

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Highly Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mrs. Laurie Little
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-8
 2005 Enrollment : 909
 Web Address : desertharbor.peoriaud.k12.az.us
 Phone Number : (623) 486-6200
 Fax Number : (623) 486-6207
 E-mail : llittle@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 AIMS-DPA, Terra Nova, district assessments and teacher-made tests.
- ü Increase student achievement in mathematics in grades K-8 as measured by AIMS-DPA, Terra Nova, district assessments and teacher-made tests.

Enrollment

October 1, 2004 School Year Student Enrollment : 970
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 82

Instructional Programs

- Ü K-8 Technology Education
- Ü Special Education Preschool
- Ü Literacy Enrichment Program
- Ü Gifted
- Ü Arts Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

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.

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.

School Honors

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

Award/Honor	Year
Ü Kennedy Center Foundation Partnership-CETA program	2005
Ü Target Corporation Grant	2004
Ü Arizona Department of Education Learn and Serve Grant	2003
Ü Arizona A+ School Award	2001

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	95	2834	79306	99	100	99	467	448	445	4	7	10	11	15	18	54	57	51	30	20	20
All Students (Prior Year)	114	2724	75509	100	100	100	537	529	521	3	8	13	19	21	23	41	35	33	37	35	31
Female	44	1346	38691	100	100	99	475	453	446	5	6	10	2	14	18	58	60	52	35	20	20
Male	51	1488	40583	98	100	99	461	443	445	4	8	11	18	17	18	51	55	50	27	20	21
African American	NC	150	4041	NC	97	99	NC	431	426	NC	10	17	NC	23	23	NC	58	50	NC	10	10
Hispanic	NC	655	32869	NC	99	99	NC	428	429	NC	12	15	NC	22	25	NC	57	51	NC	9	10
Asian/Pacific Islander	NC	85	1935	NC	98	99	NC	460	474	NC	4	3	NC	15	9	NC	51	48	NC	29	40
American Indian/Alaskan Native	--	46	4264	--	100	100	--	419	419	--	8	19	--	35	30	--	48	45	--	10	6
White	80	1898	36197	99	100	99	469	455	463	4	6	5	11	12	11	53	58	53	32	24	31
Students with Disabilities	10	435	10321	91	100	100	416	391	389	10	23	30	60	27	27	20	40	34	10	10	9
Students without Disabilities	85	2404	69060	100	98	98	474	458	454	4	4	7	5	13	17	59	61	54	33	22	22
Limited English Proficient Students	NC	226	15509	NC	100	100	NC	356	406	NC	23	20	NC	29	30	NC	41	45	NC	6	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	NC	569	39415	NC	85	96	NC	439	431	NC	13	15	NC	17	25	NC	58	50	NC	12	10
Non-Economically Disadvantaged	88	2270	39966	100	100	100	468	450	459	4	6	6	11	15	12	56	57	52	29	22	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	2834	79395	99	0	99	476	458	446	0	4	9	15	18	25	62	64	55	23	13	11
All Students (Prior Year)	114	2724	75492	100	100	100	528	525	519	5	7	12	13	15	16	56	51	47	26	27	24
Female	44	1346	38743	100	0	100	490	469	451	0	3	7	7	14	24	65	68	57	28	16	12
Male	51	1488	40618	98	0	99	464	448	440	0	6	11	22	22	27	59	61	53	18	12	9
African American	NC	150	4052	NC	0	100	NC	449	434	NC	5	11	NC	21	29	NC	66	54	NC	8	6
Hispanic	NC	655	32915	NC	0	99	NC	439	426	NC	8	15	NC	25	35	NC	61	47	NC	6	4
Asian/Pacific Islander	NC	85	1936	NC	0	99	NC	465	468	NC	3	3	NC	13	14	NC	64	63	NC	21	19
American Indian/Alaskan Native	--	46	4271	--	0	100	--	435	420	--	3	15	--	35	42	--	38	41	--	25	2
White	80	1898	36221	99	0	99	477	465	465	0	3	4	16	15	15	61	66	63	23	16	17
Students with Disabilities	10	435	10331	91	0	100	432	400	388	0	15	25	50	34	37	50	43	34	0	8	4
