

Countryside Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

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 *

New School**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Janet K. Korinek
Schedule : 7:00 AM to 3:15 PM
Grades : K-8
2003 Enrollment : 1301
Web Address : dysart.org
Phone Number : (623) 876-7800
Fax Number : (623) 876-7811
E-mail : jkorinek@dysart.org

Mission

Countryside is a community of scholars. As students, teachers, parents and community members, we will achieve success through challenging adventures in learning. We will be active participants in a cooperative society.

School / Academic Goals

- ü We will fully implement the standards of the Effective Schools Model. Emphasis on positive home/school relationships and communication will improve the academic ability of each student.
- 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.

Instructional Programs

- ü Four Block Reading Program
- ü Balanced Literacy
- ü Enrichment Classes
- ü Computer Education

Enrollment

October 1, 2002 School Year Student Enrollment : 1108
Accepting New Students in 2003-04 Under Open Enrollment Law²: No
Number of Students Attending Under Open Enrollment in 2002-03 : 85

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/7/2003
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

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 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	50.00
Other Professional Staff	8.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	17	1	0	0
7 to 9 years	6	1	0	0
10 or more years	12	3	0	0

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.

Parents

Countryside is a nurturing community of scholars that includes and encourages the 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.

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Media Center

Extracurricular Activities

- ü Elemiddle Sports - 7th and 8th Grade
- ü Student Council
- ü Yearbook
- ü National Junior Honor Society

Social Services

- ü PTA
- ü Academic Focus Committee
- ü Before/Afterschool Care
- ü City of Surprise Recreation Center

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.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Wal-Mart Teacher of the Year Award. West-Side Impact Teacher of the Year.

ü KNIX Teacher of the Year Award.

School Honors

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

Award/Honor	Year
ü National Board Certification Scholarship Winners	2002
ü Science Leadership Awarded Scholarship	2003
ü National Board Certified Awarded Scholarships	2003
ü Arizona Futures Foundations Grant	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	16	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	22	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	58	55
Grades 3-4	69	79
Grades 4-5	71	58
Grades 5-6	65	60
Grades 6-7	56	29
Grades 7-8	71	62

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. 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 2003. 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. The percentage of students achieving OYG at the school is reported above.

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

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

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	162	911	75372	101	101	101	512	497	523	5	19	9	34	35	25	46	31	36	15	15	30
All Students (Prior Year)	--	638	70809	--	NA	NA	--	498	518	--	17	11	--	33	27	--	33	35	--	16	27
Female	59	417	36901	100	99	101	511	494	524	4	19	8	38	37	25	45	30	36	14	13	31
Male	102	490	38385	101	102	101	512	499	523	6	19	9	32	34	24	46	32	36	16	16	30
African American	14	77	3589	108	97	96	502	482	501	8	30	18	42	38	33	25	21	33	25	11	16
Hispanic	32	408	29103	103	100	99	490	484	510	9	25	12	59	42	31	32	23	36	0	10	20
Asian/Pacific Islander	NC	18	1574	NC	106	96	NC	519	549	NC	6	3	NC	19	14	NC	63	34	NC	13	48
American Indian/Alaskan Native	NC	12	5086	NC	100	114	NC	499	491	NC	8	22	NC	50	38	NC	25	28	NC	17	12
White	112	375	34597	99	98	98	517	511	535	4	11	4	29	30	20	50	39	38	17	20	38
Students with Disabilities	19	72	8057	86	75	99	446	439	496	50	67	23	50	33	31	0	0	28	0	0	17
Students without Disabilities	143	839	67315	104	104	101	513	497	525	4	18	8	34	35	24	46	32	37	16	15	31
Limited English Proficient Students	NC	167	16925	NC	94	112	NC	462	482	NC	41	27	NC	41	40	NC	11	26	NC	7	7
Migrant Students	--	22	869				--	448	501	--	62	17	--	31	30	--	0	39	--	8	14
Economically Disadvantaged	--	176	26325				--	472	504	--	33	15	--	41	34	--	21	33	--	6	18
Non-Economically Disadvantaged	162	735	49047				512	502	530	5	16	6	34	34	21	46	33	37	15	17	35

