

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

15034 N. Parkview Place, 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)

2004-05	Performing
2003-04	Not Evaluated
2002-03	New School

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

School Overview

Principal/Administrator : Ms. Janet A. Korinek MAED, PRSE
 Schedule : 07:45 AM to 04:03 PM
 Grades : K-8
 2005 Enrollment : 1156
 Web Address : www.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.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Our school will become a premier school! We 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, 2004 School Year Student Enrollment : 1143
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Ü Standards' Based Planning /Instruction
- Ü Balanced Literacy
- Ü Enrichment Classes
- Ü Technology Based Instruction
- Ü Zoo Phonics
- Ü Choir/Band/Art
- Ü Kids at Hope
- Ü DRA/Dibels/Six Traits

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

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	118	1328	79306	100	99	99	454	432	445	4	16	10	17	23	18	59	50	51	19	11	20
All Students (Prior Year)	167	1073	75509	99	99	100	501	499	521	25	21	13	23	30	23	31	33	33	20	17	31
Female	61	651	38691	100	98	99	452	430	446	4	17	10	23	24	18	53	50	52	21	9	20
Male	57	677	40583	100	99	99	456	434	445	4	15	11	11	22	18	67	49	50	18	13	21
African American	NC	98	4041	NC	100	99	NC	433	426	NC	13	17	NC	19	23	NC	59	50	NC	9	10
Hispanic	19	563	32869	100	98	99	451	414	429	6	25	15	18	29	25	65	40	51	12	6	10
Asian/Pacific Islander	NC	20	1935	NC	100	99	NC	451	474	NC	0	3	NC	13	9	NC	87	48	NC	0	40
American Indian/Alaskan Native	NC	12	4264	NC	100	100	NC	451	419	NC	0	19	NC	29	30	NC	43	45	NC	29	6
White	86	635	36197	98	100	99	455	448	463	3	9	5	18	17	11	58	57	53	21	17	31
Students with Disabilities	14	154	10321	100	100	100	411	386	389	30	45	30	10	20	27	60	32	34	0	3	9
Students without Disabilities	104	1174	69060	100	98	98	459	438	454	1	12	7	18	23	17	59	52	54	22	13	22
Limited English Proficient Students	NC	176	15509	NC	99	100	NC	387	406	NC	40	20	NC	32	30	NC	27	45	NC	1	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	41	698	39415	98	95	96	447	422	431	10	22	15	13	27	25	53	44	50	23	7	10
Non-Economically Disadvantaged	77	630	39966	100	100	100	457	442	459	1	10	6	19	18	12	62	56	52	18	16	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	1336	79395	100	0	99	444	436	446	7	12	9	27	31	25	63	52	55	3	5	11
All Students (Prior Year)	167	1073	75492	99	99	100	512	509	519	13	17	12	21	19	16	47	46	47	19	18	24
Female	61	656	38743	100	0	100	445	438	451	8	11	7	26	29	24	62	54	57	4	6	12
Male	57	680	40618	100	0	99	442	434	440	7	12	11	27	33	27	64	50	53	2	5	9
African American	NC	98	4052	NC	0	100	NC	441	434	NC	9	11	NC	25	29	NC	65	54	NC	1	6
Hispanic	19	568	32915	100	0	99	444	417	426	6	17	15	18	41	35	76	39	47	0	2	4
Asian/Pacific Islander	NC	20	1936	NC	0	99	NC	445	468	NC	0	3	NC	33	14	NC	67	63	NC	0	19
American Indian/Alaskan Native	NC	12	4271	NC	0	100	NC	459	420	NC	0	15	NC	29	42	NC	71	41	NC	0	2
White	86	638	36221	98	0	99	444	453	465	7	7	4	28	22	15	61	61	63	4	9	17
Students with Disabilities	14	157	10331	100	0	100	389	389	388	50	29	25	30	45	37	20	25	34	0	1	4
Students without Disabilities	104	1179	69139	100	0	99	450	443	454	2	9	7	26	29	24	68	56	58	3	6	11
