

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

17032 W. Surprise Farms Loop South, 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Not Evaluated
2002-03	Not Evaluated

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Evaluated

#### 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 Overview

Principal/Administrator : Mrs. Teresa Heatherly  
 Schedule : 08:00 AM to 05:00 PM  
 Grades : K-8  
 2005 Enrollment : 1266  
 Web Address : www.dysart.org  
 Phone Number : (623) 523-8600  
 Fax Number : (623) 523-8611  
 E-mail : theatherly@dysart.org

### Mission

We will experience learning at Cimarron Springs Elementary, remembering that with teamwork and trust we can all work together in harmony. With consistency and communication we will strive to make responsible choices. We will applaud our accomplishments and celebrate our academic excellence.

### School / Academic Goals

- ü Students will gain at least one year growth in reading as measured by the Direct Reading Assessment. The teachers will collect baseline data on each child then use the Four Block literacy model, Accelerated Reader and ZOO phonics to improve skills.
- ü The students will gain at least one year growth in Math as measured by the cumulative Scott Foresman assessment. The teachers will use the text, manipulatives, authentic problems and computer based technology to improve the students' skills.
- ü Develop rigorous math curr. based on power standards. Create assessments, monitor progress, create a systematic lesson design, implement student engagement strategies, integrate tech., and create opportunities for teachers to share high expectations.
- ü 6 Traits Writing Rubric-iden. power standards for writing, assess staff exp./application of writing process & the 6th Trait Rubric, provide staff dev. in differentiated format. Increase # of interdisciplinary writing assignments.

### Enrollment

October 1, 2004 School Year Student Enrollment : 1209  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2004-05 : 47

Instructional Programs

- Ü Technology-Based Education
- Ü Gifted Program
- Ü Special Education
- Ü Authentic Learning
- Ü Effective Schools
- Ü Character Counts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our school engages parents in all areas of their child's education. We believe in keeping the lines of communication open with parents in order to maintain an atmosphere that supports high academic standards and mutual respect.

Parents

Parents positively reinforce their child's learning by establishing and maintaining high academic expectations for their child. Parents participate in their child's learning by volunteering, joining school committees, and/or attending school events.

Transportation Policy

Durham is our provider for transportation. Students are expected to be courteous and use appropriate behavior. There is a 72 hour waiting period before new students will be transported. School Bus transportation is a privilege.

