



Tom Horne, Superintendent  
of Public Instruction

# ARIZONA DISTRICT REPORT CARD 2005-06

## Palo Verde Elementary District

10700 S Palo Verde Rd, Palo Verde, AZ 85343-

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.

**No Child Left Behind**

**Adequate Yearly Progress**<sup>1</sup>

2004-05	Met
2003-04	Met
2002-03	Met

### Current Administrator <sup>2</sup>

Title: Superintendent

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Name: Mrs. Robin Berry

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## District At A Glance

### Enrollment <sup>3</sup>

	State	District
2004-2005 Student Enrollment	1,037,655	375

### Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	3	0	0	0
7 to 9 years	2	1	0	0
10 or more years	2	4	0	0

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification	5%
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	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	5%	N/A	5%	N/A

N/A =Data not available

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

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	49	79306	96	99	446	445	5	10	17	18	73	51	5	20
All Students (03-04)	29	75509	97	100	558	521	6	13	18	23	18	33	59	31
Female (04-05)	22	38691	96	99	440	446	11	10	16	18	68	52	5	20
Female (03-04)	14	37013	93	100	567	522	11	12	11	24	11	33	67	31
Male (04-05)	27	40583	96	99	452	445	0	11	18	18	77	50	5	21
Male (03-04)	15	38430	100	99	549	521	0	14	25	22	25	33	50	31
African American (04-05)	NC	4041	NC	99	NC	426	NC	17	NC	23	NC	50	NC	10
African American (03-04)	NC	3660	NC	99	NC	496	NC	24	NC	31	NC	28	NC	18
Hispanic (04-05)	21	32869	95	99	432	429	0	15	25	25	75	51	0	10
Hispanic (03-04)	15	30486	94	99	491	505	0	18	67	29	33	32	0	21
Asian/Pacific Islander (04-05)	--	1935	--	99	--	474	--	3	--	9	--	48	--	40
Asian/Pacific Islander (03-04)	NC	1780	NC	98	NC	549	NC	5	NC	13	NC	33	NC	50
American Indian/Alaskan Native (04-05)	--	4264	--	100	--	419	--	19	--	30	--	45	--	6
American Indian/Alaskan Native (03-04)	--	4075	--	100	--	486	--	28	--	34	--	26	--	12
White (04-05)	24	36197	96	99	457	463	9	5	13	11	70	53	9	31
White (03-04)	12	35192	100	99	580	534	0	8	8	19	17	35	75	39
Students with Disabilities (04-05)	NC	10321	NC	100	NC	389	NC	30	NC	27	NC	34	NC	9
Students with Disabilities (03-04)	NC	9708	NC	100	NC	489	NC	32	NC	27	NC	24	NC	17
Students without Disabilities (04-05)	41	69060	93	98	447	454	6	7	14	17	74	54	6	22
Students without Disabilities (03-04)	26	65801	100	98	559	525	6	11	19	23	19	34	56	33
Limited English Proficient Students (04-05)	NC	15509	NC	100	NC	406	NC	20	NC	30	NC	45	NC	5
Limited English Proficient Students (03-04)	13	16928	87	100	476	485	0	29	100	33	0	26	0	12
Migrant Students (04-05)	--	118	--	NA	--	419	--	25	--	21	--	50	--	3
Migrant Students (03-04)	NC	750	NC	NA	NC	499	NC	21	NC	29	NC	30	NC	20
Economically Disadvantaged (04-05)	30	39415	94	96	437	431	8	15	21	25	67	50	4	10
Economically Disadvantaged (03-04)	20	36411	NA	NA	543	503	0	19	25	29	25	32	50	20
Non-Economically Disadvantaged (04-05)	19	39966	100	100	459	459	0	6	12	12	82	52	6	30
Non-Economically Disadvantaged (03-04)	NC	39040	NC	NA	NC	534	NC	8	NC	19	NC	34	NC	39

