

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS¹

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mr. Lance Chebultz
 Schedule : 08:00 AM to 05:00 PM
 Grades : K-8
 2005 Enrollment : 2100
 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.

School / Academic Goals

- ü Support student expectations for success by implementing programs and strategies to address specific goals in reading, writing, and math.
- ü Continue to improve student achievement on norm-referenced, as well as performance-based assessments by analyzing data, reflect upon our teaching, and monitoring our continuous improvement plan.
- ü Institute the district's first year of an All Day Kindergarten program. We will use best practices to create an effective full day of learning for our youngest students that is developmentally appropriate and academically challenging.
- ü Continue to implement a Character Education program school wide with the assistance of our community, parents, and business relationships.

Enrollment

October 1, 2004 School Year Student Enrollment : 1059
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 20

Instructional Programs

- Ü Individual Learning Plans
- Ü Technology-based Learning
- Ü PE, Technology, Art, Drama, Music
- Ü Full 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 :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

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

School Honors

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

Award/Honor

Year

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	142	1328	79306	99	99	99	450	432	445	6	16	10	16	23	18	61	50	51	17	11	20
All Students (Prior Year)	--	1073	75509	--	99	100	--	499	521	--	21	13	--	30	23	--	33	33	--	17	31
Female	69	651	38691	99	98	99	450	430	446	8	17	10	10	24	18	69	50	52	13	9	20
Male	73	677	40583	99	99	99	450	434	445	5	15	11	20	22	18	54	49	50	21	13	21
African American	16	98	4041	100	100	99	452	433	426	8	13	17	0	19	23	75	59	50	17	9	10
Hispanic	35	563	32869	95	98	99	435	414	429	16	25	15	20	29	25	52	40	51	12	6	10
Asian/Pacific Islander	NC	20	1935	NC	100	99	NC	451	474	NC	0	3	NC	13	9	NC	87	48	NC	0	40
American Indian/Alaskan Native	--	12	4264	--	100	100	--	451	419	--	0	19	--	29	30	--	43	45	--	29	6
White	89	635	36197	99	100	99	456	448	463	3	9	5	16	17	11	61	57	53	20	17	31
Students with Disabilities	13	154	10321	100	100	100	402	386	389	36	45	30	27	20	27	36	32	34	0	3	9
Students without Disabilities	129	1174	69060	98	98	98	455	438	454	3	12	7	14	23	17	63	52	54	19	13	22
Limited English Proficient Students	11	176	15509	92	99	100	436	387	406	0	40	20	33	32	30	67	27	45	0	1	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	48	698	39415	92	95	96	444	422	431	11	22	15	16	27	25	61	44	50	13	7	10
Non-Economically Disadvantaged	94	630	39966	100	100	100	454	442	459	4	10	6	15	18	12	61	56	52	20	16	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	142	1336	79395	99	0	99	456	436	446	7	12	9	21	31	25	61	52	55	11	5	11
All Students (Prior Year)	--	1073	75492	--	99	100	--	509	519	--	17	12	--	19	16	--	46	47	--	18	24
Female	69	656	38743	99	0	100	465	438	451	8	11	7	13	29	24	60	54	57	19	6	12
Male	73	680	40618	99	0	99	450	434	440	7	12	11	28	33	27	61	50	53	5	5	9
African American	16	98	4052	100	0	100	457	441	434	8	9	11	8	25	29	83	65	54	0	1	6
Hispanic	35	568	32915	95	0	99	441	417	426	8	17	15	32	41	35	60	39	47	0	2	4
Asian/Pacific Islander	NC	20	1936	NC	0	99	NC	445	468	NC	0	3	NC	33	14	NC	67	63	NC	0	19
American Indian/Alaskan Native	--	12	4271	--	0	100	--	459	420	--	0	15	--	29	42	--	71	41	--	0	2
