

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

15034 N Parkview Pl., Surprise, AZ 85379

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	Not Evaluated
2002-03	New School
2001-02	N/A

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

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 Overview

Principal/Administrator : Ms. Janet Korinek
 Schedule : 7:00 AM to 3:00 PM
 Grades : K-8
 2004 Enrollment : 1136
 Web Address : dysart.org
 Phone Number : (623) 876-7800
 Fax Number : (623) 876-7811
 E-mail : jkorinek@dysart.org

Mission

Countryside is a community of scholars. As students, teachers, parents and community members, we will achieve success through challenging adventures in learning. We will be active participants in a cooperative society. We are a 'Kids at Hope' School that believes all students have dreams for the future and will climb to reach those goals and dreams every day. Our goal is to foster their dreams and aspirations and provide each child an opportunity to reach a level of excellence.

School / Academic Goals

- ü We will fully implement the standards of the Effective Schools Model. Instruction is based on the state standards.
- ü We will fully implement the standards of the Effective School Model. High standards of achievement in a safe, orderly, caring environment will continue to develop.
- ü Emphasis on positive home/school relationships and communication will improve the academic ability of each student. All our teachers have a WEB page that can be accessed through school net.

Enrollment

October 1, 2003 School Year Student Enrollment : 1152
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 45

Instructional Programs

- ü Four Block Reading Program
- ü Balanced Literacy
- ü Enrichment Classes
- ü Computer Education
- ü Zoo Phonics
- ü Standards Driven Instruction
- ü Kids at Hope
- ü DRA/Dibels/Six Traits

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

Each individual will be actively involved and responsible to share their skills, talents, and resources that promote learning as a celebration and a continuous process. All members in the community will challenge student intellect and character. Communication will be continual and effective so parents and teachers can work together to provide the best environment for each child.

Parents

Countryside is a nurturing community of scholars that includes and encourages collaboration. They are responsible for encouraging excellence in the child's academic growth. They work in collaboration to help their child achieve at high levels. Parents will encourage their children to share what they have learned in school each day. They will share information with their child's teacher so that a collaborative team may work effectively.

Transportation Policy

Students who are bused to school categories: kindergarten students, students who live more than one mile from school, students who would have to cross a major roadway, and students with disabilities with specialized transportation needs. Students should never be permitted by their parents to cross a major highway; busing is provided.

School Honors

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

Award/Honor	Year
ü Walmart Volunteer Grant	2004
ü Westside Technology Grant	2004
ü ASCOTT Technology Grant	2004
ü Technology Mentor Grant	2004

