



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS¹

Elementary Achievement Profile (a)

2004-05 Underperforming
2003-04 N/A
2002-03 Not Evaluated

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

School Overview

Principal/Administrator : Ms. Brenda Catlett
Schedule : 07:30 AM to 04:30 PM
Grades : K-8
2005 Enrollment : 512
Web Address : www.tesd.k12.az.us
Phone Number : (623) 907-5260
Fax Number : (623) 907-5261
E-mail : bcatlett@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)

2004-05 Met
2003-04 N/A
2002-03 Not Evaluated

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 / Academic Goals

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

Enrollment

October 1, 2004 School Year Student Enrollment : 443
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 102

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 :	8/1/2005
Last Day of School :	6/8/2006

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	49	287	79306	96	100	99	405	425	445	26	16	10	41	27	18	33	49	51	0	7	20
All Students (Prior Year)	47	234	75509	100	100	100	481	497	521	29	18	13	32	34	23	29	32	33	10	16	31
Female	18	139	38691	90	100	99	411	427	446	8	12	10	62	28	18	31	50	52	0	10	20
Male	31	148	40583	100	100	99	402	422	445	35	21	11	31	27	18	35	48	50	0	4	21
African American	NC	31	4041	NC	100	99	NC	435	426	NC	21	17	NC	21	23	NC	37	50	NC	21	10
Hispanic	41	226	32869	93	100	99	404	421	429	27	16	15	39	31	25	33	49	51	0	4	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	NC	24	36197	NC	100	99	NC	437	463	NC	15	5	NC	10	11	NC	65	53	NC	10	31
Students with Disabilities	NC	30	10321	NC	97	100	NC	361	389	NC	71	30	NC	17	27	NC	13	34	NC	0	9
Students without Disabilities	44	257	69060	96	100	98	409	432	454	20	10	7	46	29	17	34	53	54	0	8	22
Limited English Proficient Students	13	85	15509	87	97	100	399	413	406	31	16	20	38	38	30	31	43	45	0	3	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	33	163	39415	87	85	96	401	421	431	27	19	15	42	30	25	30	44	50	0	6	10
Non-Economically Disadvantaged	16	124	39966	100	100	100	428	433	459	17	9	6	33	21	12	50	61	52	0	9	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	49	288	79395	96	0	99	412	423	446	28	18	9	33	34	25	38	46	55	0	2	11
All Students (Prior Year)	47	233	75492	100	100	100	488	501	519	34	25	12	34	26	16	29	38	47	2	11	24
Female	18	139	38743	90	0	100	431	431	451	0	9	7	46	34	24	54	54	57	0	3	12
Male	31	149	40618	100	0	99	402	415	440	42	27	11	27	34	27	31	38	53	0	1	9
African American	NC	31	4052	NC	0	100	NC	432	434	NC	21	11	NC	32	29	NC	47	54	NC	0	6
Hispanic	41	227	32915	93	0	99	411	420	426	30	18	15	33	36	35	36	45	47	0	1	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	NC	24	36221	NC	0	99	NC	435	465	NC	15	4	NC	20	15	NC	60	63	NC	5	17
Students with Disabilities	NC	31	10331	NC	0	100	NC	362	388	NC	60	25	NC	32	37	NC	8	34	NC	0	4
Students without Disabilities	44	257	69139	96	0	99	415	431	454	26	13	7	34	34	24	40	51	58	0	2	11
Limited English Proficient Students	13	85	15545	87	0	100	403	407	399	38	23	21	31	43	42	31	34	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	33	164	39484	87	0	96	410	419	429	30	21	14	30	34	35	39	44	47	0	1	4
Non-Economically Disadvantaged	16	124	39986	100	0	100	421	433	461	17	10	4	50	34	16	33	51	63	0	4	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	48	288	78869	94	100	99	407	421	442	11	11	6	47	30	21	42	55	63	0	5	10
All Students (Prior Year)	46	229	75053	100	100	99	511	521	597	27	22	7	17	18	12	51	56	72	5	4	9
Female	18	139	38536	90	100	99	409	438	458	15	8	4	31	21	15	54	64	67	0	7	14
Male	30	149	40302	97	100	99	406	402	428	8	14	8	56	39	26	36	45	60	0	3	7
African American	NC	30	4015	NC	100	99	NC	428	430	NC	6	8	NC	33	24	NC	56	61	NC	6	7
Hispanic	40	228	32606	91	100	98	410	419	426	13	11	8	41	29	27	47	56	60	0	4	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	NC	24	36078	NC	100	99	NC	410	459	NC	15	4	NC	40	16	NC	45	66	NC	0	14
Students with Disabilities	NC	31	10246	NC	100	100	NC	313	367	NC	36	18	NC	64	39	NC	0	40	NC	0	4
Students without Disabilities	43	257	68697	93	100	98	411	434	454	9	7	4	44	25	18	47	62	67	0	5	11
Limited English Proficient Students	12	84	15339	80	95	100	413	406	399	8	10	11	50	36	31	42	51	54	0	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	32	162	39106	84	84	95	404	418	427	13	12	8	47	31	28	41	53	59	0	4	5
Non-Economically Disadvantaged	16	126	39837	100	100	100	420	427	457	0	7	4	50	26	14	50	60	67	0	6	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	41	274	78906	100	100	99	478	476	498	13	22	13	40	31	19	43	41	48	3	6	20