White	89	638	36221	99	0	99	462	453	465	7	7	4	19	22	15	57	61	63	17	9	17
Students with Disabilities	13	157	10331	100	0	100	400	389	388	36	29	25	45	45	37	18	25	34	0	1	4
Students without Disabilities	129	1179	69139	98	0	99	463	443	454	4	9	7	18	29	24	65	56	58	12	6	11
Limited English Proficient Students	11	180	15545	92	0	100	437	387	399	0	26	21	50	56	42	50	18	35	0	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	48	705	39484	92	0	96	450	425	429	13	17	14	16	38	35	63	43	47	8	3	4
Non-Economically Disadvantaged	94	631	39986	100	0	100	460	449	461	4	6	4	24	24	16	59	61	63	13	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	142	1336	78869	99	99	99	467	432	442	2	7	6	12	27	21	73	60	63	13	6	10
All Students (Prior Year)	--	1062	75053	--	98	99	--	574	597	--	10	7	--	12	12	--	72	72	--	6	9
Female	69	659	38536	99	100	99	489	445	458	0	4	4	4	24	15	73	65	67	23	8	14
Male	73	677	40302	99	99	99	451	420	428	3	9	8	18	30	26	74	57	60	5	4	7
African American	16	98	4015	100	100	99	488	451	430	0	0	8	8	24	24	67	69	61	25	7	7
Hispanic	35	566	32606	95	98	98	458	413	426	4	11	8	16	33	27	68	52	60	12	4	5
Asian/Pacific Islander	NC	20	1925	NC	100	99	NC	445	471	NC	0	3	NC	33	11	NC	60	64	NC	7	22
American Indian/Alaskan Native	--	12	4245	--	100	100	--	469	423	--	17	9	--	0	26	--	67	61	--	17	4
White	89	640	36078	99	100	99	468	447	459	1	4	4	10	22	16	79	67	66	10	7	14
Students with Disabilities	13	154	10246	100	100	100	376	353	367	18	25	18	36	47	39	45	27	40	0	1	4
Students without Disabilities	129	1182	68697	98	99	98	478	444	454	0	4	4	9	24	18	77	65	67	14	6	11
Limited English Proficient Students	11	178	15339	92	100	100	473	384	399	0	15	11	17	44	31	83	40	54	0	1	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	48	704	39106	92	96	95	463	422	427	0	9	8	13	32	28	82	55	59	5	4	5
Non-Economically Disadvantaged	94	632	39837	100	100	100	470	444	457	3	4	4	11	22	14	69	66	67	17	7	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	--	78906	99	--	99	509	--	498	9	--	13	17	--	19	51	--	48	23	--	20
All Students (Prior Year)	--	939	76019	--	100	100	--	479	499	--	22	14	--	43	39	--	13	14	--	21	33
Female	69	609	38644	100	100	99	519	487	500	5	18	12	15	22	19	56	49	49	24	10	19
Male	75	--	40236	99	--	99	499	--	497	14	--	15	19	--	19	46	--	46	22	--	20
African American	17	119	4087	100	100	99	495	479	481	14	25	20	21	21	24	43	46	45	21	8	11
Hispanic	40	530	31938	95	99	99	494	468	481	13	29	19	19	26	25	55	40	46	13	5	10
Asian/Pacific Islander	NC	34	1805	NC	100	98	NC	511	536	NC	6	5	NC	19	8	NC	56	45	NC	19	42
American Indian/Alaskan Native	NC	--	4593	NC	--	100	NC	--	467	NC	--	26	NC	--	29	NC	--	39	NC	--	6
White	80	606	36483	100	100	99	520	496	517	8	11	7	12	21	13	52	53	51	29	15	30
Students with Disabilities	18	--	10664	95	--	100	434	--	430	57	--	42	36	--	27	7	--	26	0	--	5
Students without Disabilities	126	1153	68310	100	99	98	519	492	509	3	15	9	14	23	18	57	51	51	26	11	22
Limited English Proficient Students	NC	133	12573	NC	100	100	NC	437	454	NC	45	27	NC	29	30	NC	25	38	NC	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	52	706	38679	95	98	96	509	473	483	10	27	20	20	26	25	41	40	45	29	7	10
Non-Economically Disadvantaged	92	--	40295	100	--	100	509	--	513	9	--	7	16	--	13	56	--	50	19	--	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	--	78908	99	--	99	501	--	484	9	--	10	13	--	23	62	--	58	16	--	9
All Students (Prior Year)	--	941	76020	--	100	100	--	498	503	--	33	25	--	21	23	--	38	40	--	7	12
Female	69	610	38648	100	0	99	513	482	489	3	12	8	10	23	22	69	59	61	17	6	10
Male	75	--	40233	99	--	99	489	--	479	15	--	12	15	--	25	54	--	55	15	--	8
