



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

8803 W. Van Buren Street, Tolleson, AZ 85353

Tolleson Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04	N/A
2002-03	Not Evaluated
2001-02	N/A

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

### School Overview

Principal/Administrator : Mr. Armando Vasquez  
 Schedule : 7:30 AM to 4:00 PM  
 Grades : K-8  
 2004 Enrollment : 510  
 Web Address : www.tesd.k12.az.us  
 Phone Number : (623) 907-5260  
 Fax Number : (623) 907-5261  
 E-mail : avasquez@tesd.k12.az.us

### Mission

The mission of Arizona Desert Elementary School is through collaboration and cooperation of students, parents, community, and school each student will build a strong skill-based foundation that will lead to future educational success.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	N/A
2002-03	Not Evaluated
2001-02	N/A

#### School Improvement Status (b)

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

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

### School / Academic Goals

- ü Increased student achievement for all students.
- ü Develop and instill a lifelong enjoyment for reading, both for specific purpose and enjoyment.

### Enrollment

October 1, 2003 School Year Student Enrollment : 440  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 150

## Instructional Programs

- Ü Protected Reading Time
- Ü Hands-on Math and Science Programs
- Ü Cultural Awareness and Celebration
- Ü Citizenship Through Daily Activities
- Ü DIBELS Remediation Program

## Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/2/2004
Last Day of School :	6/8/2005

## Shared Responsibilities

### School

Arizona Desert Elementary school has the responsibility to openly communicate with the parents of our students regarding the academic, behavioral and social progress of the students on a regular and timely basis.

### Parents

The responsibilities of the parents of students include a partnership with the school to provide the best learning experience possible. This includes extending school learning to home activities and meeting regularly with their children's teacher.

## Transportation Policy

Arizona Desert Elementary School is dedicated to student safety. Therefore, the school transports all K-2 students within the district and requires parent pick up of all out of district students.

## School Honors

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

Award/Honor	Year
Ü Sunwise School	2003

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	47	234	75509	100	100	100	481	497	521	29	18	13	32	34	23	29	32	33	10	16	31
All Students (Prior Year)	--	219	75372	--	100	100	--	493	523	--	22	9	--	36	25	--	28	36	--	14	30
Female	22	121	37013	100	100	100	493	505	522	20	10	12	35	38	24	30	32	33	15	20	31
Male	25	113	38430	100	100	99	468	488	521	38	27	14	29	30	22	29	32	33	5	11	31
African American	NC	18	3660	NC	100	99	NC	489	496	NC	19	24	NC	44	31	NC	25	28	NC	13	18
Hispanic	40	193	30486	100	100	99	484	495	505	29	20	18	29	34	29	29	30	32	12	16	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	NC	16	35192	NC	100	99	NC	530	534	NC	0	8	NC	20	19	NC	53	35	NC	27	39
Students with Disabilities	NC	26	9708	NC	100	100	NC	436	489	NC	71	32	NC	14	27	NC	14	24	NC	0	17
Students without Disabilities	40	208	65801	100	99	98	494	503	525	17	12	11	37	36	23	34	34	34	11	17	33
Limited English Proficient Students	NC	81	16928	NC	100	100	NC	468	485	NC	50	29	NC	25	33	NC	25	26	NC	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	37	179	36411				471	492	503	39	21	19	29	36	29	26	29	32	6	14	20
Non-Economically Disadvantaged	10	55	39040				511	509	534	0	9	8	40	31	19	40	40	34	20	20	39

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	47	233	75492	100	100	100	488	501	519	34	25	12	34	26	16	29	38	47	2	11	24
All Students (Prior Year)	--	223	75221	--	100	100	--	496	523	--	25	8	--	26	16	--	42	56	--	7	21
Female	22	121	37014	100	100	100	498	510	523	25	16	10	30	28	15	40	42	48	5	14	27
Male	25	112	38400	100	100	99	479	491	516	43	36	14	38	24	17	19	33	47	0	7	21
African American	NC	18	3665	NC	100	99	NC	501	505	NC	31	20	NC	44	22	NC	6	43	NC	19	14
Hispanic	40	192	30438	100	100	99	489	499	508	32	24	17	35	27	21	29	41	47	3	8	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	NC	16	35177	NC	100	99	NC	521	528	NC	20	8	NC	13	13	NC	47	49	NC	20	31
Students with Disabilities	NC	26	9707	NC	100	100	NC	459	495	NC	69	33	NC	31	21	NC	0	33	NC	0	13
Students without Disabilities	40	207	65785	100	99	98	492	505	522	31	21	10	31	26	16	34	41	49	3	12	26
Limited English Proficient Students	NC	80	16905	NC	100	100	NC	473	489	NC	25	34	NC	75	28	NC	0	32	NC	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	37	179	36302				485	499	507	39	28	18	32	25	21	26	37	46	3	9	14
Non-Economically Disadvantaged	10	54	39164				500	506	528	20	18	8	40	29	13	40	40	48	0	13	31