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	49	79395	0	99	450	446	7	9	27	25	54	55	12	11
All Students (03-04)	29	75492	97	100	538	519	6	12	18	16	41	47	35	24
Female (04-05)	23	38691	0	100	439	451	15	7	25	24	55	57	5	12
Female (03-04)	14	37014	93	100	536	523	0	10	22	15	33	48	44	27
Male (04-05)	26	40618	0	99	460	440	0	11	29	27	52	53	19	9
Male (03-04)	15	38400	100	99	540	516	13	14	13	17	50	47	25	21
African American (04-05)	NC	4052	NC	100	NC	434	NC	11	NC	29	NC	54	NC	6
African American (03-04)	NC	3665	NC	99	NC	505	NC	20	NC	22	NC	43	NC	14
Hispanic (04-05)	21	32915	0	99	430	426	0	15	44	35	56	47	0	4
Hispanic (03-04)	15	30438	94	99	493	508	0	17	67	21	33	47	0	15
Asian/Pacific Islander (04-05)	--	1936	--	99	--	468	--	3	--	14	--	63	--	19
Asian/Pacific Islander (03-04)	NC	1773	NC	98	NC	534	NC	4	NC	10	NC	50	NC	36
American Indian/Alaskan Native (04-05)	--	4271	--	100	--	420	--	15	--	42	--	41	--	2
American Indian/Alaskan Native (03-04)	--	4081	--	100	--	498	--	25	--	26	--	40	--	8
White (04-05)	24	36221	0	99	461	465	13	4	17	15	48	63	22	17
White (03-04)	12	35177	100	99	553	528	8	8	0	13	42	49	50	31
Students with Disabilities (04-05)	NC	10331	NC	100	NC	388	NC	25	NC	37	NC	34	NC	4
Students with Disabilities (03-04)	NC	9707	NC	100	NC	495	NC	33	NC	21	NC	33	NC	13
Students without Disabilities (04-05)	41	69139	0	99	451	454	6	7	29	24	51	58	14	11
Students without Disabilities (03-04)	26	65785	100	98	538	522	6	10	19	16	38	49	38	26
Limited English Proficient Students (04-05)	NC	15545	NC	100	NC	399	NC	21	NC	42	NC	35	NC	1
Limited English Proficient Students (03-04)	13	16905	87	100	487	489	0	34	100	28	0	32	0	6
Migrant Students (04-05)	--	120	--	NA	--	414	--	20	--	45	--	35	--	0
Migrant Students (03-04)	NC	763	NC	NA	NC	499	NC	21	NC	30	NC	40	NC	8
Economically Disadvantaged (04-05)	30	39484	0	96	435	429	8	14	33	35	54	47	4	4
Economically Disadvantaged (03-04)	20	36302	NA	NA	513	507	0	18	25	21	75	46	0	14
Non-Economically Disadvantaged (04-05)	19	39986	0	100	470	461	6	4	18	16	53	63	24	17
Non-Economically Disadvantaged (03-04)	NC	39164	NC	NA	NC	528	NC	8	NC	13	NC	48	NC	31