African American	17	119	4092	100	0	99	485	477	473	14	9	12	7	30	28	71	57	54	7	3	5
Hispanic	40	530	31940	95	0	99	488	460	465	10	22	16	29	31	32	45	44	49	16	3	3
Asian/Pacific Islander	NC	34	1805	NC	0	98	NC	483	507	NC	9	4	NC	16	13	NC	72	65	NC	3	18
American Indian/Alaskan Native	NC	--	4569	NC	--	100	NC	--	457	NC	--	18	NC	--	39	NC	--	41	NC	--	2
White	80	606	36502	100	0	99	513	489	502	9	9	4	5	20	14	67	62	67	20	9	15
Students with Disabilities	18	--	10665	95	--	100	419	--	423	57	--	30	43	--	36	0	--	31	0	--	2
Students without Disabilities	126	1153	68312	100	0	98	512	483	493	3	10	7	9	24	21	70	59	62	18	7	10
Limited English Proficient Students	NC	133	12556	NC	0	100	NC	427	436	NC	38	24	NC	39	40	NC	22	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	52	704	38662	95	0	96	488	465	468	10	19	16	22	30	32	56	47	49	12	3	3
Non-Economically Disadvantaged	92	--	40315	100	--	100	508	--	498	9	--	5	8	--	15	65	--	66	18	--	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	144	--	78750	99	--	99	513	--	500	5	--	6	20	--	29	74	--	63	1	--	2
All Students (Prior Year)	--	936	75673	--	99	100	--	508	530	--	15	12	--	32	25	--	50	58	--	3	4
Female	69	609	38586	100	100	99	540	511	515	0	4	4	7	24	22	92	70	71	2	1	3
Male	75	--	40135	99	--	99	487	--	486	10	--	8	34	--	35	56	--	56	0	--	1
African American	17	120	4081	100	100	99	492	494	488	14	9	8	14	27	32	71	64	59	0	0	2
Hispanic	40	524	31841	95	98	99	513	481	483	0	10	8	29	37	36	71	53	55	0	0	1
Asian/Pacific Islander	NC	34	1802	NC	100	98	NC	519	533	NC	0	2	NC	22	16	NC	78	75	NC	0	7
American Indian/Alaskan Native	NC	--	4586	NC	--	100	NC	--	481	NC	--	8	NC	--	37	NC	--	54	NC	--	1
White	80	608	36440	100	100	99	516	502	516	6	6	3	17	28	22	76	66	71	2	1	4
Students with Disabilities	18	--	10622	95	--	100	397	--	415	43	--	21	36	--	50	21	--	28	0	--	1
Students without Disabilities	126	1149	68196	100	99	98	529	505	513	0	4	3	18	28	25	81	67	69	1	1	3
Limited English Proficient Students	NC	131	12504	NC	100	100	NC	436	451	NC	21	12	NC	42	44	NC	37	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	52	702	38558	95	97	96	498	479	485	5	10	8	32	38	37	63	52	54	0	0	1
Non-Economically Disadvantaged	92	--	40260	100	--	100	521	--	514	5	--	3	14	--	21	79	--	72	1	--	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	--	78250	98	--	99	544	--	548	23	--	21	26	--	18	40	--	48	11	--	13
All Students (Prior Year)	--	833	75001	--	100	99	--	449	468	--	50	37	--	36	36	--	11	16	--	3	10
Female	43	529	38071	98	100	99	539	537	549	22	26	20	34	25	19	34	43	49	9	6	12
Male	55	--	40126	98	--	99	547	--	547	24	--	23	20	--	17	44	--	46	12	--	14
African American	NC	102	4058	NC	100	99	NC	533	523	NC	30	32	NC	27	22	NC	35	41	NC	8	5
Hispanic	20	422	29129	91	99	99	536	517	527	23	41	32	23	25	23	54	33	40	0	2	6
Asian/Pacific Islander	NC	31	1747	NC	97	100	NC	563	589	NC	21	9	NC	13	9	NC	50	50	NC	17	32
American Indian/Alaskan Native	--	15	4996	--	100	100	--	538	518	--	22	36	--	33	25	--	33	36	--	11	4
White	67	--	38320	100	--	99	543	--	568	22	--	12	28	--	14	41	--	55	9	--	19
Students with Disabilities	14	104	9329	88	100	100	494	475	454	75	72	64	17	17	18	8	10	16	0	0	2
Students without Disabilities	84	--	68996	100	--	99	553	--	561	13	--	16	28	--	18	46	--	52	13	--	14
Limited English Proficient Students	NC	110	10133	NC	100	100	NC	487	488	NC	59	45	NC	25	25	NC	15	28	NC	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	32	562	33388	86	97	94	533	522	530	27	37	32	23	25	22	50	35	40	0	3	5
Non-Economically Disadvantaged	66	--	44937	100	--	100	549	--	561	21	--	13	28	--	15	34	--	54	17	--	18

