

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

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 (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
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 Overview

Principal/Administrator : Mrs. Donnes Y. Bennett
 Schedule : 7:00 AM to 4:00 PM
 Grades : Pre-K-8
 2004 Enrollment : 785
 Web Address : desertpalms.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--District Math Assessments,AIMS
- ü The students will improve reading comprehension by acquiring reading comprehension strategies Assessment--Teacher created tests,AIMS
- ü Students will improve their writing skills by applying the six traits of good writing to their writing assignments and assessments.

Enrollment

October 1, 2003 School Year Student Enrollment : 803
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 131

Instructional Programs

- Reading Instruct. for Early Intervention
- On-site Special Education
- Gifted
- English Acquisition Services
- Preschool
- Homework Club Tutoring

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

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.

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.

School Honors

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

Award/Honor	Year
• 1st & 2nd Place Winners in the District Speech Contest	2002
• 2 Teachers--Who's Who in Education	2002
• Kindest School in Arizona MLK Challenge	2000
• Hero Award - Glendale Fire Deptment	2004

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	80	2724	75509	100	100	100	524	529	521	11	8	13	19	21	23	42	35	33	27	35	31
All Students (Prior Year)	81	2731	75372	99	100	100	524	529	523	7	5	9	24	23	25	40	41	36	29	31	30
Female	38	1318	37013	100	100	100	522	529	522	11	8	12	28	22	24	33	36	33	28	34	31
Male	42	1406	38430	100	100	99	527	530	521	11	9	14	11	21	22	51	35	33	27	36	31
African American	NC	151	3660	NC	100	99	NC	510	496	NC	15	24	NC	34	31	NC	30	28	NC	21	18
Hispanic	22	582	30486	100	100	99	503	514	505	25	12	18	19	30	29	38	33	32	19	25	21
Asian/Pacific Islander	--	69	1780	--	100	98	--	542	549	--	7	5	--	11	13	--	36	33	--	46	50
American Indian/Alaskan Native	NC	32	4075	NC	100	100	NC	512	486	NC	14	28	NC	32	34	NC	21	26	NC	32	12
White	50	1886	35192	100	100	99	537	534	534	2	7	8	22	19	19	43	37	35	33	38	39
Students with Disabilities	13	438	9708	100	100	100	469	506	489	40	20	32	20	27	27	40	32	24	0	22	17
Students without Disabilities	67	2286	65801	100	98	98	533	533	525	6	7	11	19	21	23	43	36	34	32	37	33
Limited English Proficient Students	NC	194	16928	NC	100	100	NC	465	485	NC	50	29	NC	50	33	NC	0	26	NC	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	33	693	36411				513	509	503	19	14	19	19	31	29	37	34	32	26	21	20
Non-Economically Disadvantaged	47	2031	39040				531	535	534	7	6	8	20	19	19	46	36	34	28	39	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	80	2724	75492	100	100	100	520	525	519	8	7	12	18	15	16	49	51	47	24	27	24
All Students (Prior Year)	82	2716	75221	100	99	100	524	526	523	9	5	8	19	15	16	48	60	56	25	20	21
Female	38	1319	37014	100	100	100	520	528	523	9	6	10	17	13	15	51	50	48	23	30	27
Male	42	1405	38400	100	100	99	521	522	516	8	8	14	19	17	17	47	52	47	25	23	21
African American	NC	150	3665	NC	100	99	NC	514	505	NC	9	20	NC	21	22	NC	57	43	NC	13	14
Hispanic	22	582	30438	100	100	99	508	516	508	13	10	17	27	21	21	47	52	47	13	17	15
Asian/Pacific Islander	--	70	1773	--	100	98	--	529	534	--	5	4	--	11	10	--	52	50	--	32	36
American Indian/Alaskan Native	NC	32	4081	NC	100	100	NC	511	498	NC	14	25	NC	18	26	NC	61	40	NC	7	8
White	50	1887	35177	100	100	99	525	528	528	4	6	8	18	13	13	49	50	49	29	30	31