Students without Disabilities	85	2404	69139	100	0	99	482	469	454	0	2	7	11	15	24	63	68	58	26	14	11
Limited English Proficient Students	NC	226	15545	NC	0	100	NC	358	399	NC	15	21	NC	42	42	NC	41	35	NC	2	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	NC	569	39484	NC	0	96	NC	449	429	NC	8	14	NC	24	35	NC	61	47	NC	7	4
Non-Economically Disadvantaged	88	2270	39986	100	0	100	477	460	461	0	3	4	15	16	16	61	65	63	24	15	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	95	2826	78869	99	100	99	460	453	442	2	3	6	23	17	21	52	70	63	23	10	10
All Students (Prior Year)	114	2706	75053	100	100	99	573	603	597	7	5	7	9	10	12	80	78	72	3	7	9
Female	44	1343	38536	100	100	99	484	474	458	5	1	4	9	9	15	49	75	67	37	14	14
Male	51	1483	40302	98	100	99	439	435	428	0	5	8	35	23	26	55	66	60	10	6	7
African American	NC	149	4015	NC	96	99	NC	443	430	NC	3	8	NC	17	24	NC	71	61	NC	9	7
Hispanic	NC	651	32606	NC	99	98	NC	439	426	NC	4	8	NC	22	27	NC	68	60	NC	6	5
Asian/Pacific Islander	NC	85	1925	NC	98	99	NC	464	471	NC	1	3	NC	10	11	NC	73	64	NC	15	22
American Indian/Alaskan Native	--	46	4245	--	100	100	--	435	423	--	0	9	--	23	26	--	65	61	--	13	4
White	80	1895	36078	99	100	99	464	458	459	1	3	4	24	15	16	51	71	66	24	11	14
Students with Disabilities	10	435	10246	91	100	100	403	386	367	0	8	18	60	37	39	30	48	40	10	7	4
Students without Disabilities	85	2396	68697	100	98	98	467	466	454	2	2	4	18	13	18	55	74	67	24	11	11
Limited English Proficient Students	NC	224	15339	NC	100	100	NC	359	399	NC	9	11	NC	33	31	NC	54	54	NC	4	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	NC	567	39106	NC	85	95	NC	444	427	NC	4	8	NC	22	28	NC	68	59	NC	5	5
Non-Economically Disadvantaged	88	2264	39837	100	100	100	462	456	457	1	3	4	22	15	14	53	71	67	24	11	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2918	78906	99	100	99	513	507	498	7	10	13	13	16	19	54	48	48	26	26	20
All Students (Prior Year)	110	2855	76019	100	100	100	500	503	499	6	9	14	49	39	39	18	16	14	27	35	33
Female	45	1425	38644	98	99	99	512	508	500	5	9	12	12	16	19	56	49	49	28	25	19
Male	51	1492	40236	98	100	99	515	507	497	8	11	15	15	16	19	52	46	46	25	27	20
African American	NC	135	4087	NC	98	99	NC	477	481	NC	19	20	NC	25	24	NC	42	45	NC	14	11
Hispanic	10	653	31938	100	100	99	506	488	481	14	17	19	14	21	25	43	45	46	29	17	10
Asian/Pacific Islander	NC	96	1805	NC	99	98	NC	526	536	NC	3	5	NC	12	8	NC	49	45	NC	36	42
American Indian/Alaskan Native	--	41	4593	--	100	100	--	476	467	--	14	26	--	22	29	--	46	39	--	19	6
White	78	1993	36483	99	100	99	513	515	517	7	8	7	15	14	13	52	49	51	27	29	30
Students with Disabilities	13	413	10664	100	100	100	470	435	430	42	32	42	17	29	27	25	29	26	17	10	5
Students without Disabilities	84	2507	68310	97	98	98	520	519	509	1	7	9	13	14	18	58	51	51	28	29	22
Limited English Proficient Students	NC	182	12573	NC	100	100	NC	403	454	NC	30	27	NC	22	30	NC	43	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	573	38679	NC	87	96	NC	493	483	NC	17	20	NC	23	25	NC	45	45	NC	15	10
Non-Economically Disadvantaged	90	2347	40295	100	100	100	514	511	513	7	9	7	12	14	13	55	49	50	26	29	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2919	78908	99	0	99	506	492	484	4	6	10	13	18	23	64	65	58	19	11	9
All Students (Prior Year)	110	2851	76020	100	100	100	506	506	503	9	18	25	26	22	23	51	45	40	14	14	12
Female	45	1426	38648	98	0	99	511	497	489	5	4	8	5	14	22	70	69	61	21	12	10
Male	51	1492	40233	98	0	99	501	487	479	4	8	12	21	21	25	58	61	55	17	10	8
African American	NC	135	4092	NC	0	99	NC	475	473	NC	8	12	NC	25	28	NC	61	54	NC	6	5
