

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

15042 W. Sweetwater Rd, 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. Lance Chebultz  
Schedule : 8:30 AM to 4:15 PM  
Grades : K-8  
2004 Enrollment : 1050  
Web Address : dysart.org  
Phone Number : (623) 523-8200  
Fax Number : (623) 523-8211  
E-mail : lchebultz@dysart.org

### Mission

MISSION: Academic excellence. Every day. Everyone!

VISION:

To focus on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic welfare.  
To combine the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational framework for all children.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

### School / Academic Goals

- ü Continue to increase the services and resources to meet the needs of all children.
- ü Continue to improve student achievement on norm-referenced, as well as performance-based assessments.
- ü To begin curriculum implementation and find funding for an International Baccalaureate Primary Years Programs

### Enrollment

October 1, 2003 School Year Student Enrollment : N/A  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> No  
Number of Students Attending Under Open Enrollment in 2003-04 : 150

Instructional Programs

- Ü Gifted Classes
- Ü Technology-based Learning
- Ü PE, Technology, Art, Drama, Literacy
- Ü Extended Day Kindergarten
- Ü Research-based Learning
- Ü Standards-driven Instruction
- Ü Accelerated Reading Program
- Ü On-site Special Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	6/7/2005

Shared Responsibilities

School

As an Effective School, home-school communication provides parents information about their children's school programs. It also provides opportunities to parents to be involved and supportive of school efforts. We are responsible for creating a climate of learning that welcomes parents as partners.

Parents

Parents are responsible for their children's preparation to learn by: getting them to school on time, well rested, and with good nutrition. They support their children's education by staying informed and involved with school activities.

Transportation Policy

Please see Durham Bus Services @ [dysart.org](http://dysart.org)