Students with Disabilities	13	439	9707	100	100	100	482	508	495	38	17	33	25	23	21	38	43	33	0	17	13
Students without Disabilities	67	2285	65785	100	98	98	525	527	522	5	6	10	17	14	16	51	52	49	27	28	26
Limited English Proficient Students	NC	195	16905	NC	100	100	NC	474	489	NC	67	34	NC	0	28	NC	33	32	NC	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	33	692	36302				510	514	507	16	12	18	20	22	21	48	51	46	16	15	14
Non-Economically Disadvantaged	47	2032	39164				526	528	528	4	6	8	17	13	13	50	51	48	28	30	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	79	2706	75053	99	100	99	651	603	597	1	5	7	7	10	12	75	78	72	16	7	9
All Students (Prior Year)	82	2701	73654	100	99	99	535	533	530	10	5	9	10	11	13	71	78	70	9	6	7
Female	38	1310	36872	100	99	99	676	624	621	3	3	5	6	7	9	67	81	74	25	10	12
Male	41	1396	38109	98	100	99	624	583	573	0	6	10	9	13	14	85	76	69	6	5	6
African American	NC	149	3636	NC	100	99	NC	574	568	NC	7	12	NC	13	16	NC	77	67	NC	3	6
Hispanic	21	578	30235	95	99	98	623	594	575	0	5	9	15	13	14	69	74	70	15	8	6
Asian/Pacific Islander	--	69	1768	--	100	98	--	605	651	--	5	3	--	9	5	--	75	72	--	11	19
American Indian/Alaskan Native	NC	31	4044	NC	97	99	NC	570	550	NC	7	13	NC	11	17	NC	78	66	NC	4	4
White	50	1876	35028	100	100	99	671	609	613	0	4	6	4	9	10	77	80	73	19	8	11
Students with Disabilities	13	433	9625	100	100	100	539	554	530	0	10	21	29	16	21	71	71	55	0	3	4
Students without Disabilities	66	2273	65428	99	97	98	663	610	604	2	4	6	5	9	11	76	79	73	18	8	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	529	525	NC	33	17	NC	0	20	NC	67	60	NC	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	33	687	36077				628	572	566	4	8	10	8	12	16	72	77	69	16	3	5
Non-Economically Disadvantaged	46	2019	38950				664	612	618	0	4	5	7	9	9	77	79	73	16	9	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	65	2855	76019	98	100	100	491	503	499	15	9	14	41	39	39	20	16	14	24	35	33
All Students (Prior Year)	102	2885	76230	97	100	100	505	508	498	6	6	12	39	37	38	11	13	12	45	45	37
Female	31	1384	37207	100	100	100	499	504	499	10	8	12	41	40	41	24	18	14	24	34	33
Male	34	1469	38677	97	100	100	483	502	498	20	11	15	40	39	38	17	15	13	23	36	34
African American	NC	129	3817	NC	100	100	NC	484	475	NC	18	23	NC	47	47	NC	13	11	NC	23	18
Hispanic	16	590	29458	94	100	100	482	487	480	29	15	20	50	47	48	0	14	12	21	24	20
Asian/Pacific Islander	NC	80	1673	NC	100	99	NC	524	531	NC	4	4	NC	27	29	NC	20	14	NC	49	53
American Indian/Alaskan Native	--	27	4735	--	100	100	--	484	466	--	8	28	--	54	49	--	17	10	--	21	13
White	42	2018	35880	98	100	100	497	507	515	10	8	7	35	37	32	30	17	16	25	38	45
Students with Disabilities	13	385	9786	100	100	100	441	465	457	56	30	39	22	47	40	11	7	7	11	16	13
Students without Disabilities	52	2470	66233	98	99	99	500	507	503	8	7	11	44	39	39	22	17	14	26	37	35
Limited English Proficient Students	NC	173	15206	NC	100	100	NC	454	459	NC	33	31	NC	53	53	NC	2	7	NC	12	9
Migrant Students	--	NC	745	--	--	--	--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	27	700	35714	--	--	--	479	482	480	27	18	20	36	47	47	23	14	12	14	21	20
Non-Economically Disadvantaged	38	2155	40266	--	--	--	498	509	513	8	7	9	43	37	33	19	17	15	30	39	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	65	2851	76020	98	100	100	502	506	503	25	18	25	25	22	23	44	45	40	7	14	12
All Students (Prior Year)	102	2864	76202	97	99	100	504	508	505	13	13	19	25	23	24	53	52	46	9	13	11
Female	31	1384	37213	100	100	100	511	509	504	10	16	22	31	21	23	48	48	42	10	15	13
Male	34	1465	38666	97	100	100	493	503	501	39	21	29	18	23	22	39	42	38	4	14	12
African American	NC	129	3819	NC	100	100	NC	497	494	NC	30	37	NC	24	26	NC	36	31	NC	10	6
