

Desert Palms School

ARIZONA SCHOOL REPORT CARD 2003-04

11441 N. 55th Avenue, Glendale, AZ 85304

Peoria Unified School 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 *

Performing*

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

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Donnes Y. Bennett
Schedule : 7:00 AM to 4:00 PM
Grades : Pre-K-8
2003 Enrollment : 801
Web Address : www.peoriaud.k12.az.us/
Phone Number : (623) 412-4600
Fax Number : (623) 412-4609
E-mail : dbennett@peoriaud.k12.az.us

Mission

Children First--We believe children should be provided with instruction, guidance and encouragement to reach their full potential. We will provide the opportunity for students to prepare for the lifelong process of learning.

School / Academic Goals

Ü The students will improve math reasoning and computation skills. Assessment--Criterion-referenced tests, Stanford 9 Achievement Test, AIMS, AzAc.

Ü The students will improve reading comprehension by acquiring reading comprehension strategies Assessment--Teacher created tests, Stanford 9 Achievement Test, AIMS, AzAc.

Instructional Programs

Ü Reading Instruct. for Early Intervention
Ü On-site Special Education
Ü Gifted
Ü English Acquisition Services

Enrollment

October 1, 2002 School Year Student Enrollment : 769
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 120

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/11/2003
Last Day of School : 5/20/2004

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

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Communication Liaisons
- Ü School Safety Issues
- Ü Student Discipline Plan Revisions
- Ü Budget
- Ü Parent/Educator Relations

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	46.20
Other Professional Staff	4.00	Teacher Aide	6.50

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	0	0	0
4 to 6 years	4	5	0	0
7 to 9 years	3	4	0	0
10 or more years	12	15	1	0

Shared Responsibilities

School

The responsibility of Desert Palms employees is to have high expectations and set achievable goals based upon data driven analysis. Students will be provided with a rich learning environment and a safe, attractive school campus.

Parents

It is the responsibility of the parents to work together with their children and school staff to ensure success for the students. Parent involvement is welcomed.

Resources Available at School Site

Special Facilities

- Ü Tech Lab 7-8/Electronic Classroom K-6
- Ü Science Lab

Extracurricular Activities

- Ü Student Council
- Ü Athletic Teams (Grades 7-8)
- Ü National Junior Honor Society
- Ü Firebird News

Social Services

- Ü YMCA After School Program
- Ü Breakfast/Lunch Programs
- Ü Literacy Classes
- Ü Crisis Intervention

Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundaries, but beyond one mile of Desert Palms. Additionally, transportation services are provided for eligible special education students.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü North Central Association-Accreditation for 2002 without warning. Charter member since 1981. Desert Palms continues to stand for high standards and expectations.
- ü Desert Palms was awarded a \$500 grant from the State Dept. to implement the Character Counts Program. Materials were purchased. Student and staff leadership training was done. PTSA sponsored student and parent assemblies. Character Counts!

School Honors

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

Award/Honor	Year
ü 1st & 2nd Place Winners in the District Speech Contest	2002
ü 2 Teachers--Who's Who in Education	2002
ü Kindest School in Arizona MLK Challenge	2000
ü 2 Teachers Awarded Character Counts Scholarships	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	11	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	10	10	10	9
Promotion Rate ⁶	97	99	98	95
Retention Rate ⁷	3	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	81	79
Grades 3-4	70	76
Grades 4-5	65	67
Grades 5-6	85	86
Grades 6-7	49	56
Grades 7-8	69	71