Hispanic	10	653	31940	100	0	99	483	473	465	29	11	16	0	27	32	57	57	49	14	5	3
Asian/Pacific Islander	NC	96	1805	NC	0	98	NC	502	507	NC	4	4	NC	9	13	NC	76	65	NC	11	18
American Indian/Alaskan Native	--	41	4569	--	0	100	--	464	457	--	11	18	--	16	39	--	65	41	--	8	2
White	78	1994	36502	99	0	99	509	499	502	1	4	4	15	15	14	63	67	67	21	14	15
Students with Disabilities	13	415	10665	100	0	100	463	428	423	17	20	30	33	34	36	50	41	31	0	4	2
Students without Disabilities	84	2506	68312	97	0	98	512	503	493	3	4	7	10	15	21	66	69	62	22	12	10
Limited English Proficient Students	NC	182	12556	NC	0	100	NC	389	436	NC	20	24	NC	37	40	NC	41	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	574	38662	NC	0	96	NC	481	468	NC	9	16	NC	29	32	NC	57	49	NC	5	3
Non-Economically Disadvantaged	90	2347	40315	100	0	100	507	495	498	5	5	5	12	15	15	63	67	66	20	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	97	2920	78750	99	100	99	517	512	500	3	3	6	20	22	29	74	72	63	3	3	2
All Students (Prior Year)	110	2854	75673	100	100	100	551	544	530	6	8	12	16	22	25	74	66	58	3	4	4
Female	45	1427	38586	98	99	99	534	524	515	0	2	4	9	15	22	91	79	71	0	3	3
Male	51	1492	40135	98	100	99	501	499	486	6	4	8	29	29	35	58	65	56	6	2	1
African American	NC	135	4081	NC	98	99	NC	483	488	NC	10	8	NC	30	32	NC	58	59	NC	3	2
Hispanic	10	654	31841	100	100	99	510	500	483	0	4	8	29	29	36	71	65	55	0	2	1
Asian/Pacific Islander	NC	96	1802	NC	99	98	NC	527	533	NC	2	2	NC	17	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	--	41	4586	--	100	100	--	485	481	--	8	8	--	16	37	--	76	54	--	0	1
White	78	1994	36440	99	100	99	519	517	516	3	3	3	19	20	22	76	75	71	3	3	4
Students with Disabilities	13	414	10622	100	100	100	464	436	415	8	10	21	50	47	50	42	42	28	0	1	1
Students without Disabilities	84	2508	68196	97	98	98	525	524	513	3	2	3	15	18	25	78	77	69	4	3	3
Limited English Proficient Students	NC	183	12504	NC	100	100	NC	410	451	NC	8	12	NC	38	44	NC	51	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	574	38558	NC	88	96	NC	498	485	NC	6	8	NC	29	37	NC	65	54	NC	1	1
Non-Economically Disadvantaged	90	2348	40260	100	100	100	521	515	514	2	3	3	19	20	21	75	74	72	4	3	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	3236	78250	99	100	99	552	558	548	17	13	21	22	17	18	52	57	48	9	13	13
All Students (Prior Year)	117	3176	75001	100	100	99	473	476	468	25	27	37	48	43	36	21	21	16	6	10	10
Female	57	1575	38071	100	100	99	551	558	549	13	11	20	31	17	19	51	59	49	5	13	12
Male	60	1658	40126	97	100	99	553	558	547	22	15	23	15	16	17	52	56	46	12	13	14
African American	NC	174	4058	NC	98	99	NC	544	523	NC	15	32	NC	24	22	NC	57	41	NC	4	5
Hispanic	NC	686	29129	NC	100	99	NC	543	527	NC	19	32	NC	23	23	NC	50	40	NC	9	6
Asian/Pacific Islander	NC	101	1747	NC	100	100	NC	586	589	NC	5	9	NC	7	9	NC	64	50	NC	23	32
American Indian/Alaskan Native	--	42	4996	--	100	100	--	534	518	--	13	36	--	19	25	--	69	36	--	0	4
White	102	2233	38320	100	100	99	553	563	568	19	11	12	20	15	14	52	59	55	9	15	19
Students with Disabilities	NC	371	9329	NC	100	100	NC	459	454	NC	58	64	NC	20	18	NC	20	16	NC	2	2
Students without Disabilities	113	2867	68996	99	99	99	556	570	561	14	7	16	23	16	18	54	62	52	9	14	14
Limited English Proficient Students	NC	147	10133	NC	100	100	NC	440	488	NC	31	45	NC	27	25	NC	41	28	NC	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	12	556	33388	92	90	94	544	546	530	25	20	32	25	22	22	42	50	40	8	8	5
Non-Economically Disadvantaged	106	2682	44937	100	100	100	553	561	561	16	11	13	22	16	15	53	59	54	9	14	18

