



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

13700 W Greenway 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)

2003-04	Performing
2002-03	New School
2001-02	N/A

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

School Overview

Principal/Administrator : Mrs. LeAnn Andrews
 Schedule : 7:30 AM to 3:45 PM
 Grades : K-8
 2004 Enrollment : 230
 Web Address : dysart.org
 Phone Number : (623) 876-7700
 Fax Number : (623) 876-7711
 E-mail : landrews@dysart.org

Mission

MISSION: Together we learn and succeed! VISION: A part of our vision at West Point Elementary School states: We nurture independent and responsible students with a desire for life-long learning.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü To continue achieving higher than state average scores on the Stanford 9 Test.
- ü To continue implementing the Effective Schools Academic Focus Model for the staff, students, parents, and community in order to optimize student achievement.

Enrollment

October 1, 2003 School Year Student Enrollment : 1190
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- SPED Programs
- Remediation and Enrichment Programs
- Before/After School Care
- Accelerated Reader

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/9/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

We are responsible to provide a strong communication link between the school, parents, and community. This is accomplished through parent/student handbooks, agendas, weekly Principal's Newsletters, and open communication between all stakeholders.

Parents

Parents must ensure student attendance; provide proper clothing and nourishment; give homework support to their children; become involved in school goals and expectations; support school policies including dress codes and behavior codes.

Transportation Policy

Please contact Durham Transportation at 623-876-7030.

School Honors

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

Award/Honor	Year
• New School	2001
• Dysart District Test Score Leaders	2002
• Dysart District Test Score Leaders	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	135	1073	75509	99	99	100	514	499	521	8	21	13	28	30	23	43	33	33	20	17	31
All Students (Prior Year)	137	911	75372	94	100	100	512	497	523	9	19	9	34	35	25	39	31	36	19	15	30
Female	55	493	37013	100	99	100	517	501	522	12	21	12	20	29	24	43	29	33	24	20	31
Male	80	580	38430	99	99	99	512	497	521	6	21	14	33	30	22	43	35	33	17	14	31
African American	NC	95	3660	NC	99	99	NC	484	496	NC	28	24	NC	36	31	NC	23	28	NC	13	18
Hispanic	25	438	30486	100	98	99	504	486	505	11	27	18	37	35	29	32	27	32	21	11	21
Asian/Pacific Islander	NC	24	1780	NC	100	98	NC	518	549	NC	5	5	NC	27	13	NC	45	33	NC	23	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	95	502	35192	100	99	99	516	507	534	7	17	8	28	26	19	45	37	35	20	20	39
Students with Disabilities	21	149	9708	100	100	100	514	460	489	0	54	32	20	23	27	80	18	24	0	5	17
Students without Disabilities	114	924	65801	98	98	98	514	503	525	9	18	11	28	30	23	42	34	34	21	18	33
Limited English Proficient Students	NC	169	16928	NC	100	100	NC	421	485	NC	100	29	NC	0	33	NC	0	26	NC	0	12
Migrant Students	--	18	750				--	494	499	--	0	21	--	50	29	--	50	30	--	0	20
Economically Disadvantaged	43	576	36411				499	488	503	12	27	19	48	32	29	27	29	32	12	12	20
Non-Economically Disadvantaged	92	497	39040				520	508	534	7	15	8	20	27	19	49	36	34	24	21	39