Hispanic	16	589	29442	94	100	99	497	501	494	17	27	37	42	25	26	42	40	31	0	8	6
Asian/Pacific Islander	NC	80	1672	NC	100	99	NC	514	513	NC	11	12	NC	20	19	NC	49	49	NC	20	20
American Indian/Alaskan Native	--	27	4735	--	100	100	--	497	489	--	22	48	--	39	25	--	35	24	--	4	3
White	42	2014	35890	98	100	100	505	508	511	25	16	15	20	22	20	45	46	48	10	16	18
Students with Disabilities	13	383	9784	100	100	100	484	489	485	57	47	58	14	24	19	14	21	19	14	7	4
Students without Disabilities	52	2468	66236	98	98	99	505	508	504	20	15	23	26	22	23	48	47	42	6	15	13
Limited English Proficient Students	NC	173	15198	NC	100	100	NC	481	483	NC	59	59	NC	27	25	NC	14	14	NC	0	1
Migrant Students	--	NC	743	--	--	--	--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	27	700	35703	--	--	--	499	498	494	30	31	37	25	27	26	40	35	31	5	7	6
Non-Economically Disadvantaged	38	2151	40274	--	--	--	504	508	509	22	15	17	24	21	20	46	47	47	8	16	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	65	2854	75673	98	100	100	558	544	530	10	8	12	20	22	25	63	66	58	7	4	4
All Students (Prior Year)	102	2862	74692	97	99	99	503	513	502	8	10	18	36	26	27	53	56	47	2	9	8
Female	31	1384	37099	100	100	100	574	563	548	3	4	8	23	19	22	70	71	64	3	5	6
Male	34	1468	38441	97	100	99	542	527	513	17	12	16	17	24	29	57	60	52	10	3	3
African American	NC	129	3791	NC	100	99	NC	531	506	NC	15	18	NC	18	29	NC	64	50	NC	3	3
Hispanic	16	590	29305	94	100	99	530	528	507	15	10	16	31	27	31	54	59	51	0	3	2
Asian/Pacific Islander	NC	80	1665	NC	100	99	NC	565	573	NC	7	6	NC	17	16	NC	68	67	NC	8	10
American Indian/Alaskan Native	--	27	4707	--	100	100	--	536	492	--	0	19	--	38	33	--	58	46	--	4	1
White	42	2016	35760	98	100	99	568	549	550	7	8	9	20	20	21	63	67	64	10	5	6
Students with Disabilities	13	383	9706	100	100	100	477	485	462	30	26	36	30	32	32	40	40	31	0	2	1
Students without Disabilities	52	2471	65967	98	99	99	574	551	536	6	7	10	18	21	25	68	68	60	8	5	5
Limited English Proficient Students	NC	173	15115	NC	100	100	NC	483	471	NC	19	26	NC	37	38	NC	44	35	NC	0	1
Migrant Students	--	NC	738	--	--	--	--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	27	701	35541	--	--	--	557	523	504	18	14	17	9	23	31	68	61	50	5	2	2
Non-Economically Disadvantaged	38	2153	40091	--	--	--	559	551	550	5	7	9	26	21	21	61	67	64	8	5	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	102	3176	75001	100	100	99	477	476	468	23	27	37	46	43	36	19	21	16	12	10	10
All Students (Prior Year)	97	2987	71167	96	99	99	467	468	463	34	32	38	48	47	41	12	15	14	5	6	7
Female	46	1568	36846	100	100	99	475	476	468	24	25	36	49	46	38	17	20	16	10	9	10
Male	56	1600	37974	100	100	99	479	476	467	22	29	39	44	39	34	20	21	16	14	11	11
African American	NC	155	3720	NC	100	98	NC	460	446	NC	43	53	NC	39	33	NC	14	9	NC	4	4
Hispanic	21	634	26675	95	100	98	478	462	448	24	37	52	47	42	34	12	15	10	18	6	4
Asian/Pacific Islander	NC	98	1575	NC	100	99	NC	499	504	NC	14	18	NC	41	33	NC	26	20	NC	19	29
American Indian/Alaskan Native	NC	37	4731	NC	90	98	NC	463	438	NC	38	61	NC	41	30	NC	18	7	NC	3	2
White	67	2237	37785	100	100	99	480	480	482	20	24	25	47	43	39	20	22	21	13	11	15
Students with Disabilities	18	359	8802	100	100	100	448	425	418	67	74	79	33	22	16	0	4	3	0	1	1
Students without Disabilities	84	2817	66199	100	99	99	480	480	472	18	23	34	48	44	38	21	22	17	13	10	11
Limited English Proficient Students	NC	122	11710	NC	100	100	NC	420	429	NC	72	70	NC	28	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	35	628	29814				461	458	448	39	41	53	35	39	33	19	14	10	6	5	4
Non-Economically Disadvantaged	67	2548	45170				486	480	479	15	24	28	52	43	38	18	22	20	15	11	14