Limited English Proficient Students	NC	180	15545	NC	0	100	NC	387	399	NC	26	21	NC	56	42	NC	18	35	NC	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	41	705	39484	98	0	96	436	425	429	17	17	14	23	38	35	60	43	47	0	3	4
Non-Economically Disadvantaged	77	631	39986	100	0	100	447	449	461	3	6	4	28	24	16	65	61	63	4	9	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	1336	78869	100	99	99	450	432	442	2	7	6	28	27	21	65	60	63	5	6	10
All Students (Prior Year)	168	1062	75053	99	98	99	599	574	597	8	10	7	8	12	12	75	72	72	9	6	9
Female	61	659	38536	100	100	99	464	445	458	2	4	4	21	24	15	68	65	67	9	8	14
Male	57	677	40302	100	99	99	434	420	428	2	9	8	36	30	26	62	57	60	0	4	7
African American	NC	98	4015	NC	100	99	NC	451	430	NC	0	8	NC	24	24	NC	69	61	NC	7	7
Hispanic	19	566	32606	100	98	98	461	413	426	0	11	8	24	33	27	71	52	60	6	4	5
Asian/Pacific Islander	NC	20	1925	NC	100	99	NC	445	471	NC	0	3	NC	33	11	NC	60	64	NC	7	22
American Indian/Alaskan Native	NC	12	4245	NC	100	100	NC	469	423	NC	17	9	NC	0	26	NC	67	61	NC	17	4
White	86	640	36078	98	100	99	449	447	459	3	4	4	27	22	16	66	67	66	4	7	14
Students with Disabilities	14	154	10246	100	100	100	368	353	367	20	25	18	60	47	39	20	27	40	0	1	4
Students without Disabilities	104	1182	68697	100	99	98	459	444	454	0	4	4	24	24	18	70	65	67	6	6	11
Limited English Proficient Students	NC	178	15339	NC	100	100	NC	384	399	NC	15	11	NC	44	31	NC	40	54	NC	1	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	41	704	39106	98	96	95	444	422	427	3	9	8	33	32	28	57	55	59	7	4	5
Non-Economically Disadvantaged	77	632	39837	100	100	100	453	444	457	1	4	4	25	22	14	69	66	67	4	7	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	--	78906	99	--	99	484	--	498	12	--	13	31	--	19	53	--	48	4	--	20
All Students (Prior Year)	126	939	76019	100	100	100	472	479	499	22	22	14	52	43	39	13	13	14	14	21	33
Female	43	609	38644	100	100	99	489	487	500	9	18	12	26	22	19	57	49	49	9	10	19
Male	71	--	40236	99	--	99	481	--	497	14	--	15	34	--	19	51	--	46	2	--	20
African American	NC	119	4087	NC	100	99	NC	479	481	NC	25	20	NC	21	24	NC	46	45	NC	8	11
Hispanic	28	530	31938	100	99	99	473	468	481	13	29	19	52	26	25	35	40	46	0	5	10
Asian/Pacific Islander	NC	34	1805	NC	100	98	NC	511	536	NC	6	5	NC	19	8	NC	56	45	NC	19	42
American Indian/Alaskan Native	NC	--	4593	NC	--	100	NC	--	467	NC	--	26	NC	--	29	NC	--	39	NC	--	6
White	74	606	36483	99	100	99	489	496	517	13	11	7	20	21	13	60	53	51	7	15	30
Students with Disabilities	14	--	10664	93	--	100	454	--	430	27	--	42	45	--	27	27	--	26	0	--	5
Students without Disabilities	100	1153	68310	100	99	98	488	492	509	10	15	9	29	23	18	57	51	51	5	11	22
Limited English Proficient Students	NC	133	12573	NC	100	100	NC	437	454	NC	45	27	NC	29	30	NC	25	38	NC	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	36	706	38679	95	98	96	470	473	483	24	27	20	32	26	25	44	40	45	0	7	10
Non-Economically Disadvantaged	78	--	40295	100	--	100	489	--	513	7	--	7	30	--	13	57	--	50	6	--	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	--	78908	98	--	99	479	--	484	12	--	10	28	--	23	56	--	58	4	--	9
All Students (Prior Year)	126	941	76020	100	100	100	497	498	503	33	33	25	24	21	23	37	38	40	6	7	12
Female	43	610	38648	100	0	99	488	482	489	6	12	8	26	23	22	60	59	61	9	6	10
Male	70	--	40233	97	--	99	473	--	479	16	--	12	29	--	25	53	--	55	2	--	8
African American	NC	119	4092	NC	0	99	NC	477	473	NC	9	12	NC	30	28	NC	57	54	NC	3	5
Hispanic	28	530	31940	100	0	99	467	460	465	9	22	16	39	31	32	52	44	49	0	3	3