School Honors

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

Award/Honor	Year
Ü Kids At Hope District Essay Contest Winner	2004
Ü Kids At Hope District Poster Contest Winner	2004
Ü District -Wide Spelling Bee Champion	2004
Ü Westside Impact Math Challenge	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	137	1328	79306	99	99	99	458	432	445	8	16	10	11	23	18	55	50	51	25	11	20
All Students (Prior Year)	93	1073	75509	100	99	100	505	499	521	22	21	13	20	30	23	36	33	33	22	17	31
Female	51	651	38691	100	98	99	455	430	446	10	17	10	8	24	18	62	50	52	21	9	20
Male	86	677	40583	99	99	99	459	434	445	7	15	11	13	22	18	51	49	50	28	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	30	563	32869	100	98	99	443	414	429	10	25	15	14	29	25	62	40	51	14	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	--	12	4264	--	100	100	--	451	419	--	0	19	--	29	30	--	43	45	--	29	6
White	97	635	36197	100	100	99	463	448	463	9	9	5	11	17	11	49	57	53	30	17	31
Students with Disabilities	17	154	10321	100	100	100	424	386	389	36	45	30	7	20	27	43	32	34	14	3	9
Students without Disabilities	120	1174	69060	98	98	98	463	438	454	4	12	7	12	23	17	57	52	54	27	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	37	698	39415	95	95	96	443	422	431	15	22	15	11	27	25	59	44	50	15	7	10
Non-Economically Disadvantaged	100	630	39966	100	100	100	463	442	459	6	10	6	11	18	12	54	56	52	29	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	137	1336	79395	99	0	99	459	436	446	6	12	9	17	31	25	67	52	55	10	5	11
All Students (Prior Year)	93	1073	75492	100	99	100	515	509	519	14	17	12	21	19	16	44	46	47	21	18	24
Female	51	656	38743	100	0	100	463	438	451	8	11	7	8	29	24	77	54	57	8	6	12
Male	86	680	40618	99	0	99	458	434	440	4	12	11	22	33	27	62	50	53	12	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	30	568	32915	100	0	99	452	417	426	5	17	15	19	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	--	12	4271	--	0	100	--	459	420	--	0	15	--	29	42	--	71	41	--	0	2
White	97	638	36221	100	0	99	463	453	465	6	7	4	15	22	15	65	61	63	14	9	17
Students with Disabilities	17	157	10331	100	0	100	419	389	388	21	29	25	36	45	37	43	25	34	0	1	4
Students without Disabilities	120	1179	69139	98	0	99	466	443	454	3	9	7	14	29	24	71	56	58	12	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	37	705	39484	95	0	96	451	425	429	11	17	14	22	38	35	56	43	47	11	3	4
Non-Economically Disadvantaged	100	631	39986	100	0	100	462	449	461	4	6	4	15	24	16	71	61	63	10	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	139	1336	78869	100	99	99	455	432	442	1	7	6	25	27	21	66	60	63	8	6	10
All Students (Prior Year)	93	1062	75053	100	98	99	544	574	597	21	10	7	12	12	12	63	72	72	4	6	9
Female	51	659	38536	100	100	99	468	445	458	0	4	4	21	24	15	69	65	67	10	8	14
Male	88	677	40302	100	99	99	448	420	428	1	9	8	28	30	26	64	57	60	7	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	30	566	32606	100	98	98	445	413	426	0	11	8	29	33	27	67	52	60	5	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	--	12	4245	--	100	100	--	469	423	--	17	9	--	0	26	--	67	61	--	17	4
White	99	640	36078	100	100	99	455	447	459	1	4	4	26	22	16	63	67	66	10	7	14
Students with Disabilities	18	154	10246	100	100	100	395	353	367	7	25	18	57	47	39	36	27	40	0	1	4
Students without Disabilities	121	1182	68697	99	99	98	464	444	454	0	4	4	20	24	18	70	65	67	10	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	37	704	39106	95	96	95	459	422	427	0	9	8	33	32	28	52	55	59	15	4	5
Non-Economically Disadvantaged	102	632	39837	100	100	100	454	444	457	1	4	4	22	22	14	70	66	67	6	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	156	--	78906	99	--	99	493	--	498	7	--	13	20	--	19	53	--	48	20	--	20
All Students (Prior Year)	92	939	76019	100	100	100	497	479	499	18	22	14	32	43	39	16	13	14	34	21	33
Female	79	609	38644	100	100	99	497	487	500	9	18	12	27	22	19	48	49	49	16	10	19
Male	77	--	40236	99	--	99	488	--	497	5	--	15	13	--	19	59	--	46	23	--	20