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	50	78869	98	99	450	442	0	6	19	21	79	63	2	10
All Students (03-04)	29	75053	97	99	576	597	6	7	18	12	76	72	0	9
Female (04-05)	23	38536	100	99	453	458	0	4	20	15	80	67	0	14
Female (03-04)	14	36872	93	99	580	621	0	5	33	9	67	74	0	12
Male (04-05)	27	40302	96	99	447	428	0	8	18	26	77	60	5	7
Male (03-04)	15	38109	100	99	571	573	13	10	0	14	88	69	0	6
African American (04-05)	NC	4015	NC	99	NC	430	NC	8	NC	24	NC	61	NC	7
African American (03-04)	NC	3636	NC	99	NC	568	NC	12	NC	16	NC	67	NC	6
Hispanic (04-05)	21	32606	95	98	443	426	0	8	25	27	75	60	0	5
Hispanic (03-04)	15	30235	94	98	509	575	0	9	33	14	67	70	0	6
Asian/Pacific Islander (04-05)	--	1925	--	99	--	471	--	3	--	11	--	64	--	22
Asian/Pacific Islander (03-04)	NC	1768	NC	98	NC	651	NC	3	NC	5	NC	72	NC	19
American Indian/Alaskan Native (04-05)	--	4245	--	100	--	423	--	9	--	26	--	61	--	4
American Indian/Alaskan Native (03-04)	--	4044	--	99	--	550	--	13	--	17	--	66	--	4
White (04-05)	25	36078	100	99	454	459	0	4	17	16	79	66	4	14
White (03-04)	12	35028	100	99	611	613	8	6	0	10	92	73	0	11
Students with Disabilities (04-05)	NC	10246	NC	100	NC	367	NC	18	NC	39	NC	40	NC	4
Students with Disabilities (03-04)	NC	9625	NC	100	NC	530	NC	21	NC	21	NC	55	NC	4
Students without Disabilities (04-05)	42	68697	95	98	450	454	0	4	19	18	78	67	3	11
Students without Disabilities (03-04)	26	65428	100	98	579	604	6	6	19	11	75	73	0	10
Limited English Proficient Students (04-05)	NC	15339	NC	100	NC	399	NC	11	NC	31	NC	54	NC	3
Limited English Proficient Students (03-04)	13	16765	87	100	468	525	0	17	100	20	0	60	0	2
Migrant Students (04-05)	--	119	--	NA	--	402	--	16	--	30	--	53	--	1
Migrant Students (03-04)	NC	752	NC	NA	NC	562	NC	9	NC	18	NC	68	NC	5
Economically Disadvantaged (04-05)	30	39106	94	95	446	427	0	8	21	28	79	59	0	5
Economically Disadvantaged (03-04)	20	36077	NA	NA	554	566	0	10	25	16	75	69	0	5
Non-Economically Disadvantaged (04-05)	20	39837	100	100	456	457	0	4	17	14	78	67	6	15
Non-Economically Disadvantaged (03-04)	NC	38950	NC	NA	NC	618	NC	5	NC	9	NC	73	NC	12