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	135	1073	75492	99	99	100	514	509	519	14	17	12	19	19	16	45	46	47	23	18	24
All Students (Prior Year)	136	899	75221	93	100	100	515	507	523	11	17	8	16	23	16	61	50	56	12	10	21
Female	55	495	37014	100	100	100	524	513	523	9	15	10	13	19	15	48	44	48	30	23	27
Male	80	578	38400	99	99	99	508	506	516	17	20	14	23	20	17	42	47	47	18	14	21
African American	NC	95	3665	NC	99	99	NC	500	505	NC	21	20	NC	27	22	NC	43	43	NC	9	14
Hispanic	25	437	30438	100	98	99	497	500	508	30	25	17	17	20	21	39	43	47	13	12	15
Asian/Pacific Islander	NC	24	1773	NC	100	98	NC	530	534	NC	5	4	NC	9	10	NC	55	50	NC	32	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	95	503	35177	100	99	99	519	515	528	11	14	8	17	18	13	47	47	49	26	22	31
Students with Disabilities	21	150	9707	100	100	100	467	471	495	68	56	33	11	17	21	11	23	33	11	4	13
Students without Disabilities	114	923	65785	98	98	98	522	514	522	4	13	10	20	20	16	50	48	49	25	20	26
Limited English Proficient Students	NC	169	16905	NC	100	100	NC	438	489	NC	100	34	NC	0	28	NC	0	32	NC	0	6
Migrant Students	--	19	763				--	518	499	--	0	21	--	67	30	--	0	40	--	33	8
Economically Disadvantaged	43	578	36302				497	500	507	22	26	18	32	21	21	32	41	46	15	13	14
Non-Economically Disadvantaged	92	495	39164				522	517	528	10	10	8	13	18	13	51	50	48	26	22	31

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	134	1062	75053	99	98	99	579	574	597	8	10	7	12	12	12	76	72	72	4	6	9
All Students (Prior Year)	132	863	73654	90	96	99	521	512	530	10	18	9	20	21	13	66	59	70	3	2	7
Female	54	492	36872	98	99	99	605	601	621	6	7	5	6	8	9	83	76	74	6	8	12
Male	80	570	38109	99	97	99	562	551	573	9	12	10	17	15	14	72	68	69	3	4	6
African American	NC	95	3636	NC	99	99	NC	561	568	NC	12	12	NC	18	16	NC	65	67	NC	5	6
Hispanic	25	433	30235	100	97	98	561	555	575	4	13	9	26	14	14	70	69	70	0	4	6
Asian/Pacific Islander	NC	24	1768	NC	100	98	NC	582	651	NC	5	3	NC	5	5	NC	86	72	NC	5	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	94	496	35028	99	98	99	584	586	613	9	8	6	10	10	10	76	75	73	5	6	11
Students with Disabilities	20	149	9625	100	100	100	495	476	530	22	32	21	28	24	21	50	44	55	0	0	4
Students without Disabilities	114	913	65428	98	97	98	593	586	604	5	7	6	10	11	11	81	76	73	4	7	10
Limited English Proficient Students	NC	164	16765	NC	100	100	NC	374	525	NC	100	17	NC	0	20	NC	0	60	NC	0	2
Migrant Students	--	18	752				--	583	562	--	0	9	--	0	18	--	100	68	--	0	5
Economically Disadvantaged	43	569	36077				546	551	566	10	13	10	22	15	16	66	66	69	2	5	5
Non-Economically Disadvantaged	91	493	38950				595	594	618	7	7	5	8	9	9	81	77	73	4	6	12

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	126	939	76019	100	100	100	498	479	499	9	22	14	39	43	39	22	13	14	30	21	33
All Students (Prior Year)	129	855	76230	91	100	100	485	470	498	12	26	12	49	47	38	16	11	12	24	17	37
Female	54	452	37207	100	98	100	494	480	499	13	20	12	38	46	41	23	14	14	26	20	33
Male	72	481	38677	100	100	100	501	479	498	6	24	15	40	41	38	22	12	13	32	23	34
African American	15	92	3817	100	97	100	465	468	475	21	22	23	57	52	47	7	13	11	14	13	18
Hispanic	32	379	29458	100	98	100	488	462	480	10	34	20	52	45	48	16	9	12	23	13	20
Asian/Pacific Islander	NC	24	1673	NC	96	99	NC	498	531	NC	5	4	NC	55	29	NC	9	14	NC	32	53
American Indian/Alaskan Native	NC	17	4735	NC	100	100	NC	497	466	NC	13	28	NC	44	49	NC	6	10	NC	38	13
White	71	418	35880	100	100	100	509	493	515	8	15	7	29	39	32	26	17	16	37	28	45
Students with Disabilities	16	115	9786	100	100	100	442	436	457	42	54	39	42	35	40	17	7	7	0	4	13
Students without Disabilities	110	824	66233	100	99	99	504	482	503	6	20	11	39	44	39	23	14	14	33	23	35
Limited English Proficient Students	NC	143	15206	NC	100	100	NC	430	459	NC	57	31	NC	40	53	NC	3	7	NC	0	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	49	499	35714				493	467	480	13	31	20	41	44	47	15	9	12	30	15	20
Non-Economically Disadvantaged	77	440	40266				501	491	513	7	14	9	38	42	33	26	17	15	29	27	43

