

# Desert Harbor Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

15585 N. 91st Avenue, Peoria, AZ 85382

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 LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Highly 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. Lori Shough  
Schedule : 7:30 AM to 4:00 PM  
Grades : Pre-K-8  
2003 Enrollment : 960  
Web Address : desertharbor.peoriaud.k12.az.us  
Phone Number : (623) 486-6200  
Fax Number : (623) 486-6207  
E-mail : lshough@peoriaud.k12.az.us

### Mission

Desert Harbor Elementary School's mission is to promote the academic excellence and social growth of all students through partnership with students, staff, parents and community in which a safe, challenging and child-centered environment is provided.

### School / Academic Goals

- ü Increase student achievement in reading and writing in grades K-8 as measured by the Stanford 9, AIMS, AzAC, district assessments and teacher-made tests.
- ü Increase student achievement in mathematics in grades K-8 as measured by the Stanford 9, AIMS, AzAC, district assessments and teacher-made tests.

### Instructional Programs

- ü K-8 Technology Education
- ü Special Education Preschool
- ü Literacy Enrichment Program
- ü Gifted

### Enrollment

October 1, 2002 School Year Student Enrollment : 984  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 64

### Calendar Information

Number of Instruction Days : 176  
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

# Desert Harbor Elementary School

## School Site Council

### Council Composition

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

### Council Duties

- Ü School Safety Issues
- Ü Budget
- Ü Extracurricular Activities
- Ü School Appearance
- Ü Parent/Educator Relations
- Ü Fundraising/Volunteers

## Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	50.00
Other Professional Staff	4.50	Teacher Aide	8.50

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	12	2	0	0
7 to 9 years	5	3	0	0
10 or more years	10	10	1	0

## Shared Responsibilities

### School

Our responsibility is to provide students with a safe, fun learning environment with multiple opportunities to learn. Desert Harbor is committed to on-going communication and active partnership with parents.

### Parents

Parents are encouraged to support student attendance, model positive attitudes toward learning and staff, attend parent-teacher conferences, and participate in school-sponsored activities.

## Resources Available at School Site

### Special Facilities

- Ü Technology Labs (K-6) & (7-8)
- Ü Media Center

### Extracurricular Activities

- Ü Sports Teams
- Ü National Junior Honor Society
- Ü Student Council
- Ü Sandshark Broadcast News Crew

### Social Services

- Ü Before/After School Program
- Ü Social Intervention
- Ü Crisis Intervention
- Ü Volunteer Program

## Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary, but beyond one mile of Desert Harbor Elementary School. Transportation is also provided for eligible special education students if noted in the IEP.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Desert Harbor eighth graders created a herbarium to promote learning from living systems. Students in all grade levels are able to apply their reading, math and writing skills while studying in the natural setting of our school's herbarium.
  
- ü Desert Harbor has established a reading intervention program to provide adult and student tutors to a number of struggling first through fourth graders. This was made possible by the Learn and Serve grant from Arizona Department of Education.

School Honors

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

Award/Honor	Year
ü Arizona State University Professional Development Grant	2003
ü Arizona Department of Education Learn and Serve Grant	2002
ü Arizona A+ School Award	2001
ü PUSD Teacher of the Year Award	2001

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	96	95	94	96
Transfers Out <sup>3</sup>	5	20	20	20
Transfers In <sup>4</sup> (Within District)	1	2	2	2
Transfers In <sup>5</sup> (Out of District)	8	10	10	9
Promotion Rate <sup>6</sup>	100	99	98	95
Retention Rate <sup>7</sup>	0	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	51	64
Grades 3-4	82	61
Grades 4-5	59	44
Grades 5-6	81	91
Grades 6-7	82	63
Grades 7-8	67	55