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	2731	75372	99	100	101	524	529	523	7	5	9	24	23	25	40	41	36	29	31	30
All Students (Prior Year)	81	2609	70809	NA	NA	NA	539	528	518	0	5	11	20	23	27	40	41	35	40	31	27
Female	40	1343	36901	98	98	101	523	530	524	6	4	8	28	23	25	36	41	36	31	31	31
Male	41	1387	38385	100	101	101	524	528	523	9	6	9	19	23	24	44	41	36	28	31	30
African American	NC	118	3589	NC	94	96	NC	512	501	NC	9	18	NC	37	33	NC	39	33	NC	15	16
Hispanic	20	552	29103	100	100	99	523	512	510	8	10	12	31	34	31	38	39	36	23	18	20
Asian/Pacific Islander	--	90	1574	--	99	96	--	543	549	--	5	3	--	20	14	--	30	34	--	45	48
American Indian/Alaskan Native	NC	33	5086	NC	97	114	NC	515	491	NC	8	22	NC	29	38	NC	33	28	NC	29	12
White	56	1913	34597	98	99	98	528	534	535	6	3	4	19	20	20	42	43	38	33	34	38
Students with Disabilities	NC	247	8057	NC	73	99	NC	507	496	NC	16	23	NC	30	31	NC	34	28	NC	19	17
Students without Disabilities	72	2484	67315	104	104	101	525	529	525	6	4	8	24	23	24	40	41	37	30	31	31
Limited English Proficient Students	NC	189	16925	NC	106	112	NC	505	482	NC	11	27	NC	46	40	NC	30	26	NC	13	7
Migrant Students	--	NC	869				--	NC	501	--	NC	17	--	NC	30	--	NC	39	--	NC	14
Economically Disadvantaged	--	205	26325				--	492	504	--	11	15	--	51	34	--	33	33	--	5	18
Non-Economically Disadvantaged	81	2526	49047				524	531	530	7	4	6	24	21	21	40	42	37	29	33	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	2716	75221	100	99	101	524	526	523	9	5	8	19	15	16	48	60	56	25	20	21
All Students (Prior Year)	82	2610	70860	NA	NA	NA	528	531	524	1	4	9	15	12	17	52	53	45	31	32	30
Female	41	1338	36833	100	98	100	524	529	526	8	3	6	19	15	15	51	60	56	22	23	23
Male	41	1378	38319	100	100	101	525	522	520	9	7	9	19	16	17	44	60	56	28	18	18
African American	NC	116	3597	NC	92	97	NC	512	510	NC	11	14	NC	21	22	NC	58	53	NC	11	11
Hispanic	20	553	29019	100	100	99	517	516	513	0	8	12	38	23	21	46	54	55	15	14	13
Asian/Pacific Islander	--	90	1572	--	99	95	--	536	536	--	3	2	--	13	9	--	59	57	--	25	31
American Indian/Alaskan Native	NC	34	5071	NC	100	114	NC	518	502	NC	4	20	NC	20	27	NC	60	46	NC	16	8
White	57	1900	34543	100	98	97	529	529	531	9	4	4	13	13	12	49	61	58	28	22	26
Students with Disabilities	NC	248	8006	NC	73	99	NC	509	505	NC	14	22	NC	27	23	NC	49	42	NC	10	13
Students without Disabilities	73	2468	67215	106	103	101	524	526	524	9	5	7	19	15	16	47	60	56	25	20	21
Limited English Proficient Students	NC	189	16853	NC	106	112	NC	503	489	NC	19	29	NC	26	36	NC	47	32	NC	9	3
Migrant Students	--	NC	866				--	NC	503	--	NC	19	--	NC	23	--	NC	49	--	NC	8
Economically Disadvantaged	--	204	26256				--	494	509	--	19	14	--	36	24	--	44	51	--	1	11
Non-Economically Disadvantaged	82	2512	48965				524	528	528	9	4	5	19	14	13	48	61	58	25	21	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	2701	73654	100	99	99	535	533	530	10	5	9	10	11	13	71	78	70	9	6	7
All Students (Prior Year)	78	2434	68592	NA	NA	NA	557	550	542	1	4	9	10	8	12	67	72	63	21	16	16
Female	41	1338	36239	100	98	99	537	539	537	11	3	7	5	8	11	73	81	72	11	8	10
Male	41	1363	37301	100	99	98	533	526	523	9	7	12	16	13	15	69	75	68	6	4	5
African American	NC	117	3488	NC	93	94	NC	523	515	NC	10	16	NC	12	18	NC	74	62	NC	3	4
Hispanic	20	541	28348	100	98	96	533	524	520	0	8	13	23	16	17	69	73	65	8	3	5
Asian/Pacific Islander	--	89	1558	--	98	95	--	543	547	--	1	3	--	8	8	--	82	76	--	8	13
American Indian/Alaskan Native	NC	33	4947	NC	97	111	NC	529	507	NC	4	22	NC	8	22	NC	80	53	NC	8	3
White	57	1893	33924	100	98	96	538	535	537	9	4	5	8	10	10	74	79	75	9	7	9
Students with Disabilities	NC	244	7306	NC	72	90	NC	521	506	NC	19	24	NC	8	20	NC	69	52	NC	4	4
Students without Disabilities	73	2457	66348	106	102	100	535	533	531	10	5	8	10	11	13	71	78	71	9	6	8
Limited English Proficient Students	NC	186	16422	NC	104	109	NC	510	495	NC	18	30	NC	20	27	NC	61	43	NC	2	0
Migrant Students	--	10	849				--	488	511	--	25	19	--	25	22	--	50	56	--	0	4
Economically Disadvantaged	--	204	25711				--	501	514	--	19	16	--	23	19	--	58	61	--	1	3
Non-Economically Disadvantaged	82	2497	47943				535	535	535	10	4	7	10	10	11	71	79	74	9	6	9