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	46	229	75053	100	100	99	511	521	597	27	22	7	17	18	12	51	56	72	5	4	9
All Students (Prior Year)	--	214	73654	--	100	99	--	499	530	--	28	9	--	18	13	--	52	70	--	1	7
Female	21	120	36872	100	100	99	581	560	621	20	16	5	0	11	9	70	68	74	10	5	12
Male	25	109	38109	100	100	99	444	474	573	33	29	10	33	26	14	33	41	69	0	3	6
African American	NC	18	3636	NC	100	99	NC	513	568	NC	25	12	NC	31	16	NC	38	67	NC	6	6
Hispanic	39	189	30235	100	100	98	512	526	575	26	19	9	18	17	14	50	60	70	6	4	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	NC	15	35028	NC	94	99	NC	533	613	NC	33	6	NC	20	10	NC	40	73	NC	7	11
Students with Disabilities	NC	24	9625	NC	100	100	NC	379	530	NC	67	21	NC	17	21	NC	17	55	NC	0	4
Students without Disabilities	39	205	65428	100	98	98	540	533	604	17	18	6	17	18	11	60	59	73	6	4	10
Limited English Proficient Students	NC	79	16765	NC	100	100	NC	438	525	NC	50	17	NC	0	20	NC	50	60	NC	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	36	175	36077				480	505	566	35	28	10	19	17	16	42	50	69	3	5	5
Non-Economically Disadvantaged	10	54	38950				607	557	618	0	9	5	10	20	9	80	69	73	10	2	12