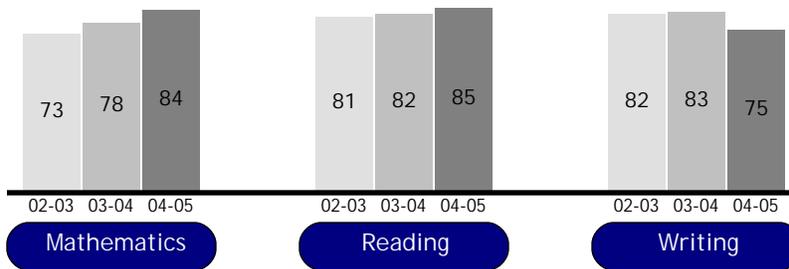
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	3238	78302	99	0	99	522	524	512	9	7	11	16	19	25	72	68	57	3	7	7
All Students (Prior Year)	117	3170	74918	100	100	99	516	507	497	14	22	32	23	18	19	46	42	35	17	18	15
Female	57	1575	38082	100	0	99	524	528	518	4	4	8	22	17	24	71	72	61	4	7	7
Male	60	1660	40166	97	0	99	520	520	507	13	9	14	12	21	26	73	64	54	2	7	6
African American	NC	174	4064	NC	0	100	NC	522	498	NC	6	14	NC	19	29	NC	71	54	NC	5	3
Hispanic	NC	686	29152	NC	0	99	NC	510	492	NC	12	17	NC	25	34	NC	58	46	NC	5	2
Asian/Pacific Islander	NC	101	1746	NC	0	100	NC	545	542	NC	1	5	NC	13	13	NC	77	66	NC	9	16
American Indian/Alaskan Native	--	43	4993	--	0	100	--	494	484	--	9	19	--	33	38	--	52	42	--	6	1
White	102	2234	38347	100	0	99	522	528	531	10	5	5	15	17	17	73	70	68	2	7	10
Students with Disabilities	NC	371	9353	NC	0	100	NC	438	429	NC	33	40	NC	35	38	NC	31	22	NC	1	1
Students without Disabilities	113	2869	69024	99	0	99	525	535	524	7	3	7	16	17	23	74	72	62	3	7	7
Limited English Proficient Students	NC	147	10140	NC	0	100	NC	407	451	NC	20	28	NC	39	43	NC	39	29	NC	1	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	12	556	33398	92	0	94	512	511	495	8	12	18	25	28	35	67	58	46	0	3	2
Non-Economically Disadvantaged	106	2684	44979	100	0	100	523	527	525	9	5	6	15	17	18	73	70	66	3	8	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	3229	78094	98	100	99	562	561	545	2	2	3	10	11	18	88	86	77	0	2	2
All Students (Prior Year)	117	3170	74503	100	100	99	526	522	491	3	4	9	23	22	32	63	61	51	11	12	8
Female	57	1573	38025	100	100	99	567	569	558	2	1	2	4	6	13	95	91	82	0	2	2
Male	59	1653	40013	95	99	99	555	552	534	2	3	5	17	15	23	81	81	71	0	1	1
African American	NC	173	4037	NC	97	99	NC	555	532	NC	2	4	NC	15	22	NC	82	73	NC	1	1
Hispanic	NC	685	29068	NC	100	99	NC	547	523	NC	3	5	NC	17	27	NC	80	67	NC	1	1
Asian/Pacific Islander	NC	101	1743	NC	100	100	NC	588	577	NC	0	2	NC	4	9	NC	91	82	NC	5	8
American Indian/Alaskan Native	--	42	4981	--	100	100	--	558	526	--	3	4	--	3	25	--	94	70	--	0	0
White	101	2228	38265	99	100	99	562	564	564	2	1	2	11	9	11	87	88	84	0	2	3
Students with Disabilities	NC	369	9275	NC	100	100	NC	459	444	NC	9	14	NC	39	46	NC	51	39	NC	1	1
Students without Disabilities	113	2862	68892	99	99	98	565	573	559	2	1	2	8	7	14	90	90	82	0	2	2
Limited English Proficient Students	NC	147	10084	NC	100	100	NC	431	474	NC	8	10	NC	28	39	NC	63	50	NC	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	12	556	33296	92	90	94	563	547	527	0	2	5	8	19	27	92	78	67	0	1	0
Non-Economically Disadvantaged	105	2675	44871	99	100	100	562	564	559	2	2	2	11	9	12	87	88	84	0	2	3