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	99	2731	75372	96	100	101	527	529	523	3	5	9	23	23	25	49	41	36	24	31	30
All Students (Prior Year)	102	2609	70809	NA	NA	NA	532	528	518	3	5	11	21	23	27	45	41	35	31	31	27
Female	43	1343	36901	93	98	101	523	530	524	7	4	8	21	23	25	50	41	36	21	31	31
Male	55	1387	38385	96	101	101	531	528	523	0	6	9	25	23	24	48	41	36	27	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	NC	552	29103	NC	100	99	NC	512	510	NC	10	12	NC	34	31	NC	39	36	NC	18	20
Asian/Pacific Islander	NC	90	1574	NC	99	96	NC	543	549	NC	5	3	NC	20	14	NC	30	34	NC	45	48
American Indian/Alaskan Native	--	33	5086	--	97	114	--	515	491	--	8	22	--	29	38	--	33	28	--	29	12
White	78	1913	34597	96	99	98	532	534	535	1	3	4	21	20	20	51	43	38	26	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	97	2484	67315	103	104	101	527	529	525	3	4	8	23	23	24	49	41	37	24	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	99	2526	49047				527	531	530	3	4	6	23	21	21	49	42	37	24	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	101	2716	75221	98	99	101	524	526	523	5	5	8	14	15	16	62	60	56	19	20	21
All Students (Prior Year)	98	2610	70860	NA	NA	NA	536	531	524	2	4	9	8	12	17	57	53	45	33	32	30
Female	46	1338	36833	100	98	100	523	529	526	7	3	6	16	15	15	60	60	56	18	23	23
Male	55	1378	38319	96	100	101	525	522	520	4	7	9	13	16	17	63	60	56	19	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	NC	553	29019	NC	100	99	NC	516	513	NC	8	12	NC	23	21	NC	54	55	NC	14	13
Asian/Pacific Islander	NC	90	1572	NC	99	95	NC	536	536	NC	3	2	NC	13	9	NC	59	57	NC	25	31
American Indian/Alaskan Native	--	34	5071	--	100	114	--	518	502	--	4	20	--	20	27	--	60	46	--	16	8
White	79	1900	34543	98	98	97	527	529	531	1	4	4	14	13	12	65	61	58	19	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	99	2468	67215	105	103	101	524	526	524	5	5	7	14	15	16	62	60	56	19	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	101	2512	48965				524	528	528	5	4	5	14	14	13	62	61	58	19	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	95	2701	73654	92	99	99	529	533	530	2	5	9	15	11	13	77	78	70	5	6	7
All Students (Prior Year)	91	2434	68592	NA	NA	NA	550	550	542	5	4	9	8	8	12	66	72	63	21	16	16
Female	43	1338	36239	93	98	99	531	539	537	2	3	7	10	8	11	83	81	72	5	8	10
Male	52	1363	37301	91	99	98	526	526	523	2	7	12	20	13	15	71	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	NC	541	28348	NC	98	96	NC	524	520	NC	8	13	NC	16	17	NC	73	65	NC	3	5
Asian/Pacific Islander	NC	89	1558	NC	98	95	NC	543	547	NC	1	3	NC	8	8	NC	82	76	NC	8	13
American Indian/Alaskan Native	--	33	4947	--	97	111	--	529	507	--	4	22	--	8	22	--	80	53	--	8	3
White	75	1893	33924	93	98	96	529	535	537	1	4	5	15	10	10	77	79	75	7	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	93	2457	66348	99	102	100	529	533	531	2	5	8	15	11	13	77	78	71	5	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	95	2497	47943				529	535	535	2	4	7	15	10	11	77	79	74	5	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	108	2885	76230	98	100	101	498	508	498	3	6	12	46	37	38	16	13	12	34	45	37
All Students (Prior Year)	120	2848	72888	NA	NA	NA	483	497	494	17	10	14	43	42	40	16	14	12	24	34	34
Female	57	1398	37247	97	99	100	500	510	500	2	4	11	51	37	40	12	13	13	35	46	37
Male	51	1484	38725	100	100	101	497	507	497	4	7	14	41	37	37	22	13	12	33	43	37
African American	NC	140	3594	NC	94	96	NC	490	476	NC	10	22	NC	51	46	NC	12	11	NC	27	21
Hispanic	10	630	28100	100	98	98	468	499	482	14	7	18	86	46	47	0	13	11	0	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	90	1964	35389	96	99	96	500	512	514	2	5	6	43	34	32	18	13	14	36	48	48
Students with Disabilities	NC	244	9022	NC	91	105	NC	461	465	NC	36	31	NC	39	43	NC	3	8	NC	21	17
Students without Disabilities	99	2641	67208	101	101	100	498	510	500	3	5	12	46	37	38	16	13	12	34	45	38
Limited English Proficient Students	NC	159	14826	NC	105	113	NC	482	460	NC	6	31	NC	56	51	NC	19	8	NC	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	108	2785	51193				498	510	507	3	5	9	46	36	35	16	13	13	34	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	107	2864	76202	97	99	101	509	508	505	10	13	19	20	23	24	53	52	46	17	13	11
All Students (Prior Year)	119	2848	72779	NA	NA	NA	512	507	505	13	15	21	17	20	20	49	50	43	22	15	15
Female	57	1396	37231	97	99	100	510	511	507	4	9	16	21	22	24	62	54	48	13	16	13
Male	50	1465	38718	98	99	101	507	505	503	17	16	22	20	24	24	41	49	44	22	11	10
African American	NC	139	3600	NC	93	97	NC	501	497	NC	21	28	NC	30	29	NC	40	39	NC	8	5
Hispanic	10	630	28090	100	98	98	496	504	497	17	16	28	50	28	30	33	47	37	0	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	89	1952	35371	95	99	96	510	509	512	11	11	10	18	21	20	53	53	54	19	15	16
Students with Disabilities	NC	234	9097	NC	87	106	NC	497	493	NC	39	39	NC	25	27	NC	29	29	NC	7	5
Students without Disabilities	101	2630	67105	103	100	100	509	508	506	10	12	18	20	23	24	53	52	47	17	13	12
Limited English Proficient Students	NC	158	14780	NC	105	113	NC	499	486	NC	19	50	NC	25	32	NC	56	18	NC	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	107	2765	51241				509	509	509	10	11	14	20	23	22	53	53	51	17	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	106	2862	74692	96	99	99	515	513	502	12	10	18	25	26	27	52	56	47	11	9	8
All Students (Prior Year)	118	2780	70710	NA	NA	NA	524	523	512	11	10	17	19	23	26	56	51	42	15	16	16
Female	56	1388	36710	95	98	99	526	522	509	6	6	14	22	22	26	63	61	50	10	11	10
Male	50	1472	37742	98	100	98	502	504	495	20	14	22	28	29	28	39	51	44	13	6	6
African American	NC	141	3516	NC	95	94	NC	505	487	NC	13	26	NC	34	31	NC	45	39	NC	9	4
Hispanic	10	631	27492	100	98	96	488	506	486	29	12	27	29	29	32	43	53	38	0	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	88	1943	34785	94	98	94	520	515	517	10	9	10	23	25	23	54	57	56	13	9	11
Students with Disabilities	NC	231	8428	NC	86	98	NC	473	472	NC	40	38	NC	25	30	NC	35	29	NC	0	3
Students without Disabilities	99	2631	66264	101	100	99	515	514	503	12	9	17	25	26	27	52	56	48	11	9	8
Limited English Proficient Students	NC	159	14363	NC	105	109	NC	492	459	NC	19	47	NC	31	34	NC	44	19	NC	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	106	2765	50185				515	514	511	12	9	13	25	25	24	52	57	53	11	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	123	2987	71167	101	99	99	462	468	463	39	32	38	43	47	41	14	15	14	4	6	7
All Students (Prior Year)	106	2820	66213	NA	NA	NA	476	470	459	17	29	39	59	46	40	20	18	14	4	7	7
Female	55	1483	34825	100	98	99	459	466	462	39	32	38	49	49	42	8	15	14	4	4	6
Male	67	1500	36047	100	99	99	465	469	464	40	33	38	37	44	39	19	15	15	5	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	20	566	23643	100	96	97	450	456	445	61	44	53	28	40	37	11	13	8	0	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	93	2131	35245	100	99	95	465	471	476	34	29	26	45	49	45	16	16	19	5	7	10
Students with Disabilities	15	250	8095	115	88	104	437	429	426	56	69	69	44	28	25	0	1	5	0	1	1
Students without Disabilities	108	2737	63072	99	100	99	465	469	464	38	31	37	42	47	41	15	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	123	2963	54110				462	468	468	39	32	33	43	47	43	14	15	16	4	6	8