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	34	221	76019	100	100	100	489	484	499	7	14	14	59	52	39	17	17	14	17	17	33
All Students (Prior Year)	--	186	76230	--	99	100	--	465	498	--	22	12	--	61	38	--	11	12	--	6	37
Female	14	109	37207	100	100	100	494	488	499	9	14	12	64	52	41	0	13	14	27	21	33
Male	20	112	38677	100	100	100	487	480	498	6	13	15	56	51	38	28	22	13	11	14	34
African American	NC	21	3817	NC	95	100	NC	495	475	NC	16	23	NC	42	47	NC	16	11	NC	26	18
Hispanic	26	166	29458	100	100	100	476	476	480	10	16	20	67	57	48	14	15	12	10	13	20
Asian/Pacific Islander	--	NC	1673	--	NC	99	--	NC	531	--	NC	4	--	NC	29	--	NC	14	--	NC	53
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	466	--	NC	28	--	NC	49	--	NC	10	--	NC	13
White	NC	31	35880	NC	100	100	NC	504	515	NC	7	7	NC	40	32	NC	27	16	NC	27	45
Students with Disabilities	NC	20	9786	NC	100	100	NC	442	457	NC	50	39	NC	42	40	NC	0	7	NC	8	13
Students without Disabilities	33	201	66233	100	99	99	491	487	503	7	10	11	57	52	39	18	19	14	18	18	35
Limited English Proficient Students	NC	68	15206	NC	100	100	NC	435	459	NC	67	31	NC	17	53	NC	17	7	NC	0	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	28	154	35714				489	477	480	4	16	20	65	60	47	13	12	12	17	13	20
Non-Economically Disadvantaged	NC	67	40266				NC	498	513	NC	9	9	NC	36	33	NC	28	15	NC	26	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	34	220	76020	100	100	100	490	498	503	34	27	25	41	31	23	24	36	40	0	7	12
All Students (Prior Year)	--	187	76202	--	99	100	--	493	505	--	30	19	--	35	24	--	30	46	--	4	11
Female	14	109	37213	100	100	100	490	498	504	27	27	22	45	26	23	27	36	42	0	10	13
Male	20	111	38666	100	100	100	489	497	501	39	27	29	39	36	22	22	35	38	0	3	12
African American	NC	21	3819	NC	95	100	NC	500	494	NC	32	37	NC	21	26	NC	42	31	NC	5	6
Hispanic	26	165	29442	100	100	99	486	496	494	38	28	37	48	34	26	14	33	31	0	5	6
Asian/Pacific Islander	--	NC	1672	--	NC	99	--	NC	513	--	NC	12	--	NC	19	--	NC	49	--	NC	20
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	489	--	NC	48	--	NC	25	--	NC	24	--	NC	3
White	NC	31	35890	NC	100	100	NC	501	511	NC	20	15	NC	30	20	NC	37	48	NC	13	18
Students with Disabilities	NC	20	9784	NC	100	100	NC	480	485	NC	67	58	NC	22	19	NC	11	19	NC	0	4
Students without Disabilities	33	200	66236	100	98	99	490	499	504	36	24	23	39	31	23	25	37	42	0	7	13
Limited English Proficient Students	NC	67	15198	NC	100	100	NC	469	483	NC	100	59	NC	0	25	NC	0	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	28	153	35703				489	494	494	39	33	37	35	31	26	26	31	31	0	5	6
Non-Economically Disadvantaged	NC	67	40274				NC	505	509	NC	15	17	NC	31	20	NC	44	47	NC	10	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	34	220	75673	100	100	100	504	501	530	10	16	12	38	30	25	52	52	58	0	1	4
All Students (Prior Year)	--	184	74692	--	98	99	--	480	502	--	31	18	--	35	27	--	31	47	--	3	8
Female	14	109	37099	100	100	100	522	519	548	9	12	8	18	25	22	73	61	64	0	3	6
Male	20	111	38441	100	100	99	493	484	513	11	21	16	50	36	29	39	43	52	0	0	3
African American	NC	21	3791	NC	95	99	NC	509	506	NC	26	18	NC	11	29	NC	58	50	NC	5	3
Hispanic	26	165	29305	100	100	99	494	500	507	14	14	16	38	34	31	48	52	51	0	0	2
Asian/Pacific Islander	--	NC	1665	--	NC	99	--	NC	573	--	NC	6	--	NC	16	--	NC	67	--	NC	10
American Indian/Alaskan Native	--	NC	4707	--	NC	100	--	NC	492	--	NC	19	--	NC	33	--	NC	46	--	NC	1
White	NC	31	35760	NC	100	99	NC	505	550	NC	17	9	NC	30	21	NC	50	64	NC	3	6
Students with Disabilities	NC	20	9706	NC	100	100	NC	394	462	NC	60	36	NC	20	32	NC	20	31	NC	0	1
Students without Disabilities	33	200	65967	100	98	99	508	509	536	7	13	10	39	31	25	54	55	60	0	1	5
Limited English Proficient Students	NC	67	15115	NC	100	100	NC	441	471	NC	33	26	NC	67	38	NC	0	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	28	153	35541				523	501	504	9	15	17	30	31	31	61	54	50	0	0	2
Non-Economically Disadvantaged	NC	67	40091				NC	503	550	NC	19	9	NC	28	21	NC	49	64	NC	4	6

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	182	75001	100	100	99	443	450	468	61	50	37	30	36	36	9	13	16	0	1	10
All Students (Prior Year)	--	161	71167	--	100	99	--	438	463	--	62	38	--	31	41	--	5	14	--	1	7
Female	10	77	36846	100	100	99	446	450	468	60	50	36	30	41	38	10	7	16	0	2	10
Male	16	105	37974	100	100	99	441	451	467	62	49	39	31	32	34	8	17	16	0	1	11
African American	NC	19	3720	NC	100	98	NC	452	446	NC	46	53	NC	38	33	NC	8	9	NC	8	4
Hispanic	21	133	26675	100	100	98	438	446	448	63	53	52	32	36	34	5	11	10	0	1	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	--	NC	4731	--	NC	98	--	NC	438	--	NC	61	--	NC	30	--	NC	7	--	NC	2
White	NC	26	37785	NC	90	99	NC	472	482	NC	35	25	NC	43	39	NC	22	21	NC	0	15
Students with Disabilities	NC	23	8802	NC	100	100	NC	413	418	NC	90	79	NC	10	16	NC	0	3	NC	0	1
Students without Disabilities	20	159	66199	95	97	99	447	453	472	58	46	34	32	38	38	11	14	17	0	2	11
Limited English Proficient Students	NC	46	11710	NC	100	100	NC	438	429	NC	70	70	NC	30	25	NC	0	4	NC	0	1
Migrant Students	--	11	709				--	408	442	--	100	57	--	0	34	--	0	7	--	0	2
Economically Disadvantaged	17	115	29814				449	449	448	57	53	53	29	33	33	14	12	10	0	3	4
Non-Economically Disadvantaged	NC	67	45170				NC	452	479	NC	46	28	NC	41	38	NC	14	20	NC	0	14