All Students (Prior Year)	34	221	76019	100	100	100	489	484	499	7	14	14	59	52	39	17	17	14	17	17	33
Female	17	127	38644	100	100	99	469	476	500	23	16	12	46	41	19	23	40	49	8	3	19
Male	24	146	40236	100	99	99	484	476	497	6	27	15	35	24	19	59	41	46	0	8	20
African American	--	23	4087	--	100	99	--	469	481	--	23	20	--	46	24	--	31	45	--	0	11
Hispanic	33	219	31938	100	100	99	478	476	481	12	22	19	40	31	25	48	40	46	0	6	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	NC	28	36483	NC	100	99	NC	483	517	NC	24	7	NC	24	13	NC	43	51	NC	10	30
Students with Disabilities	NC	27	10664	NC	100	100	NC	427	430	NC	75	42	NC	20	27	NC	5	26	NC	0	5
Students without Disabilities	36	247	68310	97	100	98	481	481	509	11	17	9	37	32	18	48	44	51	4	7	22
Limited English Proficient Students	NC	59	12573	NC	98	100	NC	468	454	NC	31	27	NC	28	30	NC	34	38	NC	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	28	167	38679	90	85	96	476	474	483	8	24	20	46	30	25	46	40	45	0	6	10
Non-Economically Disadvantaged	13	107	40295	100	100	100	485	482	513	33	16	7	17	34	13	33	44	50	17	6	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	41	273	78908	100	0	99	466	464	484	3	15	10	53	39	23	43	45	58	0	1	9
All Students (Prior Year)	34	220	76020	100	100	100	490	498	503	34	27	25	41	31	23	24	36	40	0	7	12
Female	17	127	38648	100	0	99	464	467	489	8	12	8	46	37	22	46	51	61	0	1	10
Male	24	145	40233	100	0	99	468	461	479	0	17	12	59	41	25	41	41	55	0	1	8
African American	--	23	4092	--	0	99	--	460	473	--	31	12	--	15	28	--	54	54	--	0	5
Hispanic	33	218	31940	100	0	99	465	463	465	4	15	16	52	41	32	44	43	49	0	1	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	NC	28	36502	NC	0	99	NC	473	502	NC	5	4	NC	43	14	NC	52	67	NC	0	15
Students with Disabilities	NC	27	10665	NC	0	100	NC	433	423	NC	40	30	NC	45	36	NC	15	31	NC	0	2
Students without Disabilities	36	246	68312	97	0	98	467	467	493	4	12	7	52	39	21	44	48	62	0	1	10
Limited English Proficient Students	NC	58	12556	NC	0	100	NC	456	436	NC	17	24	NC	52	40	NC	29	35	NC	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	28	166	38662	90	0	96	465	461	468	0	15	16	54	41	32	46	42	49	0	1	3
Non-Economically Disadvantaged	13	107	40315	100	0	100	471	469	498	17	13	5	50	34	15	33	53	66	0	0	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	40	272	78750	98	100	99	498	482	500	0	7	6	43	42	29	57	51	63	0	0	2
All Students (Prior Year)	34	220	75673	100	100	100	504	501	530	10	16	12	38	30	25	52	52	58	0	1	4
Female	17	126	38586	100	100	99	508	499	515	0	3	4	33	42	22	67	55	71	0	0	3
Male	23	145	40135	96	99	99	491	470	486	0	11	8	50	42	35	50	48	56	0	0	1
African American	--	24	4081	--	100	99	--	487	488	--	8	8	--	31	32	--	62	59	--	0	2
Hispanic	31	216	31841	97	100	99	498	480	483	0	7	8	43	44	36	57	48	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	NC	28	36440	NC	100	99	NC	493	516	NC	10	3	NC	25	22	NC	65	71	NC	0	4
Students with Disabilities	NC	27	10622	NC	100	100	NC	412	415	NC	30	21	NC	50	50	NC	20	28	NC	0	1
Students without Disabilities	35	245	68196	95	100	98	500	489	513	0	5	3	44	41	25	56	54	69	0	0	3
Limited English Proficient Students	NC	59	12504	NC	98	100	NC	466	451	NC	15	12	NC	37	44	NC	48	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	27	164	38558	87	84	96	494	479	485	0	8	8	48	40	37	52	52	54	0	0	1
Non-Economically Disadvantaged	13	108	40260	100	100	100	519	489	514	0	7	3	20	46	21	80	48	72	0	0	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	22	257	78250	100	100	99	525	535	548	35	30	21	24	24	18	35	38	48	6	8	13
All Students (Prior Year)	26	182	75001	100	100	99	443	450	468	61	50	37	30	36	36	9	13	16	0	1	10
Female	NC	134	38071	NC	100	99	NC	541	549	NC	25	20	NC	25	19	NC	40	49	NC	9	12
Male	13	122	40126	100	99	99	508	530	547	44	35	23	22	23	17	33	36	46	0	7	14
African American	--	21	4058	--	100	99	--	551	523	--	31	32	--	15	22	--	38	41	--	15	5
Hispanic	20	193	29129	100	99	99	525	529	527	35	32	32	24	28	23	35	34	40	6	6	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	--	31	38320	--	100	99	--	563	568	--	22	12	--	4	14	--	61	55	--	13	19
Students with Disabilities	--	19	9329	--	100	100	--	466	454	--	100	64	--	0	18	--	0	16	--	0	2
Students without Disabilities	22	240	68996	100	100	99	525	540	561	35	25	16	24	26	18	35	40	52	6	9	14
Limited English Proficient Students	NC	54	10133	NC	100	100	NC	527	488	NC	33	45	NC	31	25	NC	28	28	NC	8	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	16	158	33388	94	88	94	520	526	530	43	34	32	14	26	22	43	34	40	0	5	5
Non-Economically Disadvantaged	NC	101	44937	NC	100	100	NC	555	561	NC	23	13	NC	19	15	NC	44	54	NC	14	18