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	167	1073	75509	99	99	100	501	499	521	25	21	13	23	30	23	31	33	33	20	17	31
All Students (Prior Year)	162	911	75372	100	100	100	512	497	523	5	19	9	34	35	25	46	31	36	15	15	30
Female	71	493	37013	99	99	100	509	501	522	20	21	12	24	29	24	30	29	33	26	20	31
Male	96	580	38430	99	99	99	495	497	521	30	21	14	22	30	22	32	35	33	16	14	31
African American	12	95	3660	92	99	99	478	484	496	33	28	24	42	36	31	25	23	28	0	13	18
Hispanic	28	438	30486	97	98	99	489	486	505	32	27	18	23	35	29	27	27	32	18	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	120	502	35192	100	99	99	505	507	534	23	17	8	22	26	19	34	37	35	22	20	39
Students with Disabilities	18	149	9708	100	100	100	453	460	489	64	54	32	14	23	27	14	18	24	7	5	17
Students without Disabilities	149	924	65801	97	98	98	506	503	525	22	18	11	24	30	23	33	34	34	22	18	33
Limited English Proficient Students	10	169	16928	100	100	100	NA	421	485	NA	100	29	NA	0	33	NA	0	26	NA	0	12
Migrant Students	--	18	750				--	494	499	--	0	21	--	50	29	--	50	30	--	0	20
Economically Disadvantaged	55	576	36411				493	488	503	30	27	19	17	32	29	38	29	32	15	12	20
Non-Economically Disadvantaged	112	497	39040				504	508	534	24	15	8	25	27	19	28	36	34	23	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	167	1073	75492	99	99	100	512	509	519	13	17	12	21	19	16	47	46	47	19	18	24
All Students (Prior Year)	140	899	75221	88	100	100	517	507	523	6	17	8	17	23	16	63	50	56	14	10	21
Female	73	495	37014	100	100	100	519	513	523	8	15	10	23	19	15	41	44	48	28	23	27
Male	94	578	38400	97	99	99	507	506	516	18	20	14	19	20	17	52	47	47	12	14	21
African American	12	95	3665	92	99	99	504	500	505	25	21	20	17	27	22	50	43	43	8	9	14
Hispanic	27	437	30438	93	98	99	502	500	508	19	25	17	29	20	21	43	43	47	10	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	121	503	35177	100	99	99	515	515	528	11	14	8	19	18	13	47	47	49	22	22	31
Students with Disabilities	18	150	9707	100	100	100	478	471	495	38	56	33	23	17	21	31	23	33	8	4	13
Students without Disabilities	149	923	65785	97	98	98	515	514	522	11	13	10	20	20	16	48	48	49	20	20	26
Limited English Proficient Students	10	169	16905	100	100	100	NA	438	489	NA	100	34	NA	0	28	NA	0	32	NA	0	6
Migrant Students	--	19	763				--	518	499	--	0	21	--	67	30	--	0	40	--	33	8
Economically Disadvantaged	55	578	36302				504	500	507	19	26	18	23	21	21	47	41	46	11	13	14
Non-Economically Disadvantaged	112	495	39164				515	517	528	11	10	8	19	18	13	47	50	48	23	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	168	1062	75053	99	98	99	599	574	597	8	10	7	8	12	12	75	72	72	9	6	9
All Students (Prior Year)	134	863	73654	84	96	99	528	512	530	8	18	9	19	21	13	68	59	70	5	2	7
Female	72	492	36872	100	99	99	643	601	621	4	7	5	0	8	9	83	76	74	13	8	12
Male	96	570	38109	99	97	99	563	551	573	10	12	10	15	15	14	69	68	69	6	4	6
African American	12	95	3636	92	99	99	601	561	568	0	12	12	17	18	16	75	65	67	8	5	6
Hispanic	28	433	30235	97	97	98	581	555	575	9	13	9	18	14	14	64	69	70	9	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	121	496	35028	100	98	99	602	586	613	7	8	6	6	10	10	78	75	73	9	6	11
Students with Disabilities	19	149	9625	100	100	100	475	476	530	36	32	21	29	24	21	36	44	55	0	0	4
Students without Disabilities	149	913	65428	97	97	98	611	586	604	5	7	6	6	11	11	79	76	73	10	7	10
Limited English Proficient Students	10	164	16765	100	100	100	NA	374	525	NA	100	17	NA	0	20	NA	0	60	NA	0	2
Migrant Students	--	18	752				--	583	562	--	0	9	--	0	18	--	100	68	--	0	5
Economically Disadvantaged	55	569	36077				580	551	566	11	13	10	9	15	16	70	66	69	11	5	5
Non-Economically Disadvantaged	113	493	38950				607	594	618	6	7	5	8	9	9	77	77	73	8	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	472	479	499	22	22	14	52	43	39	13	13	14	14	21	33
All Students (Prior Year)	133	855	76230	100	100	100	484	470	498	15	26	12	45	47	38	19	11	12	21	17	37
Female	59	452	37207	100	98	100	477	480	499	18	20	12	51	46	41	18	14	14	14	20	33