African American	14	119	4087	100	100	99	486	479	481	18	25	20	27	21	24	36	46	45	18	8	11
Hispanic	23	530	31938	92	99	99	463	468	481	0	29	19	27	26	25	67	40	46	7	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	113	606	36483	100	100	99	498	496	517	8	11	7	19	21	13	51	53	51	23	15	30
Students with Disabilities	22	--	10664	100	--	100	376	--	430	32	--	42	32	--	27	37	--	26	0	--	5
Students without Disabilities	134	1153	68310	99	99	98	514	492	509	3	15	9	18	23	18	56	51	51	23	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	52	706	38679	96	98	96	478	473	483	11	27	20	31	26	25	44	40	45	14	7	10
Non-Economically Disadvantaged	104	--	40295	100	--	100	499	--	513	6	--	7	16	--	13	56	--	50	22	--	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	157	--	78908	100	--	99	483	--	484	6	--	10	20	--	23	67	--	58	8	--	9
All Students (Prior Year)	92	941	76020	100	100	100	507	498	503	24	33	25	13	21	23	52	38	40	11	7	12
Female	79	610	38648	100	0	99	493	482	489	6	12	8	25	23	22	63	59	61	6	6	10
Male	78	--	40233	100	--	99	471	--	479	5	--	12	13	--	25	71	--	55	11	--	8
African American	14	119	4092	100	0	99	487	477	473	0	9	12	27	30	28	73	57	54	0	3	5
Hispanic	23	530	31940	92	0	99	457	460	465	7	22	16	27	31	32	53	44	49	13	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	114	606	36502	100	0	99	487	489	502	7	9	4	18	20	14	67	62	67	9	9	15
Students with Disabilities	23	--	10665	100	--	100	370	--	423	26	--	30	42	--	36	26	--	31	5	--	2
Students without Disabilities	134	1153	68312	99	0	98	504	483	493	2	10	7	15	24	21	74	59	62	9	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	52	704	38662	96	0	96	465	465	468	8	19	16	33	30	32	58	47	49	0	3	3
Non-Economically Disadvantaged	105	--	40315	100	--	100	490	--	498	5	--	5	14	--	15	70	--	66	11	--	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	157	--	78750	100	--	99	495	--	500	5	--	6	24	--	29	70	--	63	2	--	2
All Students (Prior Year)	92	936	75673	100	99	100	542	508	530	11	15	12	17	32	25	63	50	58	8	3	4
Female	79	609	38586	100	100	99	521	511	515	0	4	4	27	24	22	72	70	71	1	1	3
Male	78	--	40135	100	--	99	464	--	486	11	--	8	20	--	35	68	--	56	2	--	1
African American	14	120	4081	100	100	99	470	494	488	18	9	8	27	27	32	55	64	59	0	0	2
Hispanic	23	524	31841	92	98	99	478	481	483	7	10	8	27	37	36	60	53	55	7	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	114	608	36440	100	100	99	500	502	516	3	6	3	23	28	22	73	66	71	1	1	4
Students with Disabilities	23	--	10622	100	--	100	370	--	415	16	--	21	58	--	50	21	--	28	5	--	1
Students without Disabilities	134	1149	68196	99	99	98	518	505	513	3	4	3	17	28	25	79	67	69	1	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	52	702	38558	96	97	96	470	479	485	11	10	8	33	38	37	56	52	54	0	0	1
Non-Economically Disadvantaged	105	--	40260	100	--	100	505	--	514	2	--	3	20	--	21	76	--	72	2	--	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	104	--	78250	99	--	99	566	--	548	9	--	21	13	--	18	58	--	48	20	--	13
All Students (Prior Year)	81	833	75001	100	100	99	466	449	468	29	50	37	42	36	36	28	11	16	11	3	10
Female	46	529	38071	100	100	99	574	537	549	8	26	20	13	25	19	62	43	49	18	6	12
Male	58	--	40126	98	--	99	560	--	547	11	--	23	13	--	17	55	--	46	21	--	14
African American	12	102	4058	100	100	99	554	533	523	0	30	32	56	27	22	33	35	41	11	8	5
Hispanic	18	422	29129	95	99	99	549	517	527	21	41	32	14	25	23	57	33	40	7	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	71	--	38320	100	--	99	569	--	568	8	--	12	7	--	14	63	--	55	22	--	19
Students with Disabilities	NC	104	9329	NC	100	100	NC	475	454	NC	72	64	NC	17	18	NC	10	16	NC	0	2
Students without Disabilities	95	--	68996	100	--	99	578	--	561	6	--	16	13	--	18	60	--	52	21	--	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	34	562	33388	100	97	94	546	522	530	8	37	32	27	25	22	54	35	40	12	3	5
Non-Economically Disadvantaged	70	--	44937	99	--	100	575	--	561	10	--	13	7	--	15	60	--	54	23	--	18