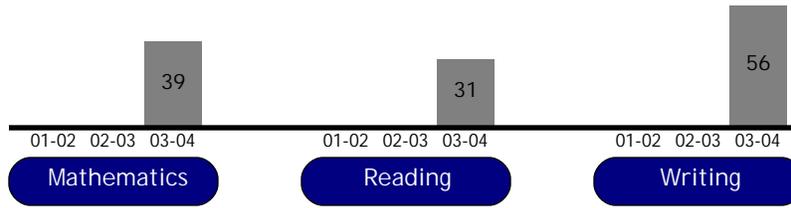
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	182	74918	100	100	99	496	487	497	20	33	32	40	27	19	30	34	35	10	6	15
All Students (Prior Year)	--	160	71100	--	99	99	--	491	502	--	31	25	--	31	21	--	29	40	--	9	15
Female	NC	77	36805	NC	100	99	NC	490	501	NC	30	28	NC	28	19	NC	35	37	NC	7	16
Male	16	105	37936	100	100	99	496	484	493	18	35	35	45	27	18	27	33	33	9	5	14
African American	NC	19	3719	NC	100	98	NC	485	481	NC	38	43	NC	23	21	NC	23	29	NC	15	7
Hispanic	20	133	26645	100	100	98	488	483	478	25	34	46	44	28	20	25	36	27	6	2	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	--	NC	4729	--	NC	98	--	NC	468	--	NC	57	--	NC	19	--	NC	19	--	NC	4
White	NC	26	37773	NC	90	99	NC	508	511	NC	17	20	NC	30	18	NC	35	41	NC	17	21
Students with Disabilities	NC	23	8801	NC	100	100	NC	449	448	NC	80	75	NC	10	13	NC	10	10	NC	0	2
Students without Disabilities	19	159	66117	90	97	99	499	490	501	17	29	28	44	29	19	28	36	37	11	6	16
Limited English Proficient Students	NC	46	11706	NC	100	100	NC	469	454	NC	40	71	NC	40	16	NC	20	12	NC	0	1
Migrant Students	--	11	706				--	459	467	--	75	55	--	25	22	--	0	20	--	0	4
Economically Disadvantaged	17	115	29785				500	485	477	15	33	47	38	29	20	31	34	26	15	4	6
Non-Economically Disadvantaged	NC	67	45115				NC	489	508	NC	32	23	NC	25	18	NC	34	39	NC	8	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	182	74503	100	100	99	498	480	491	9	10	9	41	38	32	36	45	51	14	8	8
All Students (Prior Year)	--	155	69001	--	96	96	--	476	490	--	23	17	--	49	37	--	27	45	--	0	1
Female	NC	77	36686	NC	100	99	NC	492	506	NC	7	5	NC	33	29	NC	52	57	NC	9	9
Male	16	105	37644	100	100	98	504	471	476	15	12	13	38	41	36	31	40	45	15	7	6
African American	NC	19	3677	NC	100	97	NC	487	475	NC	8	12	NC	38	36	NC	46	46	NC	8	5
Hispanic	20	133	26500	100	100	97	487	471	467	11	11	13	44	42	39	33	41	44	11	6	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	--	NC	4695	--	NC	97	--	NC	464	--	NC	14	--	NC	39	--	NC	44	--	NC	3
White	NC	26	37606	NC	90	99	NC	522	508	NC	0	6	NC	26	28	NC	61	56	NC	13	10
Students with Disabilities	NC	23	8662	NC	100	100	NC	364	409	NC	63	37	NC	38	42	NC	0	20	NC	0	1
Students without Disabilities	19	159	65841	90	97	98	522	487	499	0	6	7	39	38	32	44	48	53	17	8	8
Limited English Proficient Students	NC	46	11608	NC	100	100	NC	454	430	NC	20	23	NC	50	47	NC	20	28	NC	10	1
Migrant Students	--	11	701				--	388	449	--	67	17	--	33	43	--	0	38	--	0	1
Economically Disadvantaged	17	115	29587				509	479	465	14	11	14	29	35	40	43	47	43	14	7	4
Non-Economically Disadvantaged	NC	67	44898				NC	481	507	NC	8	7	NC	41	28	NC	42	55	NC	8	10

