

Surprise Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

12907 W. Greenway Road, El Mirage, AZ 85335

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 *

Underperforming*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

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 : Mr. David Paul Dumon
Schedule : 7:00 AM to 4:00 PM
Grades : K-8
2003 Enrollment : 846
Web Address : www.Dysart.org
Phone Number : (623) 876-7400
Fax Number : (623) 876-7405
E-mail : DDumon@dysart.org

Mission

Our mission is to provide a safe, structured environment that supports, encourages and guides children to become productive, well-rounded citizens, decision makers, risk takers, critical thinkers and lifelong learners. Read to Succeed!

School / Academic Goals

- Surprise Elementary School will create a community of learners focused on the Arizona State Standards, with a reading comprehension emphasis, across all grade levels and content areas.
- All instruction will utilize a standards-based instructional model that includes: Instruction based on Best Practices/research-based teaching strategies, interventions for students not meeting standards, and enrichment activities for those exceeding.

Instructional Programs

- Schoolwide Literacy Block
- Special Ed: Inclusion, Resource
- Structured English Immersion

Enrollment

October 1, 2002 School Year Student Enrollment : 885
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 68

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 45 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

Surprise Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Home/School Involvement
- Ü Increasing Student Achievement
- Ü Addressing Safety
- Ü Implementation of Effective Schools
- Ü Design of New Site
- Ü Schoolwide Discipline Model

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	2.00	Teacher Aide	11.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	4	0	0
4 to 6 years	6	1	0	0
7 to 9 years	2	0	0	0
10 or more years	11	0	0	0

Shared Responsibilities

School

It is the responsibility of the school to provide a quality education in a safe, orderly environment where all children can and will learn.

Parents

Research confirms, regardless of the economic, racial, or cultural background of the family, when parents are partners/leaders in their children's education, the results are improved student achievement. We welcome and embrace all parents.

Resources Available at School Site

Special Facilities

- Ü Stanford 9/AIMS Computer Lab
- Ü Media Center/Library

Extracurricular Activities

- Ü Student Council
- Ü Dysart Elementary Athletics
- Ü Voyager Extended Day
- Ü Various Clubs

Social Services

- Ü Breakfast/Lunch Programs
- Ü Counselor
- Ü SRO
- Ü Social Worker

Transportation Policy

Bus transportation is provided to special education students as required; students who live more than one mile from school; and any other students who live within the one-mile radius where hazardous/difficult conditions exist.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

Ü Surprise increased the number of students at or about the 50th percentile (grade level) by 6 percent on the 2002-03 SAT 9 in reading comprehension.