Asian/Pacific Islander	NC	34	1805	NC	0	98	NC	483	507	NC	9	4	NC	16	13	NC	72	65	NC	3	18
American Indian/Alaskan Native	NC	--	4569	NC	--	100	NC	--	457	NC	--	18	NC	--	39	NC	--	41	NC	--	2
White	73	606	36502	97	0	99	484	489	502	14	9	4	24	20	14	56	62	67	7	9	15
Students with Disabilities	13	--	10665	87	--	100	445	--	423	40	--	30	30	--	36	30	--	31	0	--	2
Students without Disabilities	100	1153	68312	100	0	98	483	483	493	8	10	7	28	24	21	59	59	62	5	7	10
Limited English Proficient Students	NC	133	12556	NC	0	100	NC	427	436	NC	38	24	NC	39	40	NC	22	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	35	704	38662	92	0	96	466	465	468	17	19	16	29	30	32	54	47	49	0	3	3
Non-Economically Disadvantaged	78	--	40315	100	--	100	484	--	498	10	--	5	28	--	15	57	--	66	6	--	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	--	78750	98	--	99	496	--	500	6	--	6	30	--	29	63	--	63	0	--	2
All Students (Prior Year)	125	936	75673	99	99	100	498	508	530	19	15	12	35	32	25	43	50	58	3	3	4
Female	43	609	38586	100	100	99	517	511	515	0	4	4	17	24	22	83	70	71	0	1	3
Male	70	--	40135	97	--	99	483	--	486	10	--	8	38	--	35	52	--	56	0	--	1
African American	NC	120	4081	NC	100	99	NC	494	488	NC	9	8	NC	27	32	NC	64	59	NC	0	2
Hispanic	27	524	31841	96	98	99	505	481	483	0	10	8	32	37	36	68	53	55	0	0	1
Asian/Pacific Islander	NC	34	1802	NC	100	98	NC	519	533	NC	0	2	NC	22	16	NC	78	75	NC	0	7
American Indian/Alaskan Native	NC	--	4586	NC	--	100	NC	--	481	NC	--	8	NC	--	37	NC	--	54	NC	--	1
White	74	608	36440	99	100	99	492	502	516	10	6	3	28	28	22	62	66	71	0	1	4
Students with Disabilities	14	--	10622	93	--	100	450	--	415	36	--	21	36	--	50	27	--	28	0	--	1
Students without Disabilities	99	1149	68196	99	99	98	502	505	513	2	4	3	29	28	25	68	67	69	0	1	3
Limited English Proficient Students	NC	131	12504	NC	100	100	NC	436	451	NC	21	12	NC	42	44	NC	37	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	35	702	38558	92	97	96	466	479	485	17	10	8	38	38	37	46	52	54	0	0	1
Non-Economically Disadvantaged	78	--	40260	100	--	100	506	--	514	3	--	3	28	--	21	70	--	72	0	--	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	--	78250	98	--	99	552	--	548	22	--	21	13	--	18	60	--	48	5	--	13
All Students (Prior Year)	112	833	75001	100	100	99	448	449	468	53	50	37	40	36	36	3	11	16	4	3	10
Female	66	529	38071	99	100	99	559	537	549	13	26	20	16	25	19	66	43	49	5	6	12
Male	51	--	40126	98	--	99	543	--	547	34	--	23	9	--	17	52	--	46	5	--	14
African American	NC	102	4058	NC	100	99	NC	533	523	NC	30	32	NC	27	22	NC	35	41	NC	8	5
Hispanic	23	422	29129	96	99	99	538	517	527	35	41	32	10	25	23	55	33	40	0	2	6
Asian/Pacific Islander	NC	31	1747	NC	97	100	NC	563	589	NC	21	9	NC	13	9	NC	50	50	NC	17	32
American Indian/Alaskan Native	NC	15	4996	NC	100	100	NC	538	518	NC	22	36	NC	33	25	NC	33	36	NC	11	4
White	81	--	38320	100	--	99	556	--	568	17	--	12	14	--	14	62	--	55	6	--	19
Students with Disabilities	10	104	9329	100	100	100	493	475	454	67	72	64	17	17	18	17	10	16	0	0	2
Students without Disabilities	107	--	68996	97	--	99	556	--	561	19	--	16	13	--	18	63	--	52	5	--	14
Limited English Proficient Students	NC	110	10133	NC	100	100	NC	487	488	NC	59	45	NC	25	25	NC	15	28	NC	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	28	562	33388	97	97	94	551	522	530	29	37	32	14	25	22	52	35	40	5	3	5
Non-Economically Disadvantaged	89	--	44937	99	--	100	552	--	561	20	--	13	13	--	15	62	--	54	5	--	18