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	126	941	76020	100	100	100	501	498	503	22	33	25	24	21	23	48	38	40	7	7	12
All Students (Prior Year)	127	847	76202	90	100	100	502	499	505	19	28	19	31	28	24	43	37	46	7	7	11
Female	54	453	37213	100	98	100	503	499	504	17	27	22	25	22	23	55	44	42	4	8	13
Male	72	482	38666	100	100	100	500	497	501	25	38	29	24	21	22	42	34	38	9	7	12
African American	15	92	3819	100	97	100	491	492	494	21	39	37	50	24	26	29	34	31	0	2	6
Hispanic	32	379	29442	100	98	99	495	491	494	29	45	37	26	22	26	42	28	31	3	4	6
Asian/Pacific Islander	NC	24	1672	NC	96	99	NC	502	513	NC	18	12	NC	45	19	NC	23	49	NC	14	20
American Indian/Alaskan Native	NC	17	4735	NC	100	100	NC	499	489	NC	19	48	NC	38	25	NC	44	24	NC	0	3
White	71	420	35890	100	100	100	507	505	511	19	23	15	13	18	20	57	48	48	10	11	18
Students with Disabilities	16	118	9784	100	100	100	475	476	485	64	72	58	36	12	19	0	15	19	0	0	4
Students without Disabilities	110	823	66236	100	98	99	505	500	504	16	29	23	23	22	23	54	40	42	8	8	13
Limited English Proficient Students	NC	144	15198	NC	100	100	NC	476	483	NC	79	59	NC	18	25	NC	3	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	49	499	35703				502	493	494	26	42	37	22	22	26	46	30	31	7	6	6
Non-Economically Disadvantaged	77	442	40274				500	503	509	19	24	17	26	21	20	49	46	47	7	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	126	936	75673	100	99	100	510	508	530	13	15	12	29	32	25	56	50	58	3	3	4
All Students (Prior Year)	126	812	74692	89	100	99	494	482	502	19	29	18	30	32	27	50	36	47	2	3	8
Female	54	451	37099	100	98	100	530	525	548	8	9	8	26	32	22	62	55	64	4	4	6
Male	72	479	38441	100	100	99	495	493	513	16	20	16	31	33	29	51	46	52	1	1	3
African American	15	92	3791	100	97	99	467	509	506	29	12	18	43	31	29	29	56	50	0	1	3
Hispanic	32	377	29305	100	98	99	499	491	507	10	17	16	26	39	31	65	43	51	0	1	2
Asian/Pacific Islander	NC	24	1665	NC	96	99	NC	518	573	NC	18	6	NC	14	16	NC	68	67	NC	0	10
American Indian/Alaskan Native	NC	17	4707	NC	100	100	NC	550	492	NC	13	19	NC	27	33	NC	40	46	NC	20	1
White	71	418	35760	100	100	99	528	520	550	9	14	9	25	29	21	61	54	64	4	4	6
Students with Disabilities	16	117	9706	100	100	100	444	447	462	36	38	36	43	34	32	21	28	31	0	0	1
Students without Disabilities	110	819	65967	100	98	99	519	513	536	9	13	10	27	32	25	60	52	60	3	3	5
Limited English Proficient Students	NC	144	15115	NC	100	100	NC	446	471	NC	41	26	NC	40	38	NC	19	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	49	497	35541				497	499	504	15	18	17	26	33	31	59	48	50	0	1	2
Non-Economically Disadvantaged	77	439	40091				519	518	550	11	12	9	31	31	21	54	52	64	4	4	6