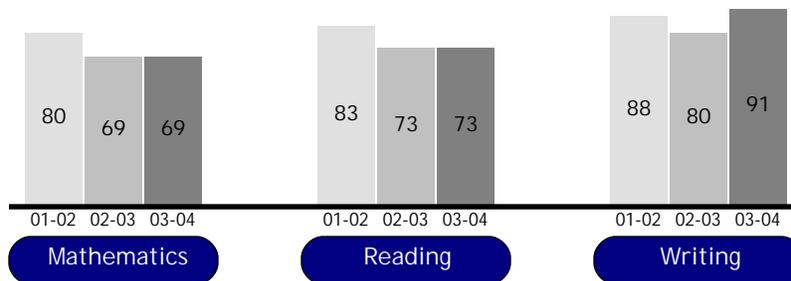
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	3170	74918	100	100	99	500	507	497	28	22	32	16	18	19	45	42	35	11	18	15
All Students (Prior Year)	98	2981	71100	97	99	99	516	510	502	12	17	25	14	19	21	54	46	40	20	18	15
Female	46	1566	36805	100	100	99	500	510	501	20	19	28	15	19	19	61	45	37	5	18	16
Male	56	1599	37936	100	100	99	501	504	493	35	26	35	17	18	18	33	38	33	15	18	14
African American	NC	155	3719	NC	100	98	NC	492	481	NC	35	43	NC	19	21	NC	37	29	NC	8	7
Hispanic	21	634	26645	95	100	98	491	495	478	37	32	46	21	20	20	32	34	27	11	14	6
Asian/Pacific Islander	NC	98	1571	NC	100	99	NC	523	521	NC	16	18	NC	16	15	NC	40	38	NC	28	30
American Indian/Alaskan Native	NC	37	4729	NC	90	98	NC	494	468	NC	34	57	NC	20	19	NC	34	19	NC	11	4
White	67	2236	37773	100	100	99	506	511	511	22	18	20	15	18	18	52	44	41	12	19	21
Students with Disabilities	18	358	8801	100	100	100	440	455	448	100	72	75	0	14	13	0	11	10	0	3	2
Students without Disabilities	84	2812	66117	100	99	99	508	512	501	18	18	28	18	19	19	51	44	37	12	19	16
Limited English Proficient Students	NC	122	11706	NC	100	100	NC	441	454	NC	80	71	NC	18	16	NC	2	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	35	628	29785				491	490	477	35	36	47	26	23	20	32	32	26	6	9	6
Non-Economically Disadvantaged	67	2542	45115				505	511	508	24	19	23	11	17	18	52	44	39	13	20	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	102	3170	74503	100	100	99	528	522	491	5	4	9	17	22	32	63	61	51	14	12	8
All Students (Prior Year)	97	2940	69001	96	97	96	498	499	490	11	11	17	35	35	37	54	53	45	0	1	1
Female	46	1566	36686	100	100	99	541	535	506	5	3	5	10	17	29	67	66	57	19	14	9
Male	56	1598	37644	100	100	98	518	509	476	6	6	13	24	28	36	61	56	45	10	10	6
African American	NC	156	3677	NC	100	97	NC	515	475	NC	4	12	NC	24	36	NC	63	46	NC	9	5
Hispanic	21	634	26500	95	100	97	501	510	467	11	6	13	32	27	39	47	56	44	11	11	4
Asian/Pacific Islander	NC	98	1566	NC	100	99	NC	537	537	NC	5	5	NC	18	23	NC	63	55	NC	15	18
American Indian/Alaskan Native	NC	37	4695	NC	90	97	NC	507	464	NC	3	14	NC	29	39	NC	62	44	NC	6	3
White	67	2235	37606	100	100	99	543	526	508	2	4	6	15	21	28	67	63	56	16	12	10
Students with Disabilities	18	359	8662	100	100	100	436	437	409	27	24	37	36	42	42	36	32	20	0	2	1
Students without Disabilities	84	2811	65841	100	99	98	540	530	499	2	3	7	15	21	32	67	64	53	16	13	8
Limited English Proficient Students	NC	122	11608	NC	100	100	NC	453	430	NC	18	23	NC	40	47	NC	40	28	NC	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	35	629	29587				533	504	465	3	6	14	17	27	40	67	59	43	13	7	4
Non-Economically Disadvantaged	67	2541	44898				526	526	507	6	4	7	17	21	28	62	62	55	14	13	10