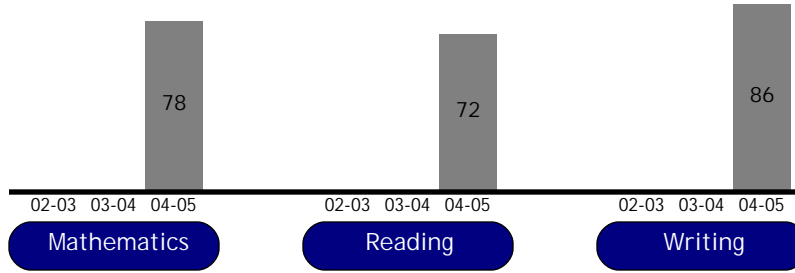
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	--	78302	98	--	99	520	--	512	5	--	11	33	--	25	53	--	57	8	--	7
All Students (Prior Year)	--	831	74918	--	99	99	--	487	497	--	38	32	--	19	19	--	33	35	--	10	15
Female	43	530	38082	98	0	99	531	508	518	3	11	8	31	32	24	53	54	61	13	3	7
Male	55	--	40166	98	--	99	511	--	507	7	--	14	34	--	26	54	--	54	5	--	6
African American	NC	102	4064	NC	0	100	NC	512	498	NC	11	14	NC	31	29	NC	51	54	NC	7	3
Hispanic	20	427	29152	91	0	99	514	488	492	8	18	17	31	42	34	54	39	46	8	1	2
Asian/Pacific Islander	NC	31	1746	NC	0	100	NC	541	542	NC	0	5	NC	21	13	NC	63	66	NC	17	16
American Indian/Alaskan Native	--	15	4993	--	0	100	--	509	484	--	11	19	--	33	38	--	44	42	--	11	1
White	67	--	38347	100	--	99	518	--	531	4	--	5	37	--	17	56	--	68	4	--	10
Students with Disabilities	14	105	9353	88	0	100	459	447	429	17	48	40	75	34	38	8	19	22	0	0	1
Students without Disabilities	84	--	69024	100	--	99	532	--	524	3	--	7	25	--	23	62	--	62	10	--	7
Limited English Proficient Students	NC	110	10140	NC	0	100	NC	456	451	NC	31	28	NC	55	43	NC	15	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	32	564	33398	86	0	94	511	493	495	8	17	18	38	39	35	50	42	46	4	2	2
Non-Economically Disadvantaged	66	--	44979	100	--	100	525	--	525	4	--	6	30	--	18	55	--	66	11	--	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	--	78094	98	--	99	561	--	545	3	--	3	11	--	18	82	--	77	4	--	2
All Students (Prior Year)	--	828	74503	--	99	99	--	486	491	--	9	9	--	33	32	--	52	51	--	6	8
Female	43	530	38025	98	100	99	583	552	558	0	2	2	9	17	13	81	80	82	9	1	2
Male	55	--	40013	98	--	99	544	--	534	5	--	5	12	--	23	83	--	71	0	--	1
African American	NC	102	4037	NC	100	99	NC	553	532	NC	4	4	NC	15	22	NC	79	73	NC	1	1
Hispanic	20	422	29068	91	99	99	551	528	523	0	4	5	15	27	27	85	69	67	0	0	1
Asian/Pacific Islander	NC	31	1743	NC	97	100	NC	574	577	NC	0	2	NC	21	9	NC	75	82	NC	4	8
American Indian/Alaskan Native	--	15	4981	--	100	100	--	520	526	--	0	4	--	44	25	--	56	70	--	0	0
White	67	--	38265	100	--	99	564	--	564	2	--	2	11	--	11	83	--	84	4	--	3
Students with Disabilities	14	103	9275	88	100	100	480	465	444	17	14	14	42	51	46	42	35	39	0	0	1
Students without Disabilities	84	--	68892	100	--	98	577	--	559	0	--	2	5	--	14	90	--	82	5	--	2
Limited English Proficient Students	NC	106	10084	NC	98	100	NC	490	474	NC	6	10	NC	47	39	NC	47	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	32	560	33296	86	97	94	551	532	527	4	4	5	15	27	27	81	69	67	0	0	0
Non-Economically Disadvantaged	66	--	44871	100	--	100	567	--	559	2	--	2	9	--	12	83	--	84	6	--	3