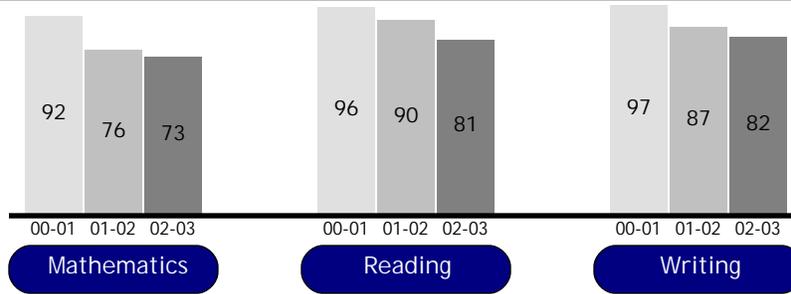
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	2981	71100	100	99	99	511	510	502	9	17	25	27	19	21	50	46	40	15	18	15
All Students (Prior Year)	107	2813	66144	NA	NA	NA	525	514	504	9	15	24	11	19	20	56	47	40	23	20	16
Female	56	1480	34801	102	98	99	513	513	505	6	13	21	19	20	22	65	49	42	10	18	15
Male	65	1498	36010	97	99	99	511	507	499	10	22	28	33	18	20	37	43	38	20	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	19	569	23630	95	97	96	509	502	485	18	23	37	24	22	25	35	41	32	24	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	93	2119	35198	100	98	95	512	513	515	7	15	15	26	18	18	53	48	47	14	19	21
Students with Disabilities	16	266	8121	123	94	105	480	470	470	22	58	55	56	21	20	22	13	21	0	8	4
Students without Disabilities	106	2715	62979	97	99	99	514	511	503	8	17	23	24	19	21	52	47	41	16	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	122	2955	54060				511	511	507	9	17	20	27	19	20	50	46	43	15	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	122	2940	69001	100	97	96	500	499	490	11	11	17	33	35	37	55	53	45	1	1	1
All Students (Prior Year)	107	2741	63579	NA	NA	NA	504	503	493	9	8	15	29	38	42	60	52	41	1	2	2
Female	55	1461	34086	100	97	97	509	506	496	4	6	13	29	33	36	65	59	51	2	2	1
Male	66	1476	34644	99	97	95	493	492	484	17	16	22	37	37	39	47	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	19	563	22656	95	96	92	484	491	476	24	14	27	29	40	43	47	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	93	2095	34501	100	97	93	503	502	500	9	9	10	29	33	34	61	57	55	0	1	1
Students with Disabilities	15	258	7386	115	91	95	472	460	459	29	46	46	43	29	37	29	24	17	0	0	0
Students without Disabilities	107	2682	61615	98	98	97	502	500	491	10	10	16	32	35	37	57	54	45	1	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	122	2914	52618				500	499	494	11	10	14	33	35	36	55	54	49	1	1	1