Male	67	481	38677	100	100	100	467	479	498	25	24	15	53	41	38	8	12	13	14	23	34
African American	NC	92	3817	NC	97	100	NC	468	475	NC	22	23	NC	52	47	NC	13	11	NC	13	18
Hispanic	22	379	29458	100	98	100	458	462	480	31	34	20	56	45	48	13	9	12	0	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	93	418	35880	100	100	100	470	493	515	23	15	7	50	39	32	14	17	16	13	28	45
Students with Disabilities	16	115	9786	100	100	100	458	436	457	50	54	39	25	35	40	25	7	7	0	4	13
Students without Disabilities	110	824	66233	96	99	99	472	482	503	21	20	11	53	44	39	12	14	14	14	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	40	499	35714				463	467	480	30	31	20	52	44	47	6	9	12	12	15	20
Non-Economically Disadvantaged	86	440	40266				475	491	513	18	14	9	52	42	33	16	17	15	14	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	497	498	503	33	33	25	24	21	23	37	38	40	6	7	12
All Students (Prior Year)	132	847	76202	99	100	100	504	499	505	22	28	19	26	28	24	43	37	46	9	7	11
Female	59	453	37213	100	98	100	500	499	504	21	27	22	26	22	23	45	44	42	8	8	13
Male	67	482	38666	100	100	100	494	497	501	43	38	29	22	21	22	30	34	38	5	7	12
African American	NC	92	3819	NC	97	100	NC	492	494	NC	39	37	NC	24	26	NC	34	31	NC	2	6
Hispanic	22	379	29442	100	98	99	494	491	494	38	45	37	25	22	26	38	28	31	0	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	93	420	35890	100	100	100	497	505	511	31	23	15	23	18	20	38	48	48	7	11	18
Students with Disabilities	16	118	9784	100	100	100	484	476	485	57	72	58	0	12	19	43	15	19	0	0	4
Students without Disabilities	110	823	66236	96	98	99	498	500	504	31	29	23	25	22	23	37	40	42	7	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	40	499	35703				492	493	494	35	42	37	35	22	26	26	30	31	3	6	6
Non-Economically Disadvantaged	86	442	40274				499	503	509	32	24	17	19	21	20	42	46	47	8	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	125	936	75673	99	99	100	498	508	530	19	15	12	35	32	25	43	50	58	3	3	4
All Students (Prior Year)	127	812	74692	95	100	99	496	482	502	18	29	18	34	32	27	43	36	47	5	3	8
Female	58	451	37099	98	98	100	508	525	548	17	9	8	29	32	22	48	55	64	6	4	6
Male	67	479	38441	100	100	99	488	493	513	20	20	16	41	33	29	39	46	52	0	1	3
African American	NC	92	3791	NC	97	99	NC	509	506	NC	12	18	NC	31	29	NC	56	50	NC	1	3
Hispanic	21	377	29305	100	98	99	491	491	507	20	17	16	20	39	31	60	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	93	418	35760	100	100	99	498	520	550	19	14	9	40	29	21	38	54	64	4	4	6
Students with Disabilities	16	117	9706	100	100	100	473	447	462	17	38	36	50	34	32	33	28	31	0	0	1
Students without Disabilities	109	819	65967	96	98	99	499	513	536	19	13	10	34	32	25	44	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	40	497	35541				487	499	504	26	18	17	26	33	31	47	48	50	0	1	2
Non-Economically Disadvantaged	85	439	40091				502	518	550	16	12	9	39	31	21	42	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	112	833	75001	100	100	99	448	449	468	53	50	37	40	36	36	3	11	16	4	3	10
All Students (Prior Year)	101	651	71167	100	99	99	459	441	463	36	57	38	48	34	41	14	8	14	2	1	7
Female	54	410	36846	100	99	99	451	451	468	48	47	36	44	38	38	4	11	16	4	3	10
Male	58	419	37974	98	99	99	445	447	467	58	53	39	36	33	34	2	11	16	4	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	25	356	26675	96	97	98	438	440	448	59	58	52	36	33	34	0	6	10	5	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	--	12	4731	--	100	98	--	438	438	--	67	61	--	17	30	--	8	7	--	8	2
White	76	363	37785	100	99	99	452	459	482	51	42	25	41	40	39	3	15	21	4	4	15
Students with Disabilities	13	111	8802	100	100	100	429	405	418	50	87	79	50	11	16	0	2	3	0	0	1
Students without Disabilities	99	722	66199	100	97	99	449	452	472	53	47	34	39	38	38	3	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	40	440	29814	--	--	--	429	438	448	63	60	53	37	31	33	0	8	10	0	1	4
Non-Economically Disadvantaged	72	393	45170	--	--	--	458	460	479	48	41	28	42	41	38	5	13	20	6	5	14