School Honors

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

Award/Honor Year

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	30	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	15	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	48	65
Grades 3-4	78	78
Grades 4-5	67	64
Grades 5-6	72	25
Grades 6-7	78	33
Grades 7-8	80	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	97	911	75372	100	101	101	477	497	523	34	19	9	33	35	25	23	31	36	9	15	30
All Students (Prior Year)	71	638	70809	NA	NA	NA	482	498	518	31	17	11	29	33	27	29	33	35	11	16	27
Female	53	417	36901	98	99	101	474	494	524	32	19	8	43	37	25	16	30	36	8	13	31
Male	44	490	38385	102	102	101	482	499	523	37	19	9	19	34	24	33	32	36	11	16	30
African American	NC	77	3589	NC	97	96	NC	482	501	NC	30	18	NC	38	33	NC	21	33	NC	11	16
Hispanic	73	408	29103	99	100	99	479	484	510	33	25	12	30	42	31	26	23	36	12	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	--	12	5086	--	100	114	--	499	491	--	8	22	--	50	38	--	25	28	--	17	12
White	13	375	34597	100	98	98	476	511	535	50	11	4	20	30	20	20	39	38	10	20	38
Students with Disabilities	14	72	8057	78	75	99	NA	439	496	NA	67	23	NA	33	31	NA	0	28	NA	0	17
Students without Disabilities	83	839	67315	105	104	101	477	497	525	34	18	8	33	35	24	23	32	37	9	15	31
Limited English Proficient Students	24	167	16925	69	94	112	NA	462	482	NA	41	27	NA	41	40	NA	11	26	NA	7	7
Migrant Students	NC	22	869				NC	448	501	NC	62	17	NC	31	30	NC	0	39	NC	8	14
Economically Disadvantaged	68	176	26325				485	472	504	21	33	15	39	41	34	34	21	33	5	6	18
Non-Economically Disadvantaged	29	735	49047				466	502	530	54	16	6	23	34	21	8	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	97	899	75221	100	100	101	505	507	523	18	17	8	26	23	16	46	50	56	11	10	21
All Students (Prior Year)	69	637	70860	NA	NA	NA	500	516	524	27	14	9	18	20	17	42	44	45	12	22	30
Female	53	413	36833	98	98	100	509	509	526	12	14	6	27	25	15	48	50	56	12	11	23
Male	44	484	38319	102	101	101	500	505	520	25	19	9	25	21	17	42	49	56	8	10	18
African American	NC	76	3597	NC	96	97	NC	499	510	NC	23	14	NC	23	22	NC	52	53	NC	3	11
Hispanic	73	402	29019	99	98	99	507	499	513	23	24	12	17	27	21	43	40	55	17	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	--	13	5071	--	108	114	--	500	502	--	17	20	--	42	27	--	25	46	--	17	8
White	13	360	34543	100	94	97	505	516	531	9	9	4	36	18	12	55	58	58	0	14	26
Students with Disabilities	13	65	8006	72	68	99	NA	475	505	NA	50	22	NA	50	23	NA	0	42	NA	0	13
Students without Disabilities	84	834	67215	106	104	101	505	507	524	18	17	7	26	23	16	46	50	56	11	10	21
Limited English Proficient Students	32	161	16853	91	90	112	NA	479	489	NA	38	29	NA	46	36	NA	13	32	NA	2	3
Migrant Students	NC	22	866				NC	470	503	NC	58	19	NC	25	23	NC	17	49	NC	0	8
Economically Disadvantaged	68	175	26256				506	491	509	15	29	14	28	33	24	48	33	51	10	5	11
Non-Economically Disadvantaged	29	724	48965				502	510	528	24	14	5	24	21	13	41	54	58	12	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	89	863	73654	92	96	99	506	512	530	25	18	9	18	21	13	55	59	70	2	2	7
All Students (Prior Year)	65	612	68592	NA	NA	NA	522	530	542	20	13	9	23	15	12	37	59	63	20	13	16
Female	50	403	36239	93	96	99	516	517	537	17	15	7	20	20	11	60	60	72	3	4	10
Male	39	458	37301	91	95	98	495	507	523	36	20	12	16	21	15	48	58	68	0	1	5
African American	NC	76	3488	NC	96	94	NC	510	515	NC	21	16	NC	21	18	NC	54	62	NC	4	4
Hispanic	67	394	28348	91	96	96	507	501	520	24	26	13	15	22	17	61	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	--	13	4947	--	108	111	--	496	507	--	25	22	--	25	22	--	50	53	--	0	3
White	11	349	33924	85	91	96	502	521	537	36	11	5	18	19	10	36	66	75	9	4	9
Students with Disabilities	NC	59	7306	NC	61	90	NC	505	506	NC	0	24	NC	0	20	NC	100	52	NC	0	4
Students without Disabilities	81	804	66348	103	100	100	506	512	531	25	18	8	18	21	13	55	59	71	2	2	8
Limited English Proficient Students	30	155	16422	86	87	109	NA	482	495	NA	38	30	NA	26	27	NA	36	43	NA	0	0
Migrant Students	NC	24	849				NC	466	511	NC	67	19	NC	7	22	NC	27	56	NC	0	4
Economically Disadvantaged	63	169	25711				509	492	514	24	33	16	16	23	19	61	44	61	0	0	3
Non-Economically Disadvantaged	26	694	47943				500	516	535	29	15	7	24	20	11	41	62	74	6	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	108	855	76230	103	105	101	454	470	498	43	26	12	40	47	38	10	11	12	6	17	37
All Students (Prior Year)	81	633	72888	NA	NA	NA	487	475	494	10	23	14	53	42	40	15	12	12	22	24	34
Female	60	419	37247	100	104	100	449	472	500	49	21	11	40	52	40	6	11	13	6	15	37
Male	48	429	38725	107	104	101	460	468	497	38	30	14	41	42	37	16	10	12	6	18	37
African American	NC	68	3594	NC	94	96	NC	469	476	NC	24	22	NC	47	46	NC	13	11	NC	16	21
Hispanic	81	348	28100	99	99	98	453	459	482	43	34	18	43	49	47	10	7	11	5	9	24