School Honors

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

Award/Honor

Year

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	--	939	76019	--	100	100	--	479	499	--	22	14	--	43	39	--	13	14	--	21	33
All Students (Prior Year)	--	855	76230	--	100	100	--	470	498	--	26	12	--	47	38	--	11	12	--	17	37
Female	--	452	37207	--	98	100	--	480	499	--	20	12	--	46	41	--	14	14	--	20	33
Male	--	481	38677	--	100	100	--	479	498	--	24	15	--	41	38	--	12	13	--	23	34
African American	--	92	3817	--	97	100	--	468	475	--	22	23	--	52	47	--	13	11	--	13	18
Hispanic	--	379	29458	--	98	100	--	462	480	--	34	20	--	45	48	--	9	12	--	13	20
Asian/Pacific Islander	--	24	1673	--	96	99	--	498	531	--	5	4	--	55	29	--	9	14	--	32	53
American Indian/Alaskan Native	--	17	4735	--	100	100	--	497	466	--	13	28	--	44	49	--	6	10	--	38	13
White	--	418	35880	--	100	100	--	493	515	--	15	7	--	39	32	--	17	16	--	28	45
Students with Disabilities	--	115	9786	--	100	100	--	436	457	--	54	39	--	35	40	--	7	7	--	4	13
Students without Disabilities	--	824	66233	--	99	99	--	482	503	--	20	11	--	44	39	--	14	14	--	23	35
Limited English Proficient Students	--	143	15206	--	100	100	--	430	459	--	57	31	--	40	53	--	3	7	--	0	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	--	499	35714				--	467	480	--	31	20	--	44	47	--	9	12	--	15	20
Non-Economically Disadvantaged	--	440	40266				--	491	513	--	14	9	--	42	33	--	17	15	--	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	--	941	76020	--	100	100	--	498	503	--	33	25	--	21	23	--	38	40	--	7	12
All Students (Prior Year)	--	847	76202	--	100	100	--	499	505	--	28	19	--	28	24	--	37	46	--	7	11
Female	--	453	37213	--	98	100	--	499	504	--	27	22	--	22	23	--	44	42	--	8	13
Male	--	482	38666	--	100	100	--	497	501	--	38	29	--	21	22	--	34	38	--	7	12
African American	--	92	3819	--	97	100	--	492	494	--	39	37	--	24	26	--	34	31	--	2	6
Hispanic	--	379	29442	--	98	99	--	491	494	--	45	37	--	22	26	--	28	31	--	4	6
Asian/Pacific Islander	--	24	1672	--	96	99	--	502	513	--	18	12	--	45	19	--	23	49	--	14	20
American Indian/Alaskan Native	--	17	4735	--	100	100	--	499	489	--	19	48	--	38	25	--	44	24	--	0	3
White	--	420	35890	--	100	100	--	505	511	--	23	15	--	18	20	--	48	48	--	11	18
Students with Disabilities	--	118	9784	--	100	100	--	476	485	--	72	58	--	12	19	--	15	19	--	0	4
Students without Disabilities	--	823	66236	--	98	99	--	500	504	--	29	23	--	22	23	--	40	42	--	8	13
Limited English Proficient Students	--	144	15198	--	100	100	--	476	483	--	79	59	--	18	25	--	3	14	--	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	--	499	35703				--	493	494	--	42	37	--	22	26	--	30	31	--	6	6
Non-Economically Disadvantaged	--	442	40274				--	503	509	--	24	17	--	21	20	--	46	47	--	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	--	936	75673	--	99	100	--	508	530	--	15	12	--	32	25	--	50	58	--	3	4
All Students (Prior Year)	--	812	74692	--	100	99	--	482	502	--	29	18	--	32	27	--	36	47	--	3	8
Female	--	451	37099	--	98	100	--	525	548	--	9	8	--	32	22	--	55	64	--	4	6
Male	--	479	38441	--	100	99	--	493	513	--	20	16	--	33	29	--	46	52	--	1	3
African American	--	92	3791	--	97	99	--	509	506	--	12	18	--	31	29	--	56	50	--	1	3
Hispanic	--	377	29305	--	98	99	--	491	507	--	17	16	--	39	31	--	43	51	--	1	2
Asian/Pacific Islander	--	24	1665	--	96	99	--	518	573	--	18	6	--	14	16	--	68	67	--	0	10
American Indian/Alaskan Native	--	17	4707	--	100	100	--	550	492	--	13	19	--	27	33	--	40	46	--	20	1
White	--	418	35760	--	100	99	--	520	550	--	14	9	--	29	21	--	54	64	--	4	6
Students with Disabilities	--	117	9706	--	100	100	--	447	462	--	38	36	--	34	32	--	28	31	--	0	1
Students without Disabilities	--	819	65967	--	98	99	--	513	536	--	13	10	--	32	25	--	52	60	--	3	5
Limited English Proficient Students	--	144	15115	--	100	100	--	446	471	--	41	26	--	40	38	--	19	35	--	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	--	497	35541				--	499	504	--	18	17	--	33	31	--	48	50	--	1	2
Non-Economically Disadvantaged	--	439	40091				--	518	550	--	12	9	--	31	21	--	52	64	--	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	--	833	75001	--	100	99	--	449	468	--	50	37	--	36	36	--	11	16	--	3	10
All Students (Prior Year)	--	651	71167	--	99	99	--	441	463	--	57	38	--	34	41	--	8	14	--	1	7
Female	--	410	36846	--	99	99	--	451	468	--	47	36	--	38	38	--	11	16	--	3	10
Male	--	419	37974	--	99	99	--	447	467	--	53	39	--	33	34	--	11	16	--	3	11
African American	--	76	3720	--	96	98	--	439	446	--	61	53	--	28	33	--	8	9	--	3	4
Hispanic	--	356	26675	--	97	98	--	440	448	--	58	52	--	33	34	--	6	10	--	2	4
Asian/Pacific Islander	--	15	1575	--	100	99	--	487	504	--	17	18	--	33	33	--	33	20	--	17	29
American Indian/Alaskan Native	--	12	4731	--	100	98	--	438	438	--	67	61	--	17	30	--	8	7	--	8	2
White	--	363	37785	--	99	99	--	459	482	--	42	25	--	40	39	--	15	21	--	4	15
Students with Disabilities	--	111	8802	--	100	100	--	405	418	--	87	79	--	11	16	--	2	3	--	0	1
Students without Disabilities	--	722	66199	--	97	99	--	452	472	--	47	34	--	38	38	--	11	17	--	3	11
Limited English Proficient Students	--	131	11710	--	100	100	--	421	429	--	80	70	--	18	25	--	1	4	--	0	1
Migrant Students	--	NC	709				--	NC	442	--	NC	57	--	NC	34	--	NC	7	--	NC	2
Economically Disadvantaged	--	440	29814				--	438	448	--	60	53	--	31	33	--	8	10	--	1	4
Non-Economically Disadvantaged	--	393	45170				--	460	479	--	41	28	--	41	38	--	13	20	--	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	--	831	74918	--	99	99	--	487	497	--	38	32	--	19	19	--	33	35	--	10	15
All Students (Prior Year)	--	648	71100	--	99	99	--	487	502	--	35	25	--	26	21	--	33	40	--	7	15
Female	--	412	36805	--	100	99	--	493	501	--	34	28	--	19	19	--	37	37	--	10	16
Male	--	416	37936	--	98	99	--	482	493	--	42	35	--	20	18	--	30	33	--	9	14
African American	--	76	3719	--	96	98	--	482	481	--	38	43	--	20	21	--	37	29	--	6	7
Hispanic	--	354	26645	--	97	98	--	474	478	--	49	46	--	22	20	--	25	27	--	4	6
Asian/Pacific Islander	--	15	1571	--	100	99	--	506	521	--	17	18	--	17	15	--	58	38	--	8	30
American Indian/Alaskan Native	--	12	4729	--	100	98	--	480	468	--	50	57	--	8	19	--	33	19	--	8	4
White	--	363	37773	--	99	99	--	500	511	--	28	20	--	18	18	--	40	41	--	15	21
Students with Disabilities	--	111	8801	--	100	100	--	435	448	--	77	75	--	11	13	--	12	10	--	0	2
Students without Disabilities	--	720	66117	--	97	99	--	492	501	--	34	28	--	20	19	--	35	37	--	10	16
Limited English Proficient Students	--	131	11706	--	100	100	--	447	454	--	76	71	--	18	16	--	5	12	--	0	1
Migrant Students	--	NC	706				--	NC	467	--	NC	55	--	NC	22	--	NC	20	--	NC	4
Economically Disadvantaged	--	439	29785				--	474	477	--	49	47	--	22	20	--	25	26	--	4	6
Non-Economically Disadvantaged	--	392	45115				--	501	508	--	26	23	--	16	18	--	42	39	--	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	--	828	74503	--	99	99	--	486	491	--	9	9	--	33	32	--	52	51	--	6	8
All Students (Prior Year)	--	630	69001	--	96	96	--	473	490	--	28	17	--	44	37	--	28	45	--	0	1
Female	--	409	36686	--	99	99	--	507	506	--	5	5	--	24	29	--	63	57	--	7	9
Male	--	415	37644	--	98	98	--	465	476	--	14	13	--	42	36	--	41	45	--	4	6
African American	--	76	3677	--	96	97	--	490	475	--	10	12	--	30	36	--	55	46	--	6	5
Hispanic	--	351	26500	--	96	97	--	468	467	--	13	13	--	39	39	--	44	44	--	4	4
Asian/Pacific Islander	--	15	1566	--	100	99	--	512	537	--	0	5	--	25	23	--	67	55	--	8	18
American Indian/Alaskan Native	--	12	4695	--	100	97	--	470	464	--	8	14	--	42	39	--	42	44	--	8	3
White	--	363	37606	--	99	99	--	501	508	--	6	6	--	28	28	--	60	56	--	7	10
Students with Disabilities	--	111	8662	--	100	100	--	393	409	--	41	37	--	44	42	--	15	20	--	0	1
Students without Disabilities	--	717	65841	--	97	98	--	494	499	--	7	7	--	32	32	--	55	53	--	6	8
Limited English Proficient Students	--	130	11608	--	100	100	--	414	430	--	31	23	--	48	47	--	21	28	--	0	1
Migrant Students	--	NC	701				--	NC	449	--	NC	17	--	NC	43	--	NC	38	--	NC	1
Economically Disadvantaged	--	439	29587				--	467	465	--	13	14	--	38	40	--	45	43	--	3	4
Non-Economically Disadvantaged	--	389	44898				--	506	507	--	6	7	--	27	28	--	59	55	--	8	10