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	93	833	75001	100	100	99	453	449	468	43	50	37	41	36	36	12	11	16	4	3	10
All Students (Prior Year)	93	651	71167	89	99	99	455	441	463	47	57	38	36	34	41	16	8	14	1	1	7
Female	48	410	36846	98	99	99	457	451	468	43	47	36	36	38	38	16	11	16	5	3	10
Male	43	419	37974	98	99	99	448	447	467	46	53	39	43	33	34	8	11	16	3	3	11
African American	NC	76	3720	NC	96	98	NC	439	446	NC	61	53	NC	28	33	NC	8	9	NC	3	4
Hispanic	22	356	26675	96	97	98	457	440	448	39	58	52	56	33	34	0	6	10	6	2	4
Asian/Pacific Islander	NC	15	1575	NC	100	99	NC	487	504	NC	17	18	NC	33	33	NC	33	20	NC	17	29
American Indian/Alaskan Native	NC	12	4731	NC	100	98	NC	438	438	NC	67	61	NC	17	30	NC	8	7	NC	8	2
White	58	363	37785	98	99	99	452	459	482	44	42	25	37	40	39	17	15	21	2	4	15
Students with Disabilities	13	111	8802	100	100	100	399	405	418	100	87	79	0	11	16	0	2	3	0	0	1
Students without Disabilities	80	722	66199	98	97	99	456	452	472	41	47	34	43	38	38	13	11	17	4	3	11
Limited English Proficient Students	NC	131	11710	NC	100	100	NC	421	429	NC	80	70	NC	18	25	NC	1	4	NC	0	1
Migrant Students	--	NC	709				--	NC	442	--	NC	57	--	NC	34	--	NC	7	--	NC	2
Economically Disadvantaged	27	440	29814				446	438	448	43	60	53	43	31	33	13	8	10	0	1	4
Non-Economically Disadvantaged	66	393	45170				456	460	479	43	41	28	40	41	38	12	13	20	5	5	14