Asian/Pacific Islander	NC	14	1447	NC	108	95	NC	493	527	NC	14	5	NC	36	26	NC	36	11	NC	14	58
American Indian/Alaskan Native	--	NC	5292	--	NC	113	--	NC	463	--	NC	31	--	NC	47	--	NC	8	--	NC	14
White	16	369	35389	107	99	96	465	483	514	31	14	6	50	50	32	13	14	14	6	23	48
Students with Disabilities	13	72	9022	93	73	105	453	451	465	67	40	31	0	47	43	33	7	8	0	7	17
Students without Disabilities	95	783	67208	104	109	100	454	470	500	42	26	12	42	47	38	9	11	12	6	17	38
Limited English Proficient Students	50	166	14826	114	101	113	432	443	460	62	45	31	31	46	51	0	3	8	8	6	10
Migrant Students	NC	13	837				NC	459	478	NC	38	19	NC	38	51	NC	13	8	NC	13	21
Economically Disadvantaged	75	173	25037				451	450	477	44	40	21	44	48	47	8	6	11	4	7	21
Non-Economically Disadvantaged	33	682	51193				462	474	507	42	23	9	32	47	35	16	12	13	11	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	108	847	76202	103	104	101	493	499	505	41	28	19	27	28	24	27	37	46	6	7	11
All Students (Prior Year)	77	624	72779	NA	NA	NA	485	494	505	47	34	21	22	21	20	29	37	43	2	7	15
Female	60	415	37231	100	103	100	491	500	507	35	22	16	38	31	24	18	40	48	9	7	13
Male	48	426	38718	107	103	101	495	498	503	47	34	22	13	26	24	37	33	44	3	6	10
African American	NC	69	3600	NC	96	97	NC	494	497	NC	27	28	NC	35	29	NC	37	39	NC	2	5
Hispanic	82	345	28090	100	98	98	488	491	497	49	38	28	23	32	30	21	27	37	8	4	5
Asian/Pacific Islander	NC	14	1443	NC	108	95	NC	516	515	NC	0	9	NC	43	19	NC	50	53	NC	7	19
American Indian/Alaskan Native	--	NC	5311	--	NC	113	--	NC	491	--	NC	38	--	NC	31	--	NC	28	--	NC	3
White	16	363	35371	107	98	96	497	505	512	19	19	10	38	26	20	44	45	54	0	10	16
Students with Disabilities	14	75	9097	100	77	106	523	489	493	0	38	39	0	38	27	100	25	29	0	0	5
Students without Disabilities	94	772	67105	103	108	100	492	499	506	41	28	18	27	28	24	25	37	47	6	7	12
Limited English Proficient Students	50	163	14780	114	99	113	480	483	486	77	59	50	8	27	32	8	11	18	8	3	1
Migrant Students	NC	12	832				NC	493	492	NC	43	36	NC	14	31	NC	43	31	NC	0	3
Economically Disadvantaged	76	171	24961				490	489	495	39	42	32	35	33	30	24	21	34	2	3	4
Non-Economically Disadvantaged	32	676	51241				502	501	509	44	25	14	6	28	22	33	40	51	17	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	102	812	74692	97	100	99	472	482	502	38	29	18	30	32	27	30	36	47	2	3	8
All Students (Prior Year)	74	609	70710	NA	NA	NA	465	488	512	47	30	17	31	28	26	16	34	42	5	8	16
Female	57	406	36710	95	100	99	472	491	509	35	21	14	39	34	26	23	41	50	3	4	10
Male	45	401	37742	100	97	98	471	473	495	41	36	22	21	31	28	38	31	44	0	2	6
African American	NC	68	3516	NC	94	94	NC	483	487	NC	22	26	NC	39	31	NC	37	39	NC	2	4
Hispanic	79	337	27492	96	96	96	464	467	486	45	41	27	32	33	32	24	25	38	0	2	4
Asian/Pacific Islander	NC	14	1428	NC	108	94	NC	501	528	NC	7	8	NC	57	20	NC	21	54	NC	14	18
American Indian/Alaskan Native	--	NC	5166	--	NC	110	--	NC	470	--	NC	39	--	NC	32	--	NC	27	--	NC	2
White	14	357	34785	93	96	94	487	494	517	21	19	10	36	32	23	43	46	56	0	3	11
Students with Disabilities	12	72	8428	86	73	98	500	452	472	0	50	38	0	38	30	100	13	29	0	0	3
Students without Disabilities	90	740	66264	99	103	99	471	482	503	39	29	17	31	32	27	29	37	48	2	3	8
Limited English Proficient Students	48	161	14363	109	98	109	436	444	459	67	61	47	25	33	34	8	6	19	0	0	1
Migrant Students	NC	12	814				NC	476	475	NC	29	33	NC	29	37	NC	43	27	NC	0	2
Economically Disadvantaged	72	163	24507				473	462	480	35	44	31	33	33	33	30	21	33	2	2	3
Non-Economically Disadvantaged	30	649	50185				468	486	511	47	26	13	24	32	24	29	39	53	0	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	81	651	71167	101	99	99	423	441	463	79	57	38	19	34	41	2	8	14	0	1	7
All Students (Prior Year)	73	519	66213	NA	NA	NA	424	434	459	74	58	39	24	35	40	2	5	14	0	2	7
Female	42	332	34825	105	100	99	429	445	462	73	53	38	24	38	42	3	8	14	0	1	6
Male	39	313	36047	98	96	99	416	437	464	87	60	38	13	31	39	0	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	71	299	23643	97	95	97	418	430	445	81	68	53	19	28	37	0	4	8	0	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	NC	5161	NC	NC	103	NC	NC	435	NC	NC	63	NC	NC	30	NC	NC	5	NC	NC	2
White	NC	261	35245	NC	96	95	NC	455	476	NC	43	26	NC	43	45	NC	11	19	NC	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	75	598	63072	103	102	99	424	442	464	78	56	37	20	35	41	2	8	15	0	1	7
Limited English Proficient Students	36	111	10317	103	94	111	412	412	426	89	85	72	11	15	25	0	0	2	0	0	1
Migrant Students	NC	NC	614				NC	NC	440	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	3
Economically Disadvantaged	53	131	17057				419	417	440	80	80	58	20	19	34	0	1	6	0	0	2
Non-Economically Disadvantaged	28	520	54110				430	447	468	78	52	33	17	38	43	4	9	16	0	2	8