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2885	76230	97	100	101	505	508	498	6	6	12	39	37	38	11	13	12	45	45	37
All Students (Prior Year)	89	2848	72888	NA	NA	NA	499	497	494	3	10	14	53	42	40	11	14	12	33	34	34
Female	45	1398	37247	100	99	100	506	510	500	8	4	11	35	37	40	8	13	13	50	46	37
Male	57	1484	38725	95	100	101	504	507	497	4	7	14	42	37	37	13	13	12	40	43	37
African American	14	140	3594	100	94	96	483	490	476	17	10	22	58	51	46	0	12	11	25	27	21
Hispanic	26	630	28100	96	98	98	511	499	482	11	7	18	26	46	47	11	13	11	53	35	24
Asian/Pacific Islander	NC	81	1447	NC	99	95	NC	525	527	NC	3	5	NC	25	26	NC	12	11	NC	60	58
American Indian/Alaskan Native	NC	39	5292	NC	100	113	NC	499	463	NC	9	31	NC	47	47	NC	9	8	NC	35	14
White	52	1964	35389	98	99	96	507	512	514	2	5	6	38	34	32	9	13	14	51	48	48
Students with Disabilities	10	244	9022	83	91	105	NA	461	465	NA	36	31	NA	39	43	NA	3	8	NA	21	17
Students without Disabilities	92	2641	67208	99	101	100	505	510	500	6	5	12	39	37	38	11	13	12	45	45	38
Limited English Proficient Students	10	159	14826	91	105	113	523	482	460	0	6	31	0	56	51	50	19	8	50	19	10
Migrant Students	--	15	837				--	528	478	--	0	19	--	25	51	--	25	8	--	50	21
Economically Disadvantaged	--	100	25037				--	462	477	--	18	21	--	68	47	--	7	11	--	7	21
Non-Economically Disadvantaged	102	2785	51193				505	510	507	6	5	9	39	36	35	11	13	13	45	46	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	102	2864	76202	97	99	101	504	508	505	13	13	19	25	23	24	53	52	46	9	13	11
All Students (Prior Year)	91	2848	72779	NA	NA	NA	506	507	505	13	15	21	17	20	20	56	50	43	13	15	15
Female	45	1396	37231	100	99	100	507	511	507	13	9	16	18	22	24	58	54	48	13	16	13
Male	57	1465	38718	95	99	101	502	505	503	13	16	22	31	24	24	49	49	44	7	11	10
African American	14	139	3600	100	93	97	501	501	497	17	21	28	33	30	29	33	40	39	17	8	5
Hispanic	26	630	28090	96	98	98	504	504	497	11	16	28	26	28	30	58	47	37	5	9	5
Asian/Pacific Islander	NC	80	1443	NC	98	95	NC	517	515	NC	9	9	NC	12	19	NC	63	53	NC	15	19
American Indian/Alaskan Native	NC	38	5311	NC	97	113	NC	505	491	NC	15	38	NC	35	31	NC	47	28	NC	3	3
White	52	1952	35371	98	99	96	506	509	512	15	11	10	17	21	20	57	53	54	11	15	16
Students with Disabilities	10	234	9097	83	87	106	NA	497	493	NA	39	39	NA	25	27	NA	29	29	NA	7	5
Students without Disabilities	92	2630	67105	99	100	100	504	508	506	13	12	18	25	23	24	53	52	47	9	13	12
Limited English Proficient Students	10	158	14780	91	105	113	510	499	486	0	19	50	0	25	32	100	56	18	0	0	1
Migrant Students	--	14	832				--	512	492	--	0	36	--	0	31	--	100	31	--	0	3
Economically Disadvantaged	--	99	24961				--	486	495	--	49	32	--	34	30	--	16	34	--	0	4
Non-Economically Disadvantaged	102	2765	51241				504	509	509	13	11	14	25	23	22	53	53	51	9	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2862	74692	97	99	99	503	513	502	8	10	18	36	26	27	53	56	47	2	9	8
All Students (Prior Year)	84	2780	70710	NA	NA	NA	508	523	512	10	10	17	33	23	26	51	51	42	6	16	16
Female	45	1388	36710	100	98	99	515	522	509	5	6	14	23	22	26	68	61	50	5	11	10
Male	57	1472	37742	95	100	98	492	504	495	11	14	22	49	29	28	40	51	44	0	6	6
African American	14	141	3516	100	95	94	493	505	487	8	13	26	42	34	31	50	45	39	0	9	4
Hispanic	27	631	27492	100	98	96	513	506	486	0	12	27	26	29	32	68	53	38	5	7	4
Asian/Pacific Islander	NC	80	1428	NC	98	94	NC	529	528	NC	8	8	NC	14	20	NC	60	54	NC	18	18
American Indian/Alaskan Native	NC	39	5166	NC	100	110	NC	495	470	NC	21	39	NC	24	32	NC	53	27	NC	3	2
White	51	1943	34785	96	98	94	502	515	517	11	9	10	38	25	23	51	57	56	0	9	11
Students with Disabilities	10	231	8428	83	86	98	NA	473	472	NA	40	38	NA	25	30	NA	35	29	NA	0	3
Students without Disabilities	92	2631	66264	99	100	99	503	514	503	8	9	17	36	26	27	53	56	48	2	9	8
Limited English Proficient Students	10	159	14363	91	105	109	498	492	459	0	19	47	50	31	34	50	44	19	0	6	1
Migrant Students	--	15	814				--	552	475	--	0	33	--	0	37	--	75	27	--	25	2
Economically Disadvantaged	--	97	24507				--	467	480	--	30	31	--	54	33	--	17	33	--	0	3
Non-Economically Disadvantaged	102	2765	50185				503	514	511	8	9	13	36	25	24	53	57	53	2	9	10