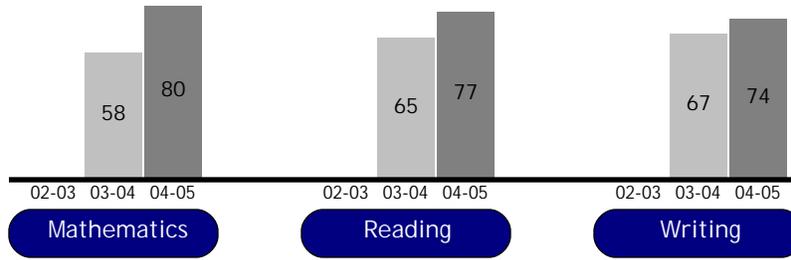
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	--	78302	99	--	99	530	--	512	5	--	11	14	--	25	70	--	57	12	--	7
All Students (Prior Year)	81	831	74918	100	99	99	503	487	497	25	38	32	20	19	19	42	33	35	13	10	15
Female	46	530	38082	100	0	99	538	508	518	3	11	8	15	32	24	69	54	61	13	3	7
Male	58	--	40166	98	--	99	524	--	507	6	--	14	13	--	26	70	--	54	11	--	6
African American	12	102	4064	100	0	100	517	512	498	11	11	14	22	31	29	56	51	54	11	7	3
Hispanic	18	427	29152	95	0	99	527	488	492	0	18	17	21	42	34	79	39	46	0	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	71	--	38347	100	--	99	529	--	531	5	--	5	12	--	17	73	--	68	10	--	10
Students with Disabilities	NC	105	9353	NC	0	100	NC	447	429	NC	48	40	NC	34	38	NC	19	22	NC	0	1
Students without Disabilities	95	--	69024	100	--	99	541	--	524	1	--	7	14	--	23	73	--	62	13	--	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	34	564	33398	100	0	94	506	493	495	4	17	18	19	39	35	69	42	46	8	2	2
Non-Economically Disadvantaged	70	--	44979	99	--	100	541	--	525	5	--	6	12	--	18	70	--	66	13	--	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	104	--	78094	99	--	99	572	--	545	1	--	3	6	--	18	93	--	77	0	--	2
All Students (Prior Year)	81	828	74503	100	99	99	508	486	491	5	9	9	28	33	32	55	52	51	12	6	8
Female	46	530	38025	100	100	99	583	552	558	0	2	2	5	17	13	95	80	82	0	1	2
Male	58	--	40013	98	--	99	562	--	534	2	--	5	6	--	23	91	--	71	0	--	1
African American	12	102	4037	100	100	99	582	553	532	0	4	4	0	15	22	100	79	73	0	1	1
Hispanic	18	422	29068	95	99	99	573	528	523	0	4	5	0	27	27	100	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	71	--	38265	100	--	99	566	--	564	2	--	2	8	--	11	90	--	84	0	--	3
Students with Disabilities	NC	103	9275	NC	100	100	NC	465	444	NC	14	14	NC	51	46	NC	35	39	NC	0	1
Students without Disabilities	95	--	68892	100	--	98	585	--	559	0	--	2	3	--	14	98	--	82	0	--	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	34	560	33296	100	97	94	550	532	527	0	4	5	8	27	27	92	69	67	0	0	0
Non-Economically Disadvantaged	70	--	44871	99	--	100	581	--	559	2	--	2	5	--	12	93	--	84	0	--	3