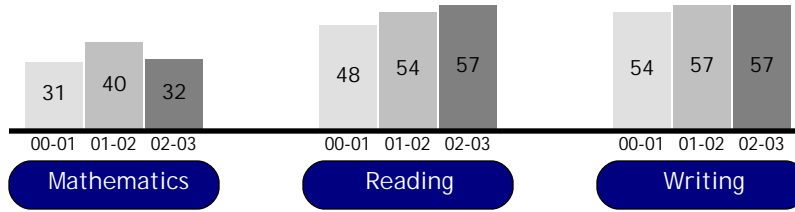
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	648	71100	103	99	99	473	487	502	42	35	25	33	26	21	25	33	40	0	7	15
All Students (Prior Year)	73	519	66144	NA	NA	NA	473	492	504	52	34	24	22	24	20	24	32	40	2	10	16
Female	43	332	34801	108	100	99	479	493	505	39	28	21	30	29	22	30	35	42	0	8	15
Male	39	314	36010	98	97	99	466	480	499	44	43	28	37	23	20	19	29	38	0	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	72	300	23630	99	96	96	469	476	485	46	44	37	33	28	25	21	25	32	0	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	NC	260	35198	NC	95	95	NC	498	515	NC	23	15	NC	27	18	NC	39	47	NC	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	76	588	62979	104	101	99	473	487	503	42	34	23	33	26	21	25	33	41	0	7	15
Limited English Proficient Students	37	112	10304	106	95	110	457	456	462	70	73	63	25	20	23	5	7	13	0	0	1
Migrant Students	NC	NC	623				NC	NC	475	NC	NC	45	NC	NC	27	NC	NC	25	NC	NC	3
Economically Disadvantaged	53	130	17040				475	467	483	42	53	40	31	30	25	28	16	29	0	1	6
Non-Economically Disadvantaged	29	518	54060				469	492	507	42	30	20	38	25	20	21	36	43	0	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	77	630	69001	96	96	96	455	473	490	52	28	17	32	44	37	17	28	45	0	0	1
All Students (Prior Year)	68	490	63579	NA	NA	NA	464	477	493	33	25	15	55	49	42	12	26	41	0	0	2
Female	39	327	34086	98	98	97	464	482	496	45	21	13	29	42	36	26	36	51	0	0	1
Male	38	298	34644	95	92	95	445	463	484	59	35	22	34	46	39	7	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	67	289	22656	92	92	92	452	464	476	57	39	27	25	39	43	18	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	NC	255	34501	NC	93	93	NC	483	500	NC	16	10	NC	47	34	NC	36	55	NC	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	71	573	61615	97	98	97	457	474	491	48	27	16	34	44	37	18	29	45	0	0	1
Limited English Proficient Students	35	110	9662	100	93	104	441	440	454	74	67	51	21	30	40	5	4	9	0	0	0
Migrant Students	NC	NC	590				NC	NC	466	NC	NC	35	NC	NC	43	NC	NC	22	NC	NC	0
Economically Disadvantaged	52	125	16383				454	449	472	53	54	30	30	35	43	18	11	26	0	0	0
Non-Economically Disadvantaged	25	505	52618				456	479	494	50	22	14	35	45	36	15	32	49	0	0	1