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2987	71167	96	99	99	467	468	463	34	32	38	48	47	41	12	15	14	5	6	7
All Students (Prior Year)	103	2820	66213	NA	NA	NA	455	470	459	41	29	39	48	46	40	7	18	14	3	7	7
Female	57	1483	34825	98	98	99	473	466	462	27	32	38	52	49	42	18	15	14	4	4	6
Male	39	1500	36047	91	99	99	457	469	464	47	33	38	41	44	39	3	15	15	9	8	8
African American	NC	153	3225	NC	99	95	NC	445	441	NC	54	57	NC	38	34	NC	7	6	NC	2	2
Hispanic	17	566	23643	94	96	97	463	456	445	38	44	53	50	40	37	6	13	8	6	2	2
Asian/Pacific Islander	NC	85	1503	NC	94	100	NC	484	493	NC	18	18	NC	49	40	NC	21	23	NC	12	19
American Indian/Alaskan Native	NC	35	5161	NC	100	103	NC	470	435	NC	34	63	NC	41	30	NC	14	5	NC	10	2
White	69	2131	35245	96	99	95	469	471	476	35	29	26	43	49	45	15	16	19	6	7	10
Students with Disabilities	NC	250	8095	NC	88	104	NC	429	426	NC	69	69	NC	28	25	NC	1	5	NC	1	1
Students without Disabilities	93	2737	63072	98	100	99	467	469	464	34	31	37	48	47	41	12	15	15	5	6	7
Limited English Proficient Students	NC	113	10317	NC	130	111	NC	409	426	NC	78	72	NC	22	25	NC	0	2	NC	0	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	--	24	17057				--	424	440	--	68	58	--	32	34	--	0	6	--	0	2
Non-Economically Disadvantaged	97	2963	54110				467	468	468	34	32	33	48	47	43	12	15	16	5	6	8