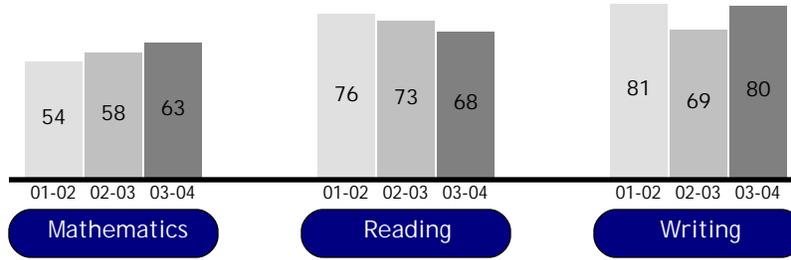
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	831	74918	100	99	99	492	487	497	31	38	32	13	19	19	47	33	35	8	10	15
All Students (Prior Year)	94	648	71100	90	99	99	493	487	502	27	35	25	28	26	21	38	33	40	6	7	15
Female	48	412	36805	98	100	99	496	493	501	27	34	28	14	19	19	55	37	37	5	10	16
Male	43	416	37936	98	98	99	488	482	493	35	42	35	14	20	18	38	30	33	14	9	14
African American	NC	76	3719	NC	96	98	NC	482	481	NC	38	43	NC	20	21	NC	37	29	NC	6	7
Hispanic	22	354	26645	96	97	98	472	474	478	50	49	46	22	22	20	28	25	27	0	4	6
Asian/Pacific Islander	NC	15	1571	NC	100	99	NC	506	521	NC	17	18	NC	17	15	NC	58	38	NC	8	30
American Indian/Alaskan Native	NC	12	4729	NC	100	98	NC	480	468	NC	50	57	NC	8	19	NC	33	19	NC	8	4
White	58	363	37773	98	99	99	498	500	511	25	28	20	13	18	18	52	40	41	10	15	21
Students with Disabilities	13	111	8801	100	100	100	431	435	448	75	77	75	25	11	13	0	12	10	0	0	2
Students without Disabilities	80	720	66117	98	97	99	495	492	501	29	34	28	13	20	19	49	35	37	9	10	16
Limited English Proficient Students	NC	131	11706	NC	100	100	NC	447	454	NC	76	71	NC	18	16	NC	5	12	NC	0	1
Migrant Students	--	NC	706				--	NC	467	--	NC	55	--	NC	22	--	NC	20	--	NC	4
Economically Disadvantaged	27	439	29785				485	474	477	36	49	47	18	22	20	41	25	26	5	4	6
Non-Economically Disadvantaged	66	392	45115				495	501	508	30	26	23	11	16	18	49	42	39	10	15	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	828	74503	97	99	99	496	486	491	6	9	9	33	33	32	55	52	51	6	6	8
All Students (Prior Year)	93	630	69001	89	96	96	477	473	490	23	28	17	47	44	37	30	28	45	0	0	1
Female	45	409	36686	92	99	99	525	507	506	7	5	5	12	24	29	68	63	57	12	7	9
Male	43	415	37644	98	98	98	465	465	476	5	14	13	51	42	36	43	41	45	0	4	6
African American	NC	76	3677	NC	96	97	NC	490	475	NC	10	12	NC	30	36	NC	55	46	NC	6	5
Hispanic	20	351	26500	87	96	97	525	468	467	0	13	13	31	39	39	44	44	44	25	4	4
Asian/Pacific Islander	NC	15	1566	NC	100	99	NC	512	537	NC	0	5	NC	25	23	NC	67	55	NC	8	18
American Indian/Alaskan Native	NC	12	4695	NC	100	97	NC	470	464	NC	8	14	NC	42	39	NC	42	44	NC	8	3
White	57	363	37606	97	99	99	484	501	508	10	6	6	31	28	28	59	60	56	0	7	10
Students with Disabilities	13	111	8662	100	100	100	438	393	409	25	41	37	50	44	42	25	15	20	0	0	1
Students without Disabilities	77	717	65841	94	97	98	499	494	499	5	7	7	32	32	32	57	55	53	7	6	8
Limited English Proficient Students	NC	130	11608	NC	100	100	NC	414	430	NC	31	23	NC	48	47	NC	21	28	NC	0	1
Migrant Students	--	NC	701				--	NC	449	--	NC	17	--	NC	43	--	NC	38	--	NC	1
Economically Disadvantaged	26	439	29587				492	467	465	5	13	14	24	38	40	71	45	43	0	3	4
Non-Economically Disadvantaged	64	389	44898				497	506	507	7	6	7	36	27	28	49	59	55	8	8	10

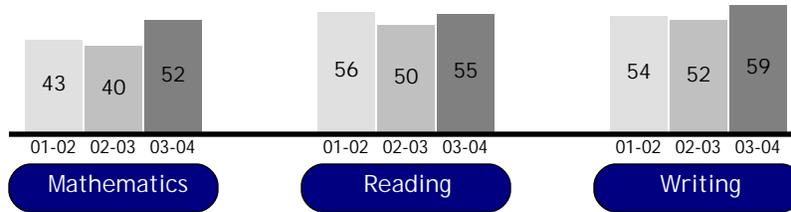
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