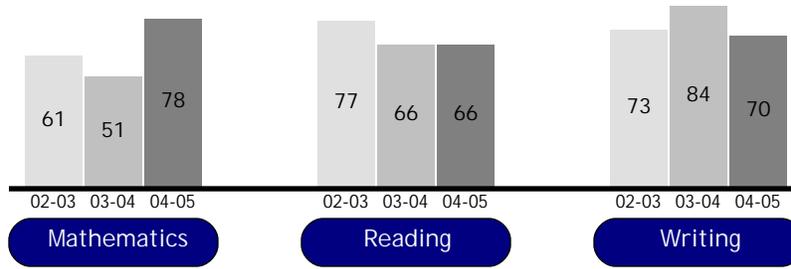
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	--	78302	99	--	99	508	--	512	13	--	11	27	--	25	59	--	57	1	--	7
All Students (Prior Year)	112	831	74918	100	99	99	491	487	497	28	38	32	24	19	19	39	33	35	9	10	15
Female	66	530	38082	99	0	99	516	508	518	7	11	8	27	32	24	66	54	61	0	3	7
Male	52	--	40166	100	--	99	497	--	507	20	--	14	27	--	26	51	--	54	2	--	6
African American	NC	102	4064	NC	0	100	NC	512	498	NC	11	14	NC	31	29	NC	51	54	NC	7	3
Hispanic	24	427	29152	100	0	99	505	488	492	5	18	17	43	42	34	48	39	46	5	1	2
Asian/Pacific Islander	NC	31	1746	NC	0	100	NC	541	542	NC	0	5	NC	21	13	NC	63	66	NC	17	16
American Indian/Alaskan Native	NC	15	4993	NC	0	100	NC	509	484	NC	11	19	NC	33	38	NC	44	42	NC	11	1
White	81	--	38347	100	--	99	508	--	531	14	--	5	25	--	17	61	--	68	0	--	10
Students with Disabilities	10	105	9353	100	0	100	469	447	429	67	48	40	0	34	38	33	19	22	0	0	1
Students without Disabilities	108	--	69024	98	--	99	510	--	524	9	--	7	28	--	23	61	--	62	1	--	7
Limited English Proficient Students	NC	110	10140	NC	0	100	NC	456	451	NC	31	28	NC	55	43	NC	15	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	28	564	33398	97	0	94	504	493	495	14	17	18	38	39	35	43	42	46	5	2	2
Non-Economically Disadvantaged	90	--	44979	100	--	100	509	--	525	13	--	6	24	--	18	64	--	66	0	--	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	--	78094	98	--	99	542	--	545	3	--	3	20	--	18	75	--	77	2	--	2
All Students (Prior Year)	110	828	74503	98	99	99	496	486	491	9	9	9	26	33	32	58	52	51	7	6	8
Female	66	530	38025	99	100	99	554	552	558	2	2	2	9	17	13	88	80	82	2	1	2
Male	51	--	40013	98	--	99	527	--	534	5	--	5	34	--	23	59	--	71	2	--	1
African American	NC	102	4037	NC	100	99	NC	553	532	NC	4	4	NC	15	22	NC	79	73	NC	1	1
Hispanic	24	422	29068	100	99	99	531	528	523	5	4	5	24	27	27	71	69	67	0	0	1
Asian/Pacific Islander	NC	31	1743	NC	97	100	NC	574	577	NC	0	2	NC	21	9	NC	75	82	NC	4	8
American Indian/Alaskan Native	NC	15	4981	NC	100	100	NC	520	526	NC	0	4	NC	44	25	NC	56	70	NC	0	0
White	80	--	38265	99	--	99	542	--	564	3	--	2	18	--	11	78	--	84	1	--	3
Students with Disabilities	10	103	9275	100	100	100	486	465	444	0	14	14	67	51	46	33	35	39	0	0	1
Students without Disabilities	107	--	68892	97	--	98	545	--	559	3	--	2	17	--	14	78	--	82	2	--	2
Limited English Proficient Students	NC	106	10084	NC	98	100	NC	490	474	NC	6	10	NC	47	39	NC	47	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	28	560	33296	97	97	94	541	532	527	0	4	5	33	27	27	62	69	67	5	0	0
Non-Economically Disadvantaged	89	--	44871	99	--	100	542	--	559	4	--	2	16	--	12	78	--	84	1	--	3