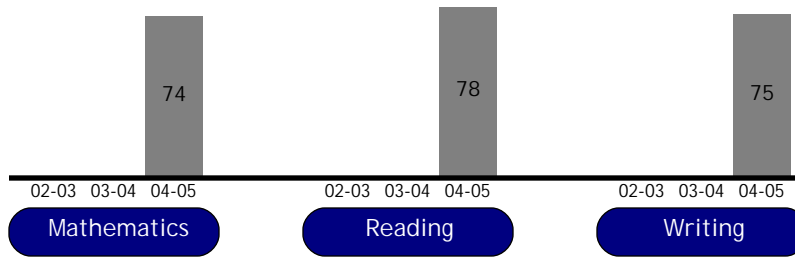
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

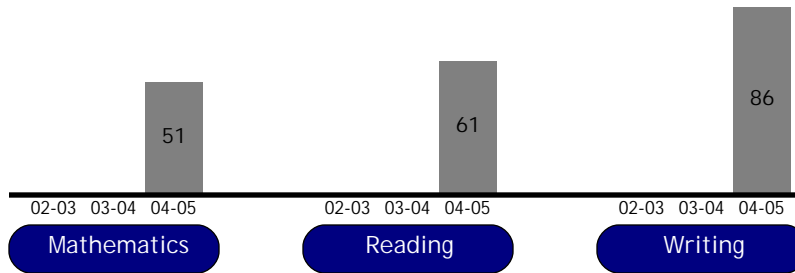
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

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

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School Safety
- Ü Character Education Programs
- Ü Evaluating Instructional Programs
- Ü Selecting Yearly SBC goals
- Ü Extra Curricular Student Services
- Ü Long Range School Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	46.00
Other Professional Staff	5.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	43
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Hightly Qualified Teachers	18%

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 Runners Club
- Ü Art Clubs
- Ü Gymnastics
- Ü District Middle School Sports
- Ü Academic Enrichment Clubs

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü School Link before and after school care
- Ü Health Services
- Ü School Psychologist
- Ü City sponsored clubs, and sports

School Achievements/Accomplishments 2004-05

- ü Marley Park opened its doors to 900 students in August 04 and finished the year with an enrollment of over 1250 students.

- ü AIMS / Terra Nova scores from Marley Park helped raise the District's percentile over all previous years.

- ü Teachers worked in Effective School Correlates to implement many positive programs in the areas of: Student Achievement, Home / School Relations, Campus Safety, and the setting of High Academic Standards.

- ü Marley Park teachers were trained in the areas of: Data Driven Decision Making, Unwrapping the Standards, and Power Standards to continually improve student achievement.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	37	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

The Dysart Unified School District has a 24 hour "Bullying Hotline". See dysart.org for many Safe School tips!

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

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.

The Arizona Department of Education does not audit the information submitted by each school.

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	Southwest	(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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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