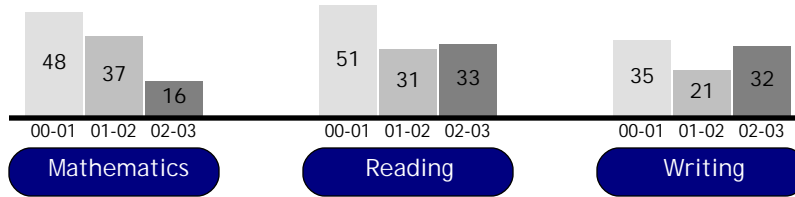
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

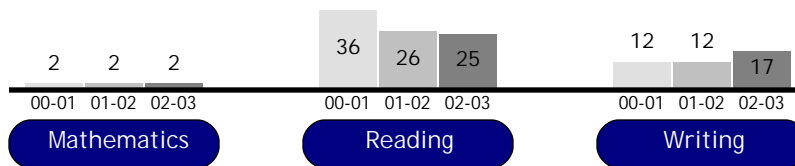
3rd Grade Proficiency



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	84	34	43	53	93	30	32	44	85	35	42	50
	Language	86	36	36	45	93	27	27	39	100	18	33	43
	Mathematics	91	29	44	56	93	23	40	52	99	19	37	57
3	Reading	81	28	41	50	93	30	38	43	96	28	35	47
	Language	89	33	50	55	93	36	47	50	98	42	42	54
	Mathematics	91	22	41	53	93	32	42	50	92	29	39	54
4	Reading	69	30	47	55	97	18	36	47	95	38	43	52
	Language	73	26	44	50	97	22	37	45	100	39	42	48
	Mathematics	76	29	52	56	97	25	41	52	100	41	46	57
5	Reading	80	34	42	51	90	20	36	46	96	23	40	50
	Language	81	30	36	46	91	19	33	43	100	19	34	46
	Mathematics	80	36	46	56	88	59	46	54	99	27	43	57
6	Reading	91	21	38	54	93	26	40	49	87	25	40	53
	Language	91	15	30	46	93	21	32	42	98	20	34	45
	Mathematics	91	23	44	61	93	40	48	58	98	21	47	62
7	Reading	94	28	37	53	96	21	35	48	100	30	42	51
	Language	94	31	42	55	96	22	35	51	100	30	47	54
	Mathematics	94	39	39	57	96	29	40	54	98	31	45	58
8	Reading	93	34	40	55	94	20	36	49	99	29	41	53
	Language	92	28	34	50	94	19	33	46	100	23	35	49
	Mathematics	93	39	43	57	94	37	40	54	99	29	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

Surprise School has selected the Effective Schools philosophy and the seven correlates. One of the correlates focuses on creating a safe and orderly environment. We believe that a safe and orderly environment is necessary for all children to learn.

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	David Dumon	(623) 876-7400
Transportation Policy	Durham	(623) 876-7030
Community Resources	Lynn Miller	(623) 876-7400
School Nutrition Programs	Michael Lozano	(623) 876-7075
Parent Organization	Carol Hickman	(623) 876-7400
Student Health/Nurse	Sandra Giles	(623) 876-7404

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