 4 Key Clubs Internationally since 1990.

- ü The Dysart Premiere newspaper and the El Demonio yearbook both received a National Silver Award from the Columbia Press Association along with numerous State Awards. The Dysart Premiere also received a National Scholastic Press Association Award.

- ü The graduating class of 2006 received over 700 thousand dollars in scholarships moving many students toward post secondary education opportunities. Dysart High School's Graduation Rate for 05-06 was 97%.

- ü Dysart was awarded \$622,417 through the 21st Century Grant and \$91,738 through the Gear-Up Grant. Both offer extended opportunities for students via mentoring, tutoring, summer enrichment, and parental involvement to increase student achievement.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	67	89	88	73
Graduation Rate ⁶	87	NA	NA	81

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

Dysart High School implements on a consistent basis the Student Rights and Responsibilities Policies adopted by our Governing Board. Additional inclusions for this year include a strict dress code, procedure for electronic devices, and an ID card procedure. We have a closed campus where students stay on campus during lunch. The emphasis is on respecting self and others and school pride campus wide. All staff members take ownership of the campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

22

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	Dr. Teddy Irvine	(623) 876-7501
Transportation Policy	Vern Wolfley	(623) 876-7502
Community Resources	Linda Streeter	(623) 876-7066
School Nutrition Programs	David Carochi	(623) 876-7952
Parent Organization	Dr. Teddy Irvine	(623) 876-7501
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 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 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.

6 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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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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