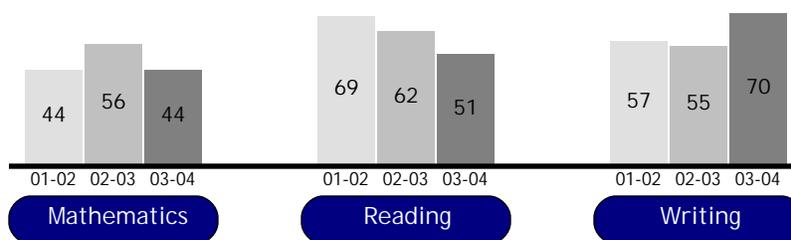
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

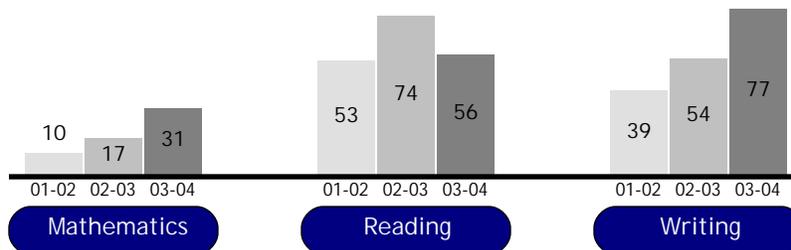
3rd Grade Proficiency



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.

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 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	92	47	58	44	97	41	62	50	91	47	NA	58
	Language	92	47	56	39	100	45	57	43	94	43	60	50
	Mathematics	92	56	68	52	100	56	71	57	97	61	72	64
3	Reading	91	54	55	43	99	61	58	47	98	60	NA	55
	Language	90	63	64	50	100	62	66	54	98	72	70	61
	Mathematics	91	61	65	50	100	64	67	54	98	74	71	61
4	Reading	93	59	59	47	98	62	63	52	94	60	NA	56
	Language	93	56	57	45	98	59	59	48	94	56	60	52
	Mathematics	91	72	66	52	98	71	67	57	96	65	69	61
5	Reading	93	52	55	46	99	54	61	50	97	55	NA	55
	Language	95	45	51	43	99	50	56	46	97	51	56	49
	Mathematics	93	57	63	54	100	68	67	57	97	65	67	63
6	Reading	97	54	60	49	99	64	63	53	100	59	NA	56
	Language	98	42	54	42	97	55	58	45	100	55	60	48
	Mathematics	93	61	70	58	97	71	73	62	100	71	75	66
7	Reading	97	57	60	48	99	48	63	51	93	55	NA	54
	Language	96	62	64	51	98	53	69	54	97	60	67	58
	Mathematics	97	61	68	54	100	55	70	58	96	61	68	62
8	Reading	99	54	61	49	98	61	62	53	98	59	NA	55
	Language	98	49	60	46	98	60	62	49	98	62	64	52
	Mathematics	97	59	67	54	99	67	66	58	98	65	69	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

- 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
- Ü Curriculum

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	42.50
Other Professional Staff	4.00	Teacher Aide	7.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	5	1	0	0
7 to 9 years	4	1	0	0
10 or more years	12	15	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 42
 Core academic classes taught by Highly Qualified (NCLB) teachers. 76
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- Ü Student Council
- Ü Athletic Teams (Grades 7-8)
- Ü National Junior Honor Society
- Ü Firebird News
- Ü Chorus Club/Band
- Ü Scholastic Bowl Team
- Ü Yearbook
- Ü Science/Computer Clubs

Social Services

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü North Central Association-Accreditation for 2003 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!
- ü Two teachers were given Pride of Peoria awards for their outstanding service and teaching.
- ü The principal and three teachers were awarded Character Counts scholarships for a three day training by the Arizona State Department of Education.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	4	10	9	9
Promotion Rate ⁸	97	98	98	94
Retention Rate ⁹	2	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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	81	79
Grades 3-4	70	76
Grades 4-5	65	67
Grades 5-6	83	78
Grades 6-7	46	45
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 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

Crisis Intervention Plan has been updated. Desert Palms is part of the Glendale Rapid Response Program. Duty people assigned on playgrounds during recesses have been doubled. Limited access to the campus by closing off exterior entrances to playgrounds and moving front gate fencing. Safe School Route established. Redesigned parking lot traffic patterns. New walkie-talkies given to crossing guards. Fire Pal Steve teaches fire safety to grades K-4. Dare Officer instructs sixth grade.

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	Jenene Koegel	(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 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.

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

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.

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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.