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	140	899	75221	88	100	101	517	507	523	6	17	8	17	23	16	63	50	56	14	10	21
All Students (Prior Year)	--	637	70860	--	NA	NA	--	516	524	--	14	9	--	20	17	--	44	45	--	22	30
Female	49	413	36833	83	98	100	518	509	526	4	14	6	20	25	15	61	50	56	15	11	23
Male	90	484	38319	89	101	101	517	505	520	8	19	9	16	21	17	64	49	56	13	10	18
African American	12	76	3597	92	96	97	507	499	510	10	23	14	10	23	22	80	52	53	0	3	11
Hispanic	28	402	29019	90	98	99	506	499	513	6	24	12	24	27	21	71	40	55	0	9	13
Asian/Pacific Islander	NC	18	1572	NC	106	95	NC	514	536	NC	0	2	NC	19	9	NC	81	57	NC	0	31
American Indian/Alaskan Native	NC	13	5071	NC	108	114	NC	500	502	NC	17	20	NC	42	27	NC	25	46	NC	17	8
White	96	360	34543	85	94	97	521	516	531	6	9	4	16	18	12	59	58	58	19	14	26
Students with Disabilities	19	65	8006	86	68	99	494	475	505	0	50	22	100	50	23	0	0	42	0	0	13
Students without Disabilities	121	834	67215	88	104	101	518	507	524	6	17	7	16	23	16	64	50	56	14	10	21
Limited English Proficient Students	NC	161	16853	NC	90	112	NC	479	489	NC	38	29	NC	46	36	NC	13	32	NC	2	3
Migrant Students	--	22	866				--	470	503	--	58	19	--	25	23	--	17	49	--	0	8
Economically Disadvantaged	--	175	26256				--	491	509	--	29	14	--	33	24	--	33	51	--	5	11
Non-Economically Disadvantaged	140	724	48965				517	510	528	6	14	5	17	21	13	63	54	58	14	11	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	863	73654	84	96	99	528	512	530	8	18	9	19	21	13	68	59	70	5	2	7
All Students (Prior Year)	--	612	68592	--	NA	NA	--	530	542	--	13	9	--	15	12	--	59	63	--	13	16
Female	51	403	36239	86	96	99	539	517	537	4	15	7	23	20	11	65	60	72	8	4	10
Male	83	458	37301	82	95	98	519	507	523	11	20	12	16	21	15	70	58	68	2	1	5
African American	12	76	3488	92	96	94	525	510	515	10	21	16	30	21	18	50	54	62	10	4	4
Hispanic	24	394	28348	77	96	96	525	501	520	7	26	13	20	22	17	73	51	65	0	1	5
Asian/Pacific Islander	NC	18	1558	NC	106	95	NC	539	547	NC	0	3	NC	19	8	NC	81	76	NC	0	13
American Indian/Alaskan Native	NC	13	4947	NC	108	111	NC	496	507	NC	25	22	NC	25	22	NC	50	53	NC	0	3
White	94	349	33924	83	91	96	528	521	537	9	11	5	19	19	10	68	66	75	5	4	9
Students with Disabilities	18	59	7306	82	61	90	505	505	506	0	0	24	0	0	20	100	100	52	0	0	4
Students without Disabilities	116	804	66348	84	100	100	528	512	531	8	18	8	19	21	13	68	59	71	5	2	8
Limited English Proficient Students	NC	155	16422	NC	87	109	NC	482	495	NC	38	30	NC	26	27	NC	36	43	NC	0	0
Migrant Students	--	24	849				--	466	511	--	67	19	--	7	22	--	27	56	--	0	4
Economically Disadvantaged	--	169	25711				--	492	514	--	33	16	--	23	19	--	44	61	--	0	3
Non-Economically Disadvantaged	134	694	47943				528	516	535	8	15	7	19	20	11	68	62	74	5	3	9