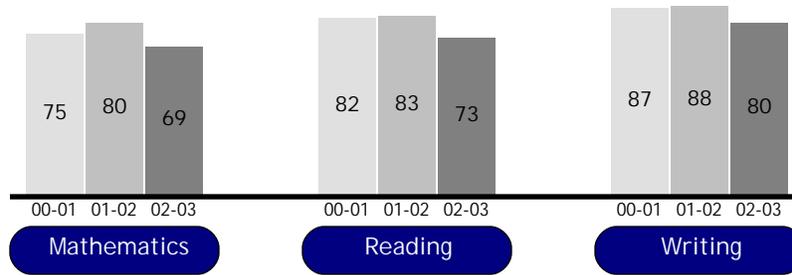
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2981	71100	97	99	99	516	510	502	12	17	25	14	19	21	54	46	40	20	18	15
All Students (Prior Year)	106	2813	66144	NA	NA	NA	501	514	504	17	15	24	31	19	20	45	47	40	8	20	16
Female	58	1480	34801	100	98	99	527	513	505	0	13	21	14	20	22	61	49	42	25	18	15
Male	39	1498	36010	91	99	99	498	507	499	32	22	28	15	18	20	41	43	38	12	17	14
African American	NC	154	3219	NC	100	95	NC	494	486	NC	29	38	NC	25	24	NC	38	31	NC	7	7
Hispanic	17	569	23630	94	97	96	507	502	485	19	23	37	19	22	25	50	41	32	13	14	6
Asian/Pacific Islander	NC	86	1509	NC	96	100	NC	518	522	NC	12	12	NC	19	14	NC	41	46	NC	27	28
American Indian/Alaskan Native	NC	35	5144	NC	100	102	NC	503	478	NC	24	46	NC	21	24	NC	41	25	NC	14	5
White	70	2119	35198	97	98	95	518	513	515	12	15	15	14	18	18	52	48	47	22	19	21
Students with Disabilities	NC	266	8121	NC	94	105	NC	470	470	NC	58	55	NC	21	20	NC	13	21	NC	8	4
Students without Disabilities	93	2715	62979	98	99	99	516	511	503	12	17	23	14	19	21	54	47	41	20	18	15
Limited English Proficient Students	NC	113	10304	NC	130	110	NC	465	462	NC	57	63	NC	14	23	NC	29	13	NC	0	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	--	26	17040				--	462	483	--	59	40	--	27	25	--	14	29	--	0	6
Non-Economically Disadvantaged	98	2955	54060				516	511	507	12	17	20	14	19	20	54	46	43	20	18	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	97	2940	69001	96	97	96	498	499	490	11	11	17	35	35	37	54	53	45	0	1	1
All Students (Prior Year)	96	2741	63579	NA	NA	NA	487	503	493	12	8	15	49	38	42	39	52	41	0	2	2
Female	57	1461	34086	98	97	97	509	506	496	2	6	13	32	33	36	66	59	51	0	2	1
Male	39	1476	34644	91	97	95	481	492	484	26	16	22	38	37	39	35	47	38	0	1	0
African American	NC	150	3115	NC	97	92	NC	485	478	NC	21	25	NC	42	44	NC	36	31	NC	1	0
Hispanic	17	563	22656	94	96	92	481	491	476	31	14	27	31	40	43	38	45	30	0	0	0
Asian/Pacific Islander	NC	81	1472	NC	90	98	NC	508	507	NC	4	8	NC	35	30	NC	59	60	NC	1	2
American Indian/Alaskan Native	NC	35	4940	NC	100	98	NC	487	469	NC	14	34	NC	48	43	NC	38	23	NC	0	0
White	69	2095	34501	96	97	93	501	502	500	8	9	10	37	33	34	55	57	55	0	1	1
Students with Disabilities	NC	258	7386	NC	91	95	NC	460	459	NC	46	46	NC	29	37	NC	24	17	NC	0	0
Students without Disabilities	93	2682	61615	98	98	97	498	500	491	11	10	16	35	35	37	54	54	45	0	1	1
Limited English Proficient Students	NC	109	9662	NC	125	104	NC	441	454	NC	71	51	NC	29	40	NC	0	9	NC	0	0
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	--	26	16383				--	463	472	--	32	30	--	55	43	--	14	26	--	0	0
Non-Economically Disadvantaged	97	2914	52618				498	499	494	11	10	14	35	35	36	54	54	49	0	1	1