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	43	78906	100	99	474	498	13	13	47	19	38	48	3	20
All Students (03-04)	39	76019	98	100	490	499	10	14	45	39	26	14	19	33
Female (04-05)	20	38644	100	99	469	500	19	12	50	19	25	49	6	19
Female (03-04)	23	37207	100	100	492	499	10	12	40	41	30	14	20	33
Male (04-05)	23	40236	100	99	478	497	6	15	44	19	50	46	0	20
Male (03-04)	16	38677	94	100	487	498	9	15	55	38	18	13	18	34
African American (04-05)	NC	4087	NC	99	NC	481	NC	20	NC	24	NC	45	NC	11
African American (03-04)	--	3817	--	100	--	475	--	23	--	47	--	11	--	18
Hispanic (04-05)	15	31938	100	99	471	481	9	19	36	25	55	46	0	10
Hispanic (03-04)	21	29458	100	100	472	480	14	20	64	48	14	12	7	20
Asian/Pacific Islander (04-05)	--	1805	--	98	--	536	--	5	--	8	--	45	--	42
Asian/Pacific Islander (03-04)	--	1673	--	99	--	531	--	4	--	29	--	14	--	53
American Indian/Alaskan Native (04-05)	NC	4593	NC	100	NC	467	NC	26	NC	29	NC	39	NC	6
American Indian/Alaskan Native (03-04)	--	4735	--	100	--	466	--	28	--	49	--	10	--	13
White (04-05)	22	36483	100	99	476	517	11	7	58	13	26	51	5	30
White (03-04)	18	35880	95	100	506	515	6	7	29	32	35	16	29	45
Students with Disabilities (04-05)	NC	10664	NC	100	NC	430	NC	42	NC	27	NC	26	NC	5
Students with Disabilities (03-04)	NC	9786	NC	100	NC	457	NC	39	NC	40	NC	7	NC	13
Students without Disabilities (04-05)	37	68310	100	98	479	509	8	9	46	18	42	51	4	22
Students without Disabilities (03-04)	34	66233	94	99	489	503	10	11	48	39	24	14	17	35
Limited English Proficient Students (04-05)	NC	12573	NC	100	NC	454	NC	27	NC	30	NC	38	NC	5
Limited English Proficient Students (03-04)	13	15206	100	100	454	459	14	31	86	53	0	7	0	9
Migrant Students (04-05)	--	125	--	NA	--	476	--	18	--	35	--	42	--	5
Migrant Students (03-04)	NC	745	NC	NA	NC	473	NC	22	NC	53	NC	11	NC	15
Economically Disadvantaged (04-05)	34	38679	97	96	471	483	12	20	48	25	40	45	0	10
Economically Disadvantaged (03-04)	30	35714	NA	NA	489	480	9	20	43	47	30	12	17	20
Non-Economically Disadvantaged (04-05)	NC	40295	NC	100	NC	513	NC	7	NC	13	NC	50	NC	30
Non-Economically Disadvantaged (03-04)	NC	40266	NC	NA	NC	513	NC	9	NC	33	NC	15	NC	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	43	78908	0	99	456	484	28	10	38	23	31	58	3	9
All Students (03-04)	39	76020	98	100	493	503	42	25	19	23	35	40	3	12
Female (04-05)	20	38644	0	99	455	489	31	8	44	22	19	61	6	10
Female (03-04)	23	37213	100	100	494	504	45	22	10	23	40	42	5	13
Male (04-05)	23	40233	0	99	458	479	25	12	31	25	44	55	0	8
Male (03-04)	16	38666	94	100	492	501	36	29	36	22	27	38	0	12
African American (04-05)	NC	4092	NC	99	NC	473	NC	12	NC	28	NC	54	NC	5
African American (03-04)	--	3819	--	100	--	494	--	37	--	26	--	31	--	6
Hispanic (04-05)	15	31940	0	99	449	465	36	16	36	32	27	49	0	3
Hispanic (03-04)	21	29442	100	99	488	494	64	37	14	26	14	31	7	6
Asian/Pacific Islander (04-05)	--	1805	--	98	--	507	--	4	--	13	--	65	--	18
Asian/Pacific Islander (03-04)	--	1672	--	99	--	513	--	12	--	19	--	49	--	20
American Indian/Alaskan Native (04-05)	NC	4569	NC	100	NC	457	NC	18	NC	39	NC	41	NC	2
American Indian/Alaskan Native (03-04)	--	4735	--	100	--	489	--	48	--	25	--	24	--	3
White (04-05)	22	36502	0	99	459	502	21	4	42	14	32	67	5	15
White (03-04)	18	35890	95	100	498	511	24	15	24	20	53	48	0	18
Students with Disabilities (04-05)	NC	10665	NC	100	NC	423	NC	30	NC	36	NC	31	NC	2
Students with Disabilities (03-04)	NC	9784	NC	100	NC	485	NC	58	NC	19	NC	19	NC	4
Students without Disabilities (04-05)	37	68312	0	98	467	493	15	7	42	21	38	62	4	10
Students without Disabilities (03-04)	34	66236	94	99	492	504	45	23	21	23	31	42	3	13
Limited English Proficient Students (04-05)	NC	12556	NC	100	NC	436	NC	24	NC	40	NC	35	NC	1
Limited English Proficient Students (03-04)	13	15198	100	100	476	483	86	59	14	25	0	14	0	1
Migrant Students (04-05)	--	125	--	NA	--	457	--	22	--	40	--	38	--	0
Migrant Students (03-04)	NC	743	NC	NA	NC	488	NC	50	NC	28	NC	19	NC	3
Economically Disadvantaged (04-05)	34	38662	0	96	450	468	32	16	36	32	32	49	0	3
Economically Disadvantaged (03-04)	30	35703	NA	NA	492	494	48	37	22	26	26	31	4	6
Non-Economically Disadvantaged (04-05)	NC	40315	NC	100	NC	498	NC	5	NC	15	NC	66	NC	14
Non-Economically Disadvantaged (03-04)	NC	40274	NC	NA	NC	509	NC	17	NC	20	NC	47	NC	17