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	133	855	76230	100	105	101	484	470	498	15	26	12	45	47	38	19	11	12	21	17	37
All Students (Prior Year)	--	633	72888	--	NA	NA	--	475	494	--	23	14	--	42	40	--	12	12	--	24	34
Female	60	419	37247	102	104	100	490	472	500	9	21	11	45	52	40	25	11	13	21	15	37
Male	73	429	38725	99	104	101	479	468	497	20	30	14	45	42	37	13	10	12	22	18	37
African American	13	68	3594	100	94	96	467	469	476	17	24	22	67	47	46	17	13	11	0	16	21
Hispanic	26	348	28100	93	99	98	479	459	482	20	34	18	50	49	47	15	7	11	15	9	24
Asian/Pacific Islander	--	14	1447	--	108	95	--	493	527	--	14	5	--	36	26	--	36	11	--	14	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	91	369	35389	102	99	96	488	483	514	14	14	6	41	50	32	20	14	14	25	23	48
Students with Disabilities	12	72	9022	60	73	105	NA	451	465	NA	40	31	NA	47	43	NA	7	8	NA	7	17
Students without Disabilities	121	783	67208	107	109	100	484	470	500	15	26	12	45	47	38	19	11	12	21	17	38
Limited English Proficient Students	NC	166	14826	NC	101	113	NC	443	460	NC	45	31	NC	46	51	NC	3	8	NC	6	10
Migrant Students	NC	13	837				NC	459	478	NC	38	19	NC	38	51	NC	13	8	NC	13	21
Economically Disadvantaged	--	173	25037				--	450	477	--	40	21	--	48	47	--	6	11	--	7	21
Non-Economically Disadvantaged	133	682	51193				484	474	507	15	23	9	45	47	35	19	12	13	21	19	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	132	847	76202	99	104	101	504	499	505	22	28	19	26	28	24	43	37	46	9	7	11
All Students (Prior Year)	--	624	72779	--	NA	NA	--	494	505	--	34	21	--	21	20	--	37	43	--	7	15
Female	60	415	37231	102	103	100	506	500	507	17	22	16	28	31	24	47	40	48	8	7	13
Male	72	426	38718	97	103	101	502	498	503	27	34	22	23	26	24	40	33	44	10	6	10
African American	13	69	3600	100	96	97	489	494	497	50	27	28	33	35	29	8	37	39	8	2	5
Hispanic	26	345	28090	93	98	98	504	491	497	20	38	28	20	32	30	55	27	37	5	4	5
Asian/Pacific Islander	--	14	1443	--	108	95	--	516	515	--	0	9	--	43	19	--	50	53	--	7	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	90	363	35371	101	98	96	507	505	512	19	19	10	25	26	20	46	45	54	10	10	16
Students with Disabilities	12	75	9097	60	77	106	NA	489	493	NA	38	39	NA	38	27	NA	25	29	NA	0	5
Students without Disabilities	120	772	67105	106	108	100	504	499	506	22	28	18	26	28	24	43	37	47	9	7	12
Limited English Proficient Students	NC	163	14780	NC	99	113	NC	483	486	NC	59	50	NC	27	32	NC	11	18	NC	3	1
Migrant Students	--	12	832				--	493	492	--	43	36	--	14	31	--	43	31	--	0	3
Economically Disadvantaged	--	171	24961				--	489	495	--	42	32	--	33	30	--	21	34	--	3	4
Non-Economically Disadvantaged	132	676	51241				504	501	509	22	25	14	26	28	22	43	40	51	9	7	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	127	812	74692	95	100	99	496	482	502	18	29	18	34	32	27	43	36	47	5	3	8
All Students (Prior Year)	--	609	70710	--	NA	NA	--	488	512	--	30	17	--	28	26	--	34	42	--	8	16
Female	58	406	36710	98	100	99	504	491	509	12	21	14	33	34	26	50	41	50	6	4	10
Male	69	401	37742	93	97	98	488	473	495	24	36	22	34	31	28	36	31	44	5	2	6
African American	12	68	3516	92	94	94	471	483	487	18	22	26	64	39	31	18	37	39	0	2	4
Hispanic	25	337	27492	89	96	96	505	467	486	11	41	27	42	33	32	37	25	38	11	2	4
Asian/Pacific Islander	--	14	1428	--	108	94	--	501	528	--	7	8	--	57	20	--	21	54	--	14	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	88	357	34785	99	96	94	498	494	517	19	19	10	28	32	23	48	46	56	5	3	11
Students with Disabilities	11	72	8428	55	73	98	NA	452	472	NA	50	38	NA	38	30	NA	13	29	NA	0	3
Students without Disabilities	116	740	66264	103	103	99	496	482	503	18	29	17	34	32	27	43	37	48	5	3	8
Limited English Proficient Students	NC	161	14363	NC	98	109	NC	444	459	NC	61	47	NC	33	34	NC	6	19	NC	0	1
Migrant Students	--	12	814				--	476	475	--	29	33	--	29	37	--	43	27	--	0	2
Economically Disadvantaged	--	163	24507				--	462	480	--	44	31	--	33	33	--	21	33	--	2	3
Non-Economically Disadvantaged	127	649	50185				496	486	511	18	26	13	34	32	24	43	39	53	5	3	10