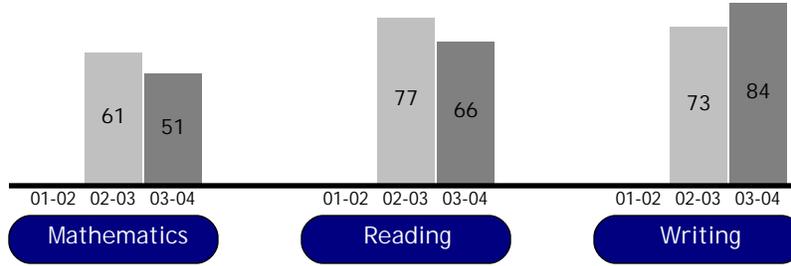
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	831	74918	100	99	99	491	487	497	28	38	32	24	19	19	39	33	35	9	10	15
All Students (Prior Year)	100	648	71100	99	99	99	494	487	502	29	35	25	21	26	21	40	33	40	10	7	15
Female	54	412	36805	100	100	99	498	493	501	25	34	28	17	19	19	50	37	37	8	10	16
Male	58	416	37936	98	98	99	485	482	493	31	42	35	30	20	18	28	30	33	11	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	25	354	26645	96	97	98	486	474	478	32	49	46	32	22	20	32	25	27	5	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	--	12	4729	--	100	98	--	480	468	--	50	57	--	8	19	--	33	19	--	8	4
White	76	363	37773	100	99	99	494	500	511	26	28	20	22	18	18	43	40	41	9	15	21
Students with Disabilities	13	111	8801	100	100	100	437	435	448	75	77	75	8	11	13	17	12	10	0	0	2
Students without Disabilities	99	720	66117	100	97	99	498	492	501	22	34	28	26	20	19	41	35	37	11	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	40	439	29785	--	--	--	468	474	477	42	49	47	34	22	20	21	25	26	3	4	6
Non-Economically Disadvantaged	72	392	45115	--	--	--	504	501	508	21	26	23	18	16	18	49	42	39	13	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	110	828	74503	98	99	99	496	486	491	9	9	9	26	33	32	58	52	51	7	6	8
All Students (Prior Year)	93	630	69001	92	96	96	479	473	490	19	28	17	47	44	37	34	28	45	0	0	1
Female	53	409	36686	100	99	99	518	507	506	2	5	5	22	24	29	70	63	57	6	7	9
Male	57	415	37644	97	98	98	475	465	476	16	14	13	29	42	36	47	41	45	8	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	24	351	26500	92	96	97	497	468	467	10	13	13	29	39	39	52	44	44	10	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	--	12	4695	--	100	97	--	470	464	--	8	14	--	42	39	--	42	44	--	8	3
White	75	363	37606	99	99	99	500	501	508	6	6	6	26	28	28	63	60	56	6	7	10
Students with Disabilities	13	111	8662	100	100	100	411	393	409	44	41	37	33	44	42	22	15	20	0	0	1
Students without Disabilities	97	717	65841	98	97	98	504	494	499	5	7	7	25	32	32	62	55	53	8	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	39	439	29587	--	--	--	469	467	465	17	13	14	40	38	40	37	45	43	6	3	4
Non-Economically Disadvantaged	71	389	44898	--	--	--	511	506	507	5	6	7	18	27	28	70	59	55	8	8	10