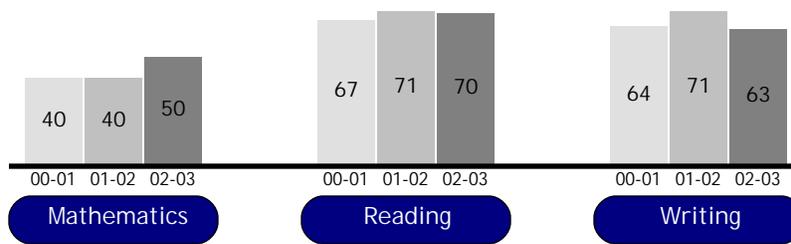
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

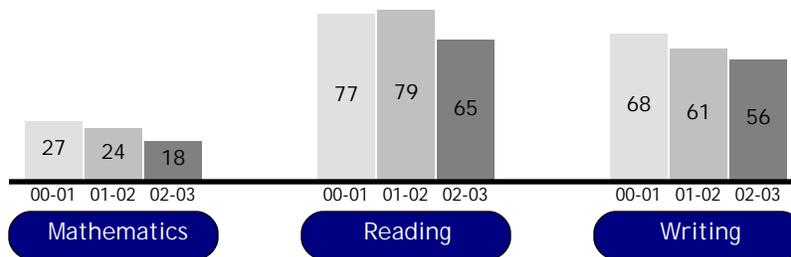
3rd Grade Proficiency



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](http://www.ade.az.gov/azlearns) and go to NCLB link

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

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	57	63	53	99	69	58	44	99	68	62	50
	Language	94	54	57	45	99	66	56	39	100	69	57	43
	Mathematics	93	62	71	56	98	79	68	52	100	75	71	57
3	Reading	95	72	58	50	98	40	55	43	99	62	58	47
	Language	94	81	68	55	97	65	64	50	98	72	66	54
	Mathematics	96	84	67	53	94	73	65	50	98	76	67	54
4	Reading	90	66	62	55	98	57	59	47	100	63	63	52
	Language	94	55	58	50	100	55	57	45	98	60	59	48
	Mathematics	95	67	66	56	94	70	66	52	99	68	67	57
5	Reading	98	64	59	51	100	58	55	46	98	64	61	50
	Language	98	58	53	46	100	47	51	43	99	59	56	46
	Mathematics	99	65	66	56	100	55	63	54	98	64	67	57
6	Reading	99	69	63	54	98	68	60	49	98	65	63	53
	Language	99	63	56	46	98	62	54	42	99	58	58	45
	Mathematics	100	78	74	61	98	81	70	58	100	69	73	62
7	Reading	100	68	64	53	99	62	60	48	100	72	63	51
	Language	99	70	68	55	100	66	64	51	98	74	69	54
	Mathematics	99	73	71	57	100	66	68	54	98	77	70	58
8	Reading	99	70	63	55	99	67	61	49	96	61	62	53
	Language	99	67	61	50	100	67	60	46	98	60	62	49
	Mathematics	99	76	64	57	100	69	67	54	99	60	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

Desert Harbor has a school-wide crisis plan. Staff have been trained in emergency procedures. Plans include the chain of command in working with the City of Peoria police and fire departments to ensure safety of all children.

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	Lori Shough	(623) 486-6200
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Shirley Berow	(623) 486-6200
Student Health/Nurse	Cecilia Flaiban	(623) 486-6203

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, 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](http://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](http://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](http://www.ade.az.gov/standards)