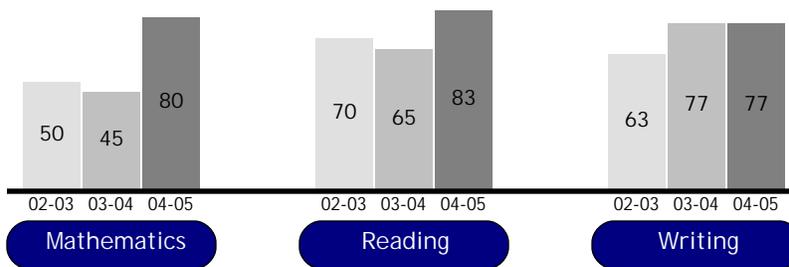
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

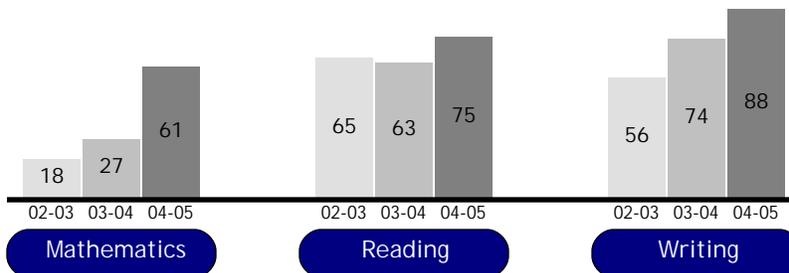
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	68	62	50	100	71	NA	58	100	56	53	47
	Language	100	69	57	43	100	74	60	50	100	55	53	47
	Mathematics	100	75	71	57	100	77	72	64	100	56	53	50
3	Reading	99	62	58	47	100	64	NA	55	99	60	52	44
	Language	98	72	66	54	100	72	70	61	99	58	50	44
	Mathematics	98	76	67	54	100	76	71	61	99	61	55	51
4	Reading	100	63	63	52	100	68	NA	56	99	58	54	48
	Language	98	60	59	48	100	67	60	52	99	60	55	49
	Mathematics	99	68	67	57	100	72	69	61	99	66	58	53
5	Reading	98	64	61	50	100	65	NA	55	99	60	56	50
	Language	99	59	56	46	100	58	56	49	99	63	56	50
	Mathematics	98	64	67	57	100	65	67	63	99	57	52	49
6	Reading	98	65	63	53	100	65	NA	56	99	57	58	51
	Language	99	58	58	45	100	61	60	48	99	58	55	47
	Mathematics	100	69	73	62	100	77	75	66	100	64	59	52
7	Reading	100	72	63	51	95	65	NA	54	99	61	59	50
	Language	98	74	69	54	97	69	67	58	99	66	62	52
	Mathematics	98	77	70	58	96	71	68	62	99	62	57	50
8	Reading	96	61	62	53	100	69	NA	55	99	56	58	51
	Language	98	60	62	49	100	65	64	52	99	58	56	50
	Mathematics	99	60	66	58	100	72	69	61	99	60	59	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

Desert Harbor Elementary School

School Site Council

Council Composition

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	2.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	7	3	0	0
7 to 9 years	2	6	0	0
10 or more years	11	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	176
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Technology Labs (K-6) & (7-8)
- Ü Media Center
- Ü Native Habitat
- Ü Multi-Purpose Room

Extracurricular Activities

- Ü Sports Teams
- Ü National Junior Honor Society
- Ü Student Council
- Ü Sandshark Broadcast News Crew
- Ü Habitat Club
- Ü Builder's Club
- Ü Dance Club
- Ü Yearbook

Social Services

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

School Achievements/Accomplishments 2004-05

- 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 partnered with Changing Education through the Arts (CETA) program. CETA integrates arts experiences in academics to increase student achievement. Our school is honored to be selected as the sole participant from the state.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	11	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

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. Desert Harbor students and staff conduct monthly fire drills, quarterly mock lock down and evacuation drills.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Laurie Little	(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	Robin Dahlman	(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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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