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

No AIMS test data found for this school.  
The AIMS is administered only to Grades 3,5,8,10.

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?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Not Evaluated

**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](http://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	--	--	42	50	--	--	NA	58
	Language	--	--	27	39	--	--	33	43	--	--	35	50
	Mathematics	--	--	40	52	--	--	37	57	--	--	44	64
4	Reading	--	--	36	47	--	--	43	52	--	--	NA	56
	Language	--	--	37	45	--	--	42	48	--	--	41	52
	Mathematics	--	--	41	52	--	--	46	57	--	--	47	61
5	Reading	--	--	36	46	--	--	40	50	--	--	NA	55
	Language	--	--	33	43	--	--	34	46	--	--	39	49
	Mathematics	--	--	46	54	--	--	43	57	--	--	49	63
6	Reading	--	--	40	49	--	--	40	53	--	--	NA	56
	Language	--	--	32	42	--	--	34	45	--	--	36	48
	Mathematics	--	--	48	58	--	--	47	62	--	--	52	66
7	Reading	--	--	35	48	--	--	42	51	--	--	NA	54
	Language	--	--	35	51	--	--	47	54	--	--	44	58
	Mathematics	--	--	40	54	--	--	45	58	--	--	46	62
8	Reading	--	--	36	49	--	--	41	53	--	--	NA	55
	Language	--	--	33	46	--	--	35	49	--	--	40	52
	Mathematics	--	--	40	54	--	--	42	58	--	--	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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety
- Ü School Funding Issues
- Ü Evaluating Instructional Programs
- Ü Selecting Yearly SBC goals
- Ü Student Discipline / Handbook
- Ü Long Range School Planning

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	11.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	5	0	0
4 to 6 years	2	3	0	0
7 to 9 years	4	3	0	0
10 or more years	0	10	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 43  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 43  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü 2 Technology Labs
- Ü 2 Wireless laptop mobile labs
- Ü Cafeteria, stage, gymnasium
- Ü Media Center

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Builders Club / Kiwanis
- Ü Mad Science Club
- Ü Band
- Ü Gymnastics
- Ü District Middle School Sports
- Ü Academic Enrichment Clubs

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Outreach Specialist
- Ü Health Services
- Ü School Psychologist

New School - No Data Available

Student Activity Rates for School Year 2003-04

New School - No Data Available

Measure of Academic Progress

New School - No Data Available

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.

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

New 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) :

0

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

Contacts

	Name	Phone Number
School Site Council	Lance Chebultz	(623) 523-8200
Transportation Policy	Duhram Bus Services	(623) 876-7030
Community Resources	Cindy Mady	(623) 523-8200
School Nutrition Programs	Sodexho	(623) 523-8208
Parent Organization	PTA	(623) 523-8200
Student Health/Nurse	Megan Rivas	(623) 523-8204

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.

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](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. 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](http://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](http://www.ade.az.gov/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.