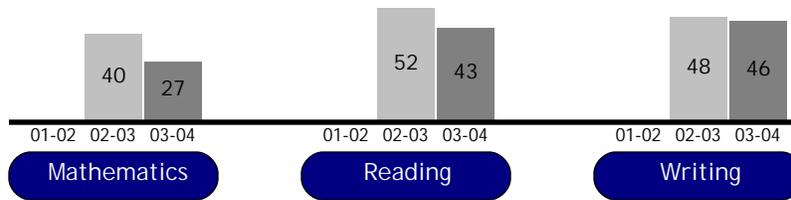
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

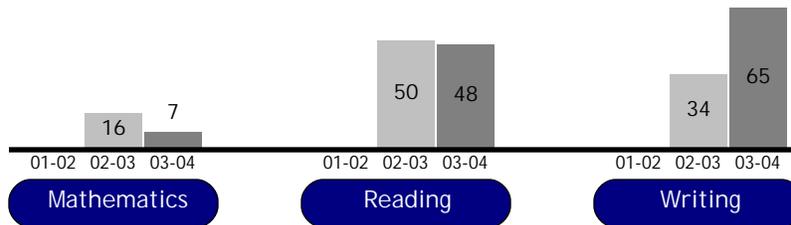
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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	--	--	32	44	93	50	42	50	95	48	NA	58
	Language	--	--	27	39	97	42	33	43	99	37	35	50
	Mathematics	--	--	40	52	99	44	37	57	98	49	44	64
3	Reading	--	--	38	43	97	45	35	47	99	52	NA	55
	Language	--	--	47	50	98	50	42	54	100	51	50	61
	Mathematics	--	--	42	50	96	50	39	54	100	55	47	61
4	Reading	--	--	36	47	99	48	43	52	92	51	NA	56
	Language	--	--	37	45	97	46	42	48	98	43	41	52
	Mathematics	--	--	41	52	95	54	46	57	99	52	47	61
5	Reading	--	--	36	46	96	51	40	50	100	48	NA	55
	Language	--	--	33	43	98	45	34	46	100	38	39	49
	Mathematics	--	--	46	54	98	53	43	57	100	45	49	63
6	Reading	--	--	40	49	99	52	40	53	100	53	NA	56
	Language	--	--	32	42	100	43	34	45	100	47	36	48
	Mathematics	--	--	48	58	100	57	47	62	99	61	52	66
7	Reading	--	--	35	48	99	50	42	51	98	54	NA	54
	Language	--	--	35	51	99	53	47	54	100	54	44	58
	Mathematics	--	--	40	54	99	43	45	58	100	54	46	62
8	Reading	--	--	36	49	98	50	41	53	95	54	NA	55
	Language	--	--	33	46	100	44	35	49	97	46	40	52
	Mathematics	--	--	40	54	99	49	42	58	97	49	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

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

Council Duties

- Ü Parental Involvement/Support
- Ü District Level Support
- Ü Staff/Community Development
- Ü Staff/Community Training
- Ü Safe/Orderly Disciplined Environment
- Ü Frequent Monitoring of Student Progress

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	8.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	0	0	0
4 to 6 years	14	7	0	0
7 to 9 years	0	3	0	0
10 or more years	5	6	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	39
Core academic classes taught by Highly Qualified (NCLB) teachers.	160
Teachers with Emergency Certificaton.	3

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Technology in Classrooms
- Ü Stage/Music Room/Art Room

Extracurricular Activities

- Ü Elemiddle Sports - 7th and 8th Grade
- Ü Student Council
- Ü Yearbook
- Ü National Junior Honor Society
- Ü Computer Club
- Ü Chours/Band
- Ü Art Club
- Ü Adventure Club

Social Services

- Ü PTA
- Ü Academic Foccus Committee
- Ü Before/Afterschool Care
- Ü City of Surprise Recreation Center
- Ü Brain Development Training
- Ü Babysitting Classes
- Ü Southwest Behavioral
- Ü Social Worker

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Wal-Mart Teacher of the Year Award.
Westside Impact Teacher of the Year.
- ü Many Westside Science Fair first place winners.
- ü Elks Club Drug Awareness Poster and Essay contest first place winners.
Elks Club Pledge contest first place winner.
- ü Shiny Apple - Teacher of the Year
Dreammaker of the Year Award.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	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	58	55
Grades 3-4	62	71
Grades 4-5	49	36
Grades 5-6	65	60
Grades 6-7	55	29
Grades 7-8	71	62

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

Countryside School promotes a welcoming, comfortable, and orderly environment. In this establishment, all members continually work together to establish and maintain positive discipline and organized procedures. We expect children and adults to treat each other respectfully in all situations. We welcome parents and volunteers to our school.

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) :

1

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	Janet Korinek	(623) 876-7802
Transportation Policy	Durham Transportation Services	(623) 876-7030
Community Resources	City of Surprise	(623) 583-0002
School Nutrition Programs	Sodexo	(623) 876-7809
Parent Organization	Kelly Argust	(623) 876-7816
Student Health/Nurse	Robin O'Rourke	(623) 876-7804

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 300 Copies = \$153.00

** 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.