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	43	78750	100	99	492	500	3	6	44	29	53	63	0	2
All Students (03-04)	39	75673	98	100	501	530	19	12	13	25	68	58	0	4
Female (04-05)	20	38586	100	99	499	515	6	4	38	22	56	71	0	3
Female (03-04)	23	37099	100	100	551	548	5	8	10	22	85	64	0	6
Male (04-05)	23	40135	100	99	486	486	0	8	50	35	50	56	0	1
Male (03-04)	16	38441	94	99	409	513	45	16	18	29	36	52	0	3
African American (04-05)	NC	4081	NC	99	NC	488	NC	8	NC	32	NC	59	NC	2
African American (03-04)	--	3791	--	99	--	506	--	18	--	29	--	50	--	3
Hispanic (04-05)	15	31841	100	99	493	483	0	8	64	36	36	55	0	1
Hispanic (03-04)	21	29305	100	99	426	507	43	16	14	31	43	51	0	2
Asian/Pacific Islander (04-05)	--	1802	--	98	--	533	--	2	--	16	--	75	--	7
Asian/Pacific Islander (03-04)	--	1665	--	99	--	573	--	6	--	16	--	67	--	10
American Indian/Alaskan Native (04-05)	NC	4586	NC	100	NC	481	NC	8	NC	37	NC	54	NC	1
American Indian/Alaskan Native (03-04)	--	4707	--	100	--	492	--	19	--	33	--	46	--	1
White (04-05)	22	36440	100	99	495	516	5	3	32	22	63	71	0	4
White (03-04)	18	35760	95	99	562	550	0	9	12	21	88	64	0	6
Students with Disabilities (04-05)	NC	10622	NC	100	NC	415	NC	21	NC	50	NC	28	NC	1
Students with Disabilities (03-04)	NC	9706	NC	100	NC	462	NC	36	NC	32	NC	31	NC	1
Students without Disabilities (04-05)	37	68196	100	98	511	513	0	3	42	25	58	69	0	3
Students without Disabilities (03-04)	34	65967	94	99	499	536	21	10	14	25	66	60	0	5
Limited English Proficient Students (04-05)	NC	12504	NC	100	NC	451	NC	12	NC	44	NC	43	NC	1
Limited English Proficient Students (03-04)	13	15115	100	100	388	471	43	26	29	38	29	35	0	1
Migrant Students (04-05)	--	126	--	NA	--	464	--	14	--	44	--	41	--	0
Migrant Students (03-04)	NC	738	NC	NA	NC	488	NC	23	NC	33	NC	43	NC	1
Economically Disadvantaged (04-05)	34	38558	97	96	482	485	4	8	52	37	44	54	0	1
Economically Disadvantaged (03-04)	30	35541	NA	NA	475	504	26	17	13	31	61	50	0	2
Non-Economically Disadvantaged (04-05)	NC	40260	NC	100	NC	514	NC	3	NC	21	NC	72	NC	4
Non-Economically Disadvantaged (03-04)	NC	40091	NC	NA	NC	550	NC	9	NC	21	NC	64	NC	6