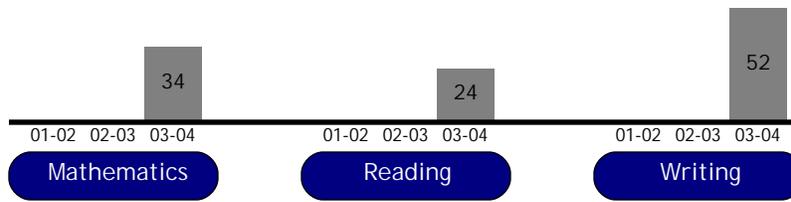
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

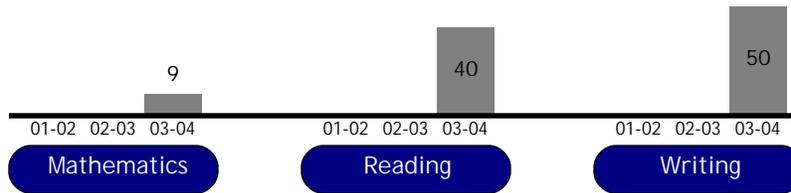
3rd Grade Proficiency



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 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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

**Met Graduation Rate:**

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

**School Improvement - Year 1:**

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

**School Improvement - Year 2:**

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

**Corrective Action:**

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

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	24	44	--	--	35	50	92	40	NA	58
	Language	--	--	17	39	--	--	28	43	100	23	36	50
	Mathematics	--	--	31	52	--	--	41	57	100	35	53	64
3	Reading	--	--	24	43	--	--	27	47	100	26	NA	55
	Language	--	--	33	50	--	--	35	54	100	36	41	61
	Mathematics	--	--	28	50	--	--	38	54	100	43	49	61
4	Reading	--	--	27	47	--	--	40	52	94	29	NA	56
	Language	--	--	30	45	--	--	37	48	94	32	33	52
	Mathematics	--	--	37	52	--	--	51	57	94	52	54	61
5	Reading	--	--	21	46	--	--	33	50	100	35	NA	55
	Language	--	--	21	43	--	--	33	46	100	28	39	49
	Mathematics	--	--	26	54	--	--	42	57	100	63	57	63
6	Reading	--	--	32	49	--	--	31	53	100	33	NA	56
	Language	--	--	32	42	--	--	24	45	100	32	36	48
	Mathematics	--	--	44	58	--	--	45	62	100	56	56	66
7	Reading	--	--	37	48	--	--	36	51	77	36	NA	54
	Language	--	--	52	51	--	--	44	54	87	41	42	58
	Mathematics	--	--	49	54	--	--	52	58	81	50	51	62
8	Reading	--	--	40	49	--	--	44	53	93	49	NA	55
	Language	--	--	43	46	--	--	42	49	96	42	39	52
	Mathematics	--	--	52	54	--	--	49	58	85	57	51	61

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

School Site Council

Council Composition

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

Council Duties

- Ü Organize Parent Volunteer Program
- Ü Prioritize Academic Enrichment Programs
- Ü Assess Staffing Needs
- Ü Evaluate Safety Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	25.00
Other Professional Staff	2.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 21  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 63  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computers are Placed in the Classroom
- Ü Multipurpose Space
- Ü Library

Extracurricular Activities

- Ü Full Sports Program

Social Services

- Ü Partnership with Costco
- Ü Partnership with Sam's Club/Wal-Mart
- Ü Partnership with Arizona Auto Auction
- Ü Partnership with Pepsi

ü Students in the school district averaged at least a five percent increase in Stanford 9 scores.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	0	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	97	98	98	94
Retention Rate <sup>9</sup>	2	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	59	60
Grades 3-4	72	89
Grades 4-5	71	71
Grades 5-6	65	95
Grades 6-7	57	86
Grades 7-8	88	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 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

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).

School Safety

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

Arizona Desert Elementary School is committed to student safety. With collaboration from local law enforcement and regular safety meetings the campus is completely secured during the day. This provides the opportunity to limit liability.

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) :

1

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	Armando Vasquez	(623) 907-5260
Transportation Policy	Dennis Povee	(623) 936-9740
Community Resources	Geanne Medrano	(623) 907-5260
School Nutrition Programs	Julie Stratton	(623) 936-9740
Parent Organization	Armando Vasquez	(623) 907-5260
Student Health/Nurse	Sandra Caban	(623) 907-5260

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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