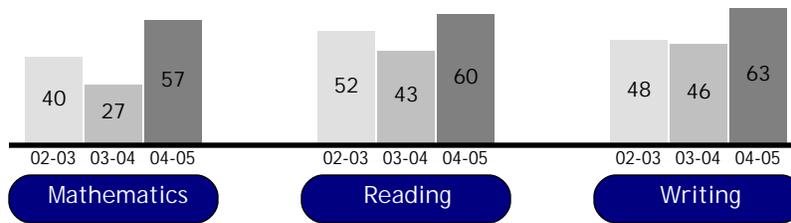
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

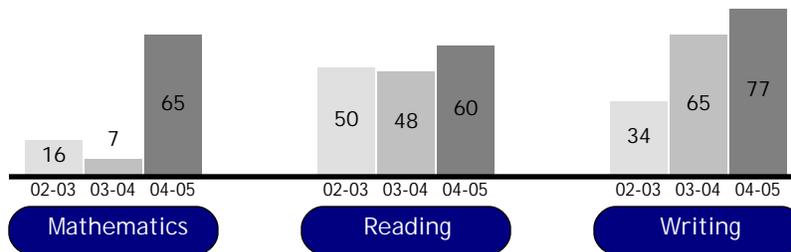
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	50	42	50	95	48	NA	58	99	49	--	47
	Language	97	42	33	43	99	37	35	50	99	46	--	47
	Mathematics	99	44	37	57	98	49	44	64	100	51	--	50
3	Reading	97	45	35	47	99	52	NA	55	100	43	--	44
	Language	98	50	42	54	100	51	50	61	100	43	--	44
	Mathematics	96	50	39	54	100	55	47	61	100	56	--	51
4	Reading	99	48	43	52	92	51	NA	56	100	42	--	48
	Language	97	46	42	48	98	43	41	52	100	39	--	49
	Mathematics	95	54	46	57	99	52	47	61	100	46	--	53
5	Reading	96	51	40	50	100	48	NA	55	98	48	--	50
	Language	98	45	34	46	100	38	39	49	98	46	--	50
	Mathematics	98	53	43	57	100	45	49	63	99	44	--	49
6	Reading	99	52	40	53	100	53	NA	56	98	47	--	51
	Language	100	43	34	45	100	47	36	48	98	41	--	47
	Mathematics	100	57	47	62	99	61	52	66	99	45	--	52
7	Reading	99	50	42	51	98	54	NA	54	98	41	--	50
	Language	99	53	47	54	100	54	44	58	98	49	--	52
	Mathematics	99	43	45	58	100	54	46	62	96	47	--	50
8	Reading	98	50	41	53	95	54	NA	55	99	45	--	51
	Language	100	44	35	49	97	46	40	52	99	47	--	50
	Mathematics	99	49	42	58	97	49	48	61	98	51	--	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	53.50
Other Professional Staff	5.50	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	204
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

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 Science/Environmental Club

Social Services

- Ü Counselor
- Ü Academic FOCUS Committee
- Ü Before/Afterschool Care (School Link)
- Ü City of Surprise Recreation Center
- Ü Character Counts Program
- Ü Student Study Team
- Ü Behavior Study Team
- Ü Social Worker

School Achievements/Accomplishments 2004-05

- ü AZCOTT Grant Awarded to three teachers providing technology training and equipment to our students and staff members
 - Westside Impact Teacher of the Year.
 - Six Disney Teacher of the Year Nominees
 - National Science Teacher of the Year Nominee
- ü Numerous Westside Science Fair first place winners.
 - Student of the Month
 - Honor Roll/Principal's List
- ü Elks Club Drug Awareness Poster and Essay contest first place winners.
 - Elks Club What the Pledge Means to Me' contest first place winner.
- ü Shiny Apple - Teacher of the Year
Dreammaker of the Year Award.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	27	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

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 implement Character Counts and provide positive rewards for appropriate academic and behavioral success.

We welcome parents and volunteers to our school.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

6

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	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	Coyote Club	(623) 876-7000
Student Health/Nurse	Debbie Leisure/Cindy Blue	(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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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