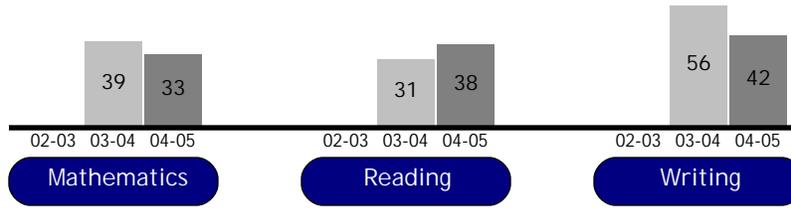
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	256	78302	100	0	99	494	502	512	18	14	11	41	31	25	35	54	57	6	2	7
All Students (Prior Year)	25	182	74918	100	100	99	496	487	497	20	33	32	40	27	19	30	34	35	10	6	15
Female	NC	134	38082	NC	0	99	NC	508	518	NC	10	8	NC	29	24	NC	58	61	NC	2	7
Male	13	121	40166	100	0	99	480	496	507	22	17	14	44	32	26	33	49	54	0	2	6
African American	--	21	4064	--	0	100	--	528	498	--	8	14	--	15	29	--	62	54	--	15	3
Hispanic	20	192	29152	100	0	99	494	494	492	18	17	17	41	35	34	35	47	46	6	1	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	--	31	38347	--	0	99	--	536	531	--	0	5	--	17	17	--	83	68	--	0	10
Students with Disabilities	--	19	9353	--	0	100	--	447	429	--	60	40	--	33	38	--	7	22	--	0	1
Students without Disabilities	22	239	69024	100	0	99	494	506	524	18	10	7	41	31	23	35	57	62	6	2	7
Limited English Proficient Students	NC	54	10140	NC	0	100	NC	489	451	NC	22	28	NC	34	43	NC	44	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	16	157	33398	94	0	94	490	494	495	14	18	18	43	33	35	43	48	46	0	1	2
Non-Economically Disadvantaged	NC	101	44979	NC	0	100	NC	520	525	NC	5	6	NC	27	18	NC	66	66	NC	3	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	22	256	78094	100	100	99	531	537	545	0	5	3	41	22	18	59	71	77	0	1	2
All Students (Prior Year)	25	182	74503	100	100	99	498	480	491	9	10	9	41	38	32	36	45	51	14	8	8
Female	NC	133	38025	NC	100	99	NC	554	558	NC	2	2	NC	17	13	NC	78	82	NC	3	2
Male	13	122	40013	100	99	99	512	520	534	0	9	5	56	27	23	44	64	71	0	0	1
African American	--	21	4037	--	100	99	--	564	532	--	0	4	--	15	22	--	85	73	--	0	1
Hispanic	20	192	29068	100	99	99	531	527	523	0	7	5	41	24	27	59	69	67	0	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	--	31	38265	--	100	99	--	582	564	--	0	2	--	9	11	--	83	84	--	9	3
Students with Disabilities	--	18	9275	--	100	100	--	455	444	--	20	14	--	40	46	--	40	39	--	0	1
Students without Disabilities	22	240	68892	100	100	98	531	542	559	0	5	2	41	21	14	59	73	82	0	2	2
Limited English Proficient Students	NC	54	10084	NC	100	100	NC	515	474	NC	10	10	NC	27	39	NC	63	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	16	159	33296	94	89	94	527	527	527	0	6	5	43	25	27	57	68	67	0	1	0
Non-Economically Disadvantaged	NC	99	44871	NC	100	100	NC	556	559	NC	5	2	NC	16	12	NC	76	84	NC	3	3