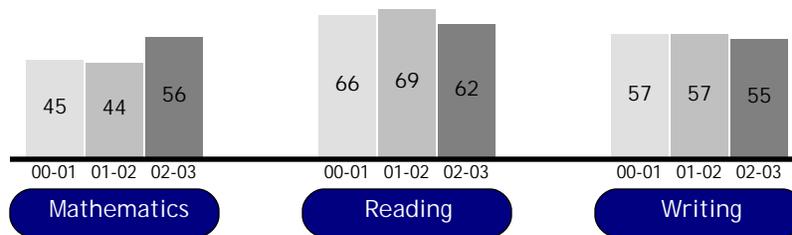
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

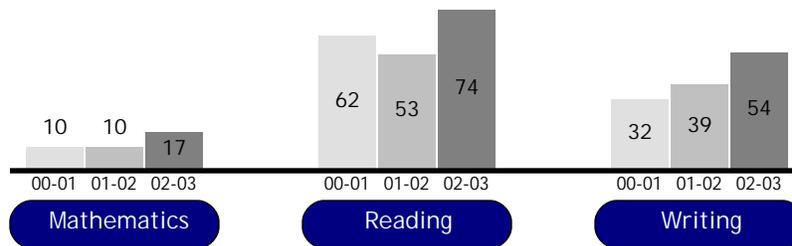
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

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

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	56	54	63	53	92	47	58	44	97	41	62	50
	Language	82	49	57	45	92	47	56	39	100	45	57	43
	Mathematics	82	61	71	56	92	56	68	52	100	56	71	57
3	Reading	75	51	58	50	91	54	55	43	99	61	58	47
	Language	75	70	68	55	90	63	64	50	100	62	66	54
	Mathematics	75	70	67	53	91	61	65	50	100	64	67	54
4	Reading	75	53	62	55	93	59	59	47	98	62	63	52
	Language	77	50	58	50	93	56	57	45	98	59	59	48
	Mathematics	77	60	66	56	91	72	66	52	98	71	67	57
5	Reading	81	55	59	51	93	52	55	46	99	54	61	50
	Language	80	47	53	46	95	45	51	43	99	50	56	46
	Mathematics	82	58	66	56	93	57	63	54	100	68	67	57
6	Reading	87	63	63	54	97	54	60	49	99	64	63	53
	Language	88	58	56	46	98	42	54	42	97	55	58	45
	Mathematics	89	73	74	61	93	61	70	58	97	71	73	62
7	Reading	87	52	64	53	97	57	60	48	99	48	63	51
	Language	87	58	68	55	96	62	64	51	98	53	69	54
	Mathematics	86	62	71	57	97	61	68	54	100	55	70	58
8	Reading	87	58	63	55	99	54	61	49	98	61	62	53
	Language	87	54	61	50	98	49	60	46	98	60	62	49
	Mathematics	87	58	64	57	97	59	67	54	99	67	66	58

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

School Safety

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

Revamped Crisis Intervention Plan. Doubled duty people assigned on playgrounds during recesses. Limited access to the campus by closing off exterior entrances to playgrounds. Fire Pal Steve teaches fire safety to grades K-4. Crisis drills coming.

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

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Donnes Bennett	(623) 412-4600
Transportation Policy	Steve Highlen	(623) 486-6165
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Dawn Harris	(623) 412-4600
Student Health/Nurse	Katrin Verstraete	(623) 412-4603

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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