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	45	78250	100	99	529	548	27	21	32	18	35	48	5	13
All Students (03-04)	50	75001	100	99	460	468	44	37	40	36	14	16	2	10
Female (04-05)	21	38071	100	99	546	549	22	20	22	19	44	49	11	12
Female (03-04)	19	36846	100	99	444	468	59	36	41	38	0	16	0	10
Male (04-05)	24	40126	100	99	512	547	32	23	42	17	26	46	0	14
Male (03-04)	31	37974	100	99	471	467	35	39	38	34	23	16	4	11
African American (04-05)	NC	4058	NC	99	NC	523	NC	32	NC	22	NC	41	NC	5
African American (03-04)	NC	3720	NC	98	NC	446	NC	53	NC	33	NC	9	NC	4
Hispanic (04-05)	18	29129	95	99	520	527	29	32	36	23	36	40	0	6
Hispanic (03-04)	17	26675	100	98	449	448	62	52	23	34	15	10	0	4
Asian/Pacific Islander (04-05)	--	1747	--	100	--	589	--	9	--	9	--	50	--	32
Asian/Pacific Islander (03-04)	--	1575	--	99	--	504	--	18	--	33	--	20	--	29
American Indian/Alaskan Native (04-05)	NC	4996	NC	100	NC	518	NC	36	NC	25	NC	36	NC	4
American Indian/Alaskan Native (03-04)	NC	4731	NC	98	NC	438	NC	61	NC	30	NC	7	NC	2
White (04-05)	22	38320	100	99	535	568	28	12	22	14	44	55	6	19
White (03-04)	28	37785	100	99	473	482	27	25	54	39	15	21	4	15
Students with Disabilities (04-05)	NC	9329	NC	100	NC	454	NC	64	NC	18	NC	16	NC	2
Students with Disabilities (03-04)	NC	8802	NC	100	NC	418	NC	79	NC	16	NC	3	NC	1
Students without Disabilities (04-05)	41	68996	100	99	534	561	21	16	35	18	38	52	6	14
Students without Disabilities (03-04)	47	66199	100	99	460	472	44	34	40	38	14	17	2	11
Limited English Proficient Students (04-05)	NC	10133	NC	100	NC	488	NC	45	NC	25	NC	28	NC	2
Limited English Proficient Students (03-04)	NC	11710	NC	100	NC	429	NC	70	NC	25	NC	4	NC	1
Migrant Students (04-05)	--	83	--	NA	--	520	--	39	--	28	--	30	--	4
Migrant Students (03-04)	NC	709	NC	NA	NC	442	NC	57	NC	34	NC	7	NC	2
Economically Disadvantaged (04-05)	32	33388	100	94	521	530	27	32	35	22	38	40	0	5
Economically Disadvantaged (03-04)	31	29814	NA	NA	447	448	62	53	31	33	8	10	0	4
Non-Economically Disadvantaged (04-05)	13	44937	100	100	546	561	27	13	27	15	27	54	18	18
Non-Economically Disadvantaged (03-04)	19	45170	NA	NA	482	479	18	28	53	38	24	20	6	14

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	45	78302	0	99	490	512	16	11	43	25	41	57	0	7
All Students (03-04)	50	74918	100	99	499	497	33	32	23	19	30	35	14	15
Female (04-05)	21	38071	0	99	505	518	6	8	39	24	56	61	0	7
Female (03-04)	19	36805	100	99	489	501	35	28	29	19	29	37	6	16
Male (04-05)	24	40166	0	99	476	507	26	14	47	26	26	54	0	6
Male (03-04)	31	37936	100	99	505	493	31	35	19	18	31	33	19	14
African American (04-05)	NC	4064	NC	100	NC	498	NC	14	NC	29	NC	54	NC	3
African American (03-04)	NC	3719	NC	98	NC	481	NC	43	NC	21	NC	29	NC	7
Hispanic (04-05)	18	29152	0	99	481	492	21	17	50	34	29	46	0	2
Hispanic (03-04)	17	26645	100	98	473	478	62	46	23	20	8	27	8	6
Asian/Pacific Islander (04-05)	--	1746	--	100	--	542	--	5	--	13	--	66	--	16
Asian/Pacific Islander (03-04)	--	1571	--	99	--	521	--	18	--	15	--	38	--	30
American Indian/Alaskan Native (04-05)	NC	4993	NC	100	NC	484	NC	19	NC	38	NC	42	NC	1
American Indian/Alaskan Native (03-04)	NC	4729	NC	98	NC	468	NC	57	NC	19	NC	19	NC	4
White (04-05)	22	38347	0	99	497	531	6	5	44	17	50	68	0	10
White (03-04)	28	37773	100	99	516	511	15	20	19	18	46	41	19	21
Students with Disabilities (04-05)	NC	9353	NC	100	NC	429	NC	40	NC	38	NC	22	NC	1
Students with Disabilities (03-04)	NC	8801	NC	100	NC	448	NC	75	NC	13	NC	10	NC	2
Students without Disabilities (04-05)	41	69024	0	99	495	524	9	7	47	23	44	62	0	7
Students without Disabilities (03-04)	47	66117	100	99	499	501	33	28	23	19	30	37	14	16
Limited English Proficient Students (04-05)	NC	10140	NC	100	NC	451	NC	28	NC	43	NC	29	NC	1
Limited English Proficient Students (03-04)	NC	11706	NC	100	NC	454	NC	71	NC	16	NC	12	NC	1
Migrant Students (04-05)	--	83	--	NA	--	480	--	29	--	36	--	35	--	0
Migrant Students (03-04)	NC	706	NC	NA	NC	467	NC	55	NC	22	NC	20	NC	4
Economically Disadvantaged (04-05)	32	33398	0	94	485	495	19	18	46	35	35	46	0	2
Economically Disadvantaged (03-04)	31	29785	NA	NA	482	477	42	47	38	20	15	26	4	6
Non-Economically Disadvantaged (04-05)	13	44979	0	100	502	525	9	6	36	18	55	66	0	10
Non-Economically Disadvantaged (03-04)	19	45115	NA	NA	525	508	18	23	0	18	53	39	29	20