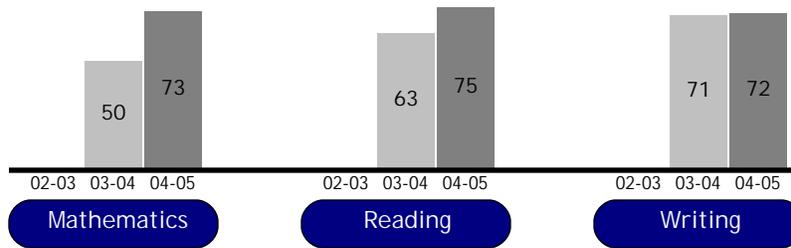
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

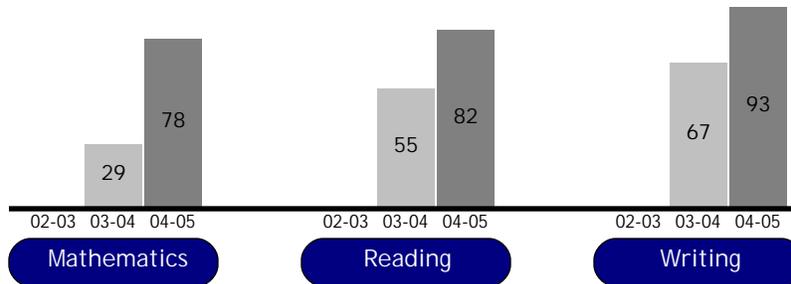
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	--	--	42	50	99	38	NA	58	98	53	--	47
	Language	--	--	33	43	100	30	35	50	98	50	--	47
	Mathematics	--	--	37	57	100	36	44	64	98	56	--	50
3	Reading	--	--	35	47	100	48	NA	55	99	49	--	44
	Language	--	--	42	54	100	54	50	61	99	49	--	44
	Mathematics	--	--	39	54	100	51	47	61	99	54	--	51
4	Reading	--	--	43	52	100	51	NA	56	100	52	--	48
	Language	--	--	42	48	100	45	41	52	100	50	--	49
	Mathematics	--	--	46	57	100	50	47	61	100	55	--	53
5	Reading	--	--	40	50	100	57	NA	55	98	53	--	50
	Language	--	--	34	46	100	48	39	49	98	52	--	50
	Mathematics	--	--	43	57	100	61	49	63	97	47	--	49
6	Reading	--	--	40	53	100	52	NA	56	97	54	--	51
	Language	--	--	34	45	100	37	36	48	97	49	--	47
	Mathematics	--	--	47	62	100	58	52	66	97	55	--	52
7	Reading	--	--	42	51	100	45	NA	54	96	60	--	50
	Language	--	--	47	54	100	50	44	58	96	63	--	52
	Mathematics	--	--	45	58	100	52	46	62	96	53	--	50
8	Reading	--	--	41	53	100	54	NA	55	98	58	--	51
	Language	--	--	35	49	100	49	40	52	98	59	--	50
	Mathematics	--	--	42	58	100	59	48	61	98	62	--	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/](http://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)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Generate Leadership Opportunities
- Ü Support a Safe and Orderly Environment
- Ü Set High Expectations
- Ü Promote Positive Home School Relations
- Ü Uphold the School Mission
- Ü Participate in Developing Policies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	57.50
Other Professional Staff	3.50	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	1	0	0
4 to 6 years	9	5	0	0
7 to 9 years	6	0	0	0
10 or more years	12	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	40
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü One Computer Labs
- Ü Library
- Ü Four sets of 25 laptops

Extracurricular Activities

- Ü 7th and 8th Grade Athletics
- Ü Student Council
- Ü Yearbook
- Ü Chorus and Band
- Ü Three After School Clubs

Social Services

- Ü Character Counts
- Ü School Counselor
- Ü District Social Worker
- Ü School Psychologist
- Ü Before and After School Care
- Ü Kids at Hope
- Ü Bully Prevention

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	9	12	12	17
Transfers In Rate <sup>6</sup>	30	28	28	37
Stability Rate <sup>7</sup>	90	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

Students are orderly, purposeful, and work in an environment free from threat of physical harm. Bully Prevention and Kids At Hope teams analyze aggressive behavior, address the issues then support children in distress and celebrate achievements. The Character Counts program compliments both of the above mentioned programs: defining, encouraging, and celebrating the development of positive and productive character traits.

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) :

2
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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	Teresa Heatherly	(623) 523-8600
Transportation Policy	Durham Transportation	(877) 876-7030
Community Resources	Tim Tate	(623) 876-7000
School Nutrition Programs	TBA	(623) 876-7075
Parent Organization	Brenda Dautzenberg	(623) 523-8600
Student Health/Nurse	Jill Flickinger	(623) 523-8004

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](http://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](http://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](http://www.ade.az.gov/researchpolicy/grad).

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

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