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	101	651	71167	100	99	99	459	441	463	36	57	38	48	34	41	14	8	14	2	1	7
All Students (Prior Year)	--	519	66213	--	NA	NA	--	434	459	--	58	39	--	35	40	--	5	14	--	2	7
Female	59	332	34825	100	100	99	463	445	462	30	53	38	51	38	42	15	8	14	4	1	6
Male	42	313	36047	100	96	99	452	437	464	44	60	38	44	31	39	12	7	15	0	2	8
African American	NC	49	3225	NC	96	95	NC	432	441	NC	65	57	NC	33	34	NC	2	6	NC	0	2
Hispanic	16	299	23643	107	95	97	462	430	445	43	68	53	43	28	37	7	4	8	7	0	2
Asian/Pacific Islander	NC	10	1503	NC	100	100	NC	489	493	NC	13	18	NC	25	40	NC	50	23	NC	13	19
American Indian/Alaskan Native	--	NC	5161	--	NC	103	--	NC	435	--	NC	63	--	NC	30	--	NC	5	--	NC	2
White	72	261	35245	97	96	95	462	455	476	31	43	26	52	43	45	15	11	19	2	2	10
Students with Disabilities	NC	53	8095	NC	73	104	NC	408	426	NC	86	69	NC	14	25	NC	0	5	NC	0	1
Students without Disabilities	92	598	63072	100	102	99	459	442	464	36	56	37	48	35	41	14	8	15	2	1	7
Limited English Proficient Students	NC	111	10317	NC	94	111	NC	412	426	NC	85	72	NC	15	25	NC	0	2	NC	0	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	--	131	17057				--	417	440	--	80	58	--	19	34	--	1	6	--	0	2
Non-Economically Disadvantaged	101	520	54110				459	447	468	36	52	33	48	38	43	14	9	16	2	2	8

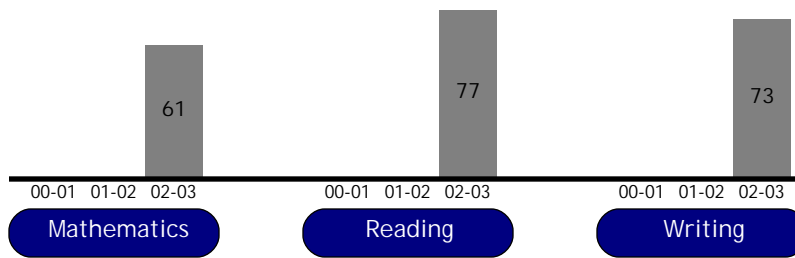
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	648	71100	99	99	99	494	487	502	29	35	25	21	26	21	40	33	40	10	7	15
All Students (Prior Year)	--	519	66144	--	NA	NA	--	492	504	--	34	24	--	24	20	--	32	40	--	10	16
Female	59	332	34801	100	100	99	506	493	505	15	28	21	21	29	22	49	35	42	15	8	15
Male	41	314	36010	98	97	99	475	480	499	52	43	28	21	23	20	24	29	38	3	5	14
African American	NC	49	3219	NC	96	95	NC	484	486	NC	42	38	NC	18	24	NC	38	31	NC	2	7
Hispanic	16	300	23630	107	96	96	492	476	485	36	44	37	14	28	25	43	25	32	7	3	6
Asian/Pacific Islander	NC	11	1509	NC	110	100	NC	520	522	NC	11	12	NC	0	14	NC	78	46	NC	11	28
American Indian/Alaskan Native	NC	NC	5144	NC	NC	102	NC	NC	478	NC	NC	46	NC	NC	24	NC	NC	25	NC	NC	5
White	70	260	35198	95	95	95	497	498	515	23	23	15	27	27	18	37	39	47	13	11	21
Students with Disabilities	NC	60	8121	NC	82	105	NC	430	470	NC	100	55	NC	0	20	NC	0	21	NC	0	4
Students without Disabilities	91	588	62979	99	101	99	494	487	503	29	34	23	21	26	21	40	33	41	10	7	15
Limited English Proficient Students	NC	112	10304	NC	95	110	NC	456	462	NC	73	63	NC	20	23	NC	7	13	NC	0	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	--	130	17040				--	467	483	--	53	40	--	30	25	--	16	29	--	1	6
Non-Economically Disadvantaged	100	518	54060				494	492	507	29	30	20	21	25	20	40	36	43	10	8	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	93	630	69001	92	96	96	479	473	490	19	28	17	47	44	37	34	28	45	0	0	1
All Students (Prior Year)	--	490	63579	--	NA	NA	--	477	493	--	25	15	--	49	42	--	26	41	--	0	2
Female	58	327	34086	98	98	97	489	482	496	15	21	13	38	42	36	46	36	51	0	0	1
Male	35	298	34644	83	92	95	459	463	484	26	35	22	63	46	39	11	19	38	0	0	0
African American	NC	48	3115	NC	94	92	NC	474	478	NC	20	25	NC	52	44	NC	27	31	NC	0	0
Hispanic	16	289	22656	107	92	92	478	464	476	21	39	27	50	39	43	29	22	30	0	0	0
Asian/Pacific Islander	NC	11	1472	NC	110	98	NC	511	507	NC	11	8	NC	22	30	NC	67	60	NC	0	2
American Indian/Alaskan Native	NC	NC	4940	NC	NC	98	NC	NC	469	NC	NC	34	NC	NC	43	NC	NC	23	NC	NC	0
White	65	255	34501	88	93	93	480	483	500	15	16	10	47	47	34	38	36	55	0	0	1
Students with Disabilities	NC	57	7386	NC	78	95	NC	427	459	NC	86	46	NC	14	37	NC	0	17	NC	0	0
Students without Disabilities	84	573	61615	91	98	97	479	474	491	19	27	16	47	44	37	34	29	45	0	0	1
Limited English Proficient Students	NC	110	9662	NC	93	104	NC	440	454	NC	67	51	NC	30	40	NC	4	9	NC	0	0
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	--	125	16383				--	449	472	--	54	30	--	35	43	--	11	26	--	0	0
Non-Economically Disadvantaged	93	505	52618				479	479	494	19	22	14	47	45	36	34	32	49	0	0	1