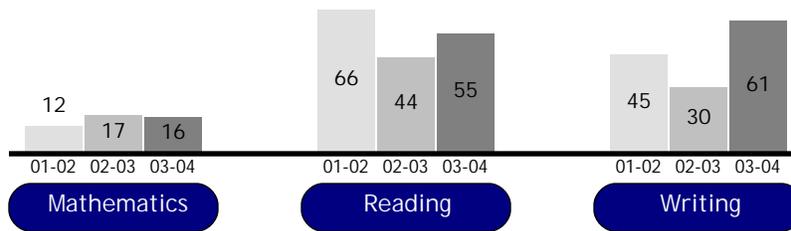
3rd Grade Proficiency



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.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	48	32	44	79	53	42	50	97	52	NA	58
	Language	96	43	27	39	95	47	33	43	100	51	35	50
	Mathematics	96	60	40	52	96	51	37	57	100	51	44	64
3	Reading	93	47	38	43	99	48	35	47	95	59	NA	55
	Language	93	56	47	50	98	53	42	54	97	63	50	61
	Mathematics	93	50	42	50	99	54	39	54	99	66	47	61
4	Reading	100	45	36	47	99	57	43	52	96	61	NA	56
	Language	100	47	37	45	99	56	42	48	99	55	41	52
	Mathematics	96	57	41	52	99	67	46	57	99	66	47	61
5	Reading	99	48	36	46	94	53	40	50	98	57	NA	55
	Language	99	46	33	43	94	48	34	46	100	49	39	49
	Mathematics	98	59	46	54	98	59	43	57	100	71	49	63
6	Reading	99	55	40	49	96	47	40	53	100	50	NA	56
	Language	99	44	32	42	96	42	34	45	100	40	36	48
	Mathematics	98	63	48	58	99	66	47	62	100	67	52	66
7	Reading	100	49	35	48	96	64	42	51	97	55	NA	54
	Language	100	46	35	51	98	69	47	54	99	63	44	58
	Mathematics	100	50	40	54	98	62	45	58	98	57	46	62
8	Reading	100	52	36	49	99	53	41	53	98	57	NA	55
	Language	100	49	33	46	99	44	35	49	98	53	40	52
	Mathematics	100	50	40	54	100	59	42	58	96	61	48	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Advisory Role to School Administration
- Ü Solicits Input From All Stakeholders
- Ü Reviews Literature and Data
- Ü Makes Recommendations for Improvement
- Ü Provides Local Leadership
- Ü In-put in Decision Making

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	21.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	2	0	0
4 to 6 years	6	2	0	0
7 to 9 years	2	0	0	0
10 or more years	3	14	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	43
Core academic classes taught by Highly Qualified (NCLB) teachers.	135
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Middle School Sports
- Ü After School Clubs
- Ü Academic Tutoring

Social Services

- Ü Before/After School Care Available
- Ü Parenting Programs
- Ü Crisis Intervention
- Ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Continued the Effective Schools Academic Focus model.
All staff members joined Correlate Teams; meeting weekly for school improvement planning and implementation. This process has again allowed our students to lead the district in test scores.
- ü Highest Test scores in the Dysart Unified School District for the second year in a row!

Student Activity Rates for School Year 2003-04

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

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	48	52
Grades 3-4	74	90
Grades 4-5	68	74
Grades 5-6	67	85
Grades 6-7	82	56
Grades 7-8	63	64

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

The school and classroom atmosphere is pleasant, orderly, and inviting; discipline is effective, and students are accountable for good citizenship. A STRONG, ORDERLY, and CARING ENVIRONMENT Correlate Team meets weekly.

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

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	LeAnn Andrews	(623) 876-7700
Transportation Policy	Lynn Ortega	(623) 876-7030
Community Resources	Pat Ramsy	(623) 876-7700
School Nutrition Programs	Michael Lozano	(623) 876-7075
Parent Organization	Krista Blackburn	(623) 876-7700
Student Health/Nurse	Nurse	(623) 876-7700

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 16 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.