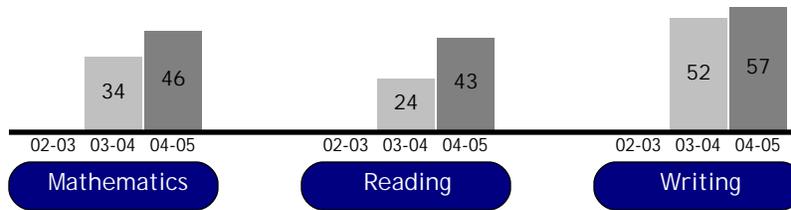
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

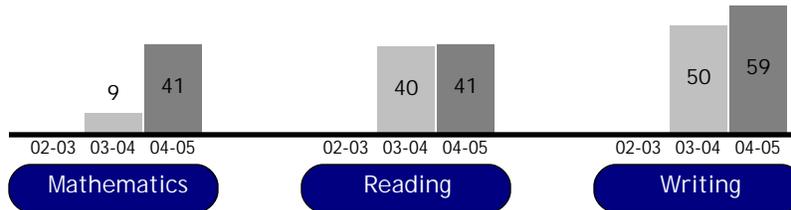
3rd Grade Proficiency



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	--	--	35	50	92	40	NA	58	100	38	36	47
	Language	--	--	28	43	100	23	36	50	100	37	36	47
	Mathematics	--	--	41	57	100	35	53	64	100	33	35	50
3	Reading	--	--	27	47	100	26	NA	55	96	30	33	44
	Language	--	--	35	54	100	36	41	61	96	31	35	44
	Mathematics	--	--	38	54	100	43	49	61	96	30	41	51
4	Reading	--	--	40	52	94	29	NA	56	100	31	38	48
	Language	--	--	37	48	94	32	33	52	100	33	40	49
	Mathematics	--	--	51	57	94	52	54	61	100	32	44	53
5	Reading	--	--	33	50	100	35	NA	55	100	40	38	50
	Language	--	--	33	46	100	28	39	49	100	43	40	50
	Mathematics	--	--	42	57	100	63	57	63	100	36	36	49
6	Reading	--	--	31	53	100	33	NA	56	100	47	45	51
	Language	--	--	24	45	100	32	36	48	100	44	43	47
	Mathematics	--	--	45	62	100	56	56	66	100	40	43	52
7	Reading	--	--	36	51	77	36	NA	54	93	42	48	50
	Language	--	--	44	54	87	41	42	58	93	51	51	52
	Mathematics	--	--	52	58	81	50	51	62	93	45	52	50
8	Reading	--	--	44	53	93	49	NA	55	100	42	43	51
	Language	--	--	42	49	96	42	39	52	100	45	48	50
	Mathematics	--	--	49	58	85	57	51	61	100	44	45	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)
- 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 2005-06

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 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	2	0	0
4 to 6 years	0	2	0	0
7 to 9 years	0	0	0	0
10 or more years	0	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	31	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	83	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	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

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 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	Brenda Catlett	(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	Brenda Catlett	(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 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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** 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.