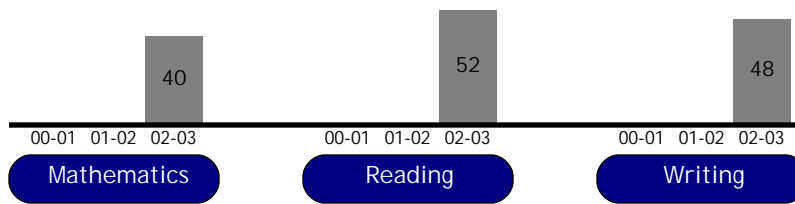
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

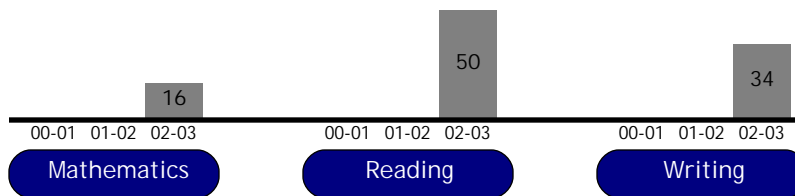
3rd Grade Proficiency



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 2002-03

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?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	43	53	--	--	32	44	93	50	42	50
	Language	--	--	36	45	--	--	27	39	97	42	33	43
	Mathematics	--	--	44	56	--	--	40	52	99	44	37	57
3	Reading	--	--	41	50	--	--	38	43	97	45	35	47
	Language	--	--	50	55	--	--	47	50	98	50	42	54
	Mathematics	--	--	41	53	--	--	42	50	96	50	39	54
4	Reading	--	--	47	55	--	--	36	47	99	48	43	52
	Language	--	--	44	50	--	--	37	45	97	46	42	48
	Mathematics	--	--	52	56	--	--	41	52	95	54	46	57
5	Reading	--	--	42	51	--	--	36	46	96	51	40	50
	Language	--	--	36	46	--	--	33	43	98	45	34	46
	Mathematics	--	--	46	56	--	--	46	54	98	53	43	57
6	Reading	--	--	38	54	--	--	40	49	99	52	40	53
	Language	--	--	30	46	--	--	32	42	100	43	34	45
	Mathematics	--	--	44	61	--	--	48	58	100	57	47	62
7	Reading	--	--	37	53	--	--	35	48	99	50	42	51
	Language	--	--	42	55	--	--	35	51	99	53	47	54
	Mathematics	--	--	39	57	--	--	40	54	99	43	45	58
8	Reading	--	--	40	55	--	--	36	49	98	50	41	53
	Language	--	--	34	50	--	--	33	46	100	44	35	49
	Mathematics	--	--	43	57	--	--	40	54	99	49	42	58

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 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.

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) :

2

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

Contacts

	Name	Phone Number
School Site Council	Janet Korinek	(623) 876-7802
Transportation Policy	Durham Transportation Services	(623) 876-7030
Community Resources	City of Surprise	(623) 583-0002
School Nutrition Programs	Sodexo	(623) 876-7809
Parent Organization	Jennifer Grogg - PTA	(623) 556-0739
Student Health/Nurse	Robin O'Rourke	(623) 876-7804

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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