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	45	78094	100	99	520	545	11	3	27	18	62	77	0	2
All Students (03-04)	50	74503	100	99	482	491	5	9	42	32	51	51	2	8
Female (04-05)	21	38025	100	99	558	558	0	2	22	13	78	82	0	2
Female (03-04)	19	36686	100	99	499	506	0	5	41	29	53	57	6	9
Male (04-05)	24	40013	100	99	484	534	21	5	32	23	47	71	0	1
Male (03-04)	31	37644	100	98	472	476	8	13	42	36	50	45	0	6
African American (04-05)	NC	4037	NC	99	NC	532	NC	4	NC	22	NC	73	NC	1
African American (03-04)	NC	3677	NC	97	NC	475	NC	12	NC	36	NC	46	NC	5
Hispanic (04-05)	18	29068	95	99	510	523	14	5	29	27	57	67	0	1
Hispanic (03-04)	17	26500	100	97	452	467	8	13	54	39	31	44	8	4
Asian/Pacific Islander (04-05)	--	1743	--	100	--	577	--	2	--	9	--	82	--	8
Asian/Pacific Islander (03-04)	--	1566	--	99	--	537	--	5	--	23	--	55	--	18
American Indian/Alaskan Native (04-05)	NC	4981	NC	100	NC	526	NC	4	NC	25	NC	70	NC	0
American Indian/Alaskan Native (03-04)	NC	4695	NC	97	NC	464	NC	14	NC	39	NC	44	NC	3
White (04-05)	22	38265	100	99	531	564	6	2	28	11	67	84	0	3
White (03-04)	28	37606	100	99	498	508	4	6	35	28	62	56	0	10
Students with Disabilities (04-05)	NC	9275	NC	100	NC	444	NC	14	NC	46	NC	39	NC	1
Students with Disabilities (03-04)	NC	8662	NC	100	NC	409	NC	37	NC	42	NC	20	NC	1
Students without Disabilities (04-05)	41	68892	100	98	531	559	9	2	24	14	68	82	0	2
Students without Disabilities (03-04)	47	65841	100	98	482	499	5	7	42	32	51	53	2	8
Limited English Proficient Students (04-05)	NC	10084	NC	100	NC	474	NC	10	NC	39	NC	50	NC	1
Limited English Proficient Students (03-04)	NC	11608	NC	100	NC	430	NC	23	NC	47	NC	28	NC	1
Migrant Students (04-05)	--	81	--	NA	--	504	--	12	--	27	--	60	--	0
Migrant Students (03-04)	NC	701	NC	NA	NC	449	NC	17	NC	43	NC	38	NC	1
Economically Disadvantaged (04-05)	32	33296	100	94	507	527	15	5	27	27	58	67	0	0
Economically Disadvantaged (03-04)	31	29587	NA	NA	478	465	4	14	42	40	50	43	4	4
Non-Economically Disadvantaged (04-05)	13	44871	100	100	550	559	0	2	27	12	73	84	0	3
Non-Economically Disadvantaged (03-04)	19	44898	NA	NA	489	507	6	7	41	28	53	55	0	10

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

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

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 implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at [www.ade.az.gov/asd/nclb](http://www.ade.az.gov/asd/nclb)

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Palo Verde Elementary District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Palo Verde Elementary School	Performing	N/A	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. 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. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), 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. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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