

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7020 W. Ocotillo Road, Glendale, AZ 85303

Glendale Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Michele R. Mitchell
 Schedule : 7:30 AM to 4:00 PM
 Grades : Pre-K-8
 2004 Enrollment : 904
 Web Address : www.gesd40.org
 Phone Number : (623) 842-8214
 Fax Number : (623) 842-8388
 E-mail : mmitchell@gesd40.org

Mission

Desert Garden Elementary School provides a safe, respectful, caring, yet rigorous, learning community that accepts and challenges every child. High, consistent academic and behavioral expectations are the norm and are clearly articulated and supported by the staff, students and community.

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 / Academic Goals

- ü Align curriculum in literacy utilizing the 'Four Blocks' model to focus on mastery of standards and skills, language/vocabulary acquisition and relevant, engaging content to ensure seven percent more of students meet and exceed standards.
- ü Align curriculum in mathematics focusing on mastery of standards and skills, language/vocabulary acquisition and relevant, engaging content to ensure seven percent more of our students meet and exceed standards.
- ü Increase daily attendance by one percent by engaging students and parents in an effort to provide a learning environment that meets the needs of all students and assures optimal educational opportunity.
- ü Provide a level of intervention programming during and after school that assures that all students that 'Fall Far Below' will receive re-teaching in order to approach/meet academic standards.

Enrollment

October 1, 2003 School Year Student Enrollment : 1041
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 11

Instructional Programs

- ü Four Blocks Balanced Literacy Model
- ü Standards-Based Balanced Mathematics
- ü Preschool/Academic Kindergarten
- ü Sheltered English Immersion/SIOP
- ü GEO/21st Century Learning Community
- ü Second Step
- ü ELL Compensatory Education
- ü Differentiated Gifted/Special Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/2/2004
Last Day of School :	6/9/2005

Shared Responsibilities

School

The school's responsibility is to provide a rigorous, motivating, child-centered academic learning environment that is healthy and safe. Additionally, communicating student progress and needs to parents in a timely and effective manner is a necessity.

Parents

Parents are expected to prepare their children to attend school by instilling positive attitudes toward learning and behavior; encouraging regular attendance, communicating regularly with school personnel and supporting their child's learning effort.

Transportation Policy

We are a walking school with the exception of our special education students who are provided transportation services as required by their Individual Education Plans.

School Honors

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

Award/Honor	Year
ü Community Supported Scholarships	2003
ü Arizona Congress of Parents and Teachers Award	2003
ü Creating Disciplined School Environment Grant	2002
ü 21st Century Community Learning Centers Grant	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	1490	75509	99	100	100	481	491	521	24	27	13	46	33	23	21	24	33	9	16	31
All Students (Prior Year)	138	1442	75372	100	100	100	497	495	523	17	20	9	38	38	25	35	28	36	10	14	30
Female	69	741	37013	100	100	100	479	488	522	24	28	12	48	34	24	20	25	33	9	13	31
Male	62	749	38430	98	100	99	483	494	521	24	26	14	44	32	22	24	24	33	9	18	31
African American	15	116	3660	100	98	99	474	473	496	33	39	24	47	31	31	13	26	28	7	5	18
Hispanic	94	989	30486	98	100	99	480	486	505	20	29	18	57	36	29	11	20	32	11	15	21
Asian/Pacific Islander	NC	29	1780	NC	94	98	NC	520	549	NC	20	5	NC	27	13	NC	27	33	NC	27	50
American Indian/Alaskan Native	NC	26	4075	NC	100	100	NC	470	486	NC	26	28	NC	48	34	NC	26	26	NC	0	12
White	18	321	35192	100	98	99	494	505	534	18	20	8	24	29	19	53	30	35	6	22	39
Students with Disabilities	12	171	9708	100	100	100	479	467	489	17	42	32	50	38	27	33	14	24	0	6	17
Students without Disabilities	119	1319	65801	98	98	98	481	493	525	24	26	11	46	33	23	20	25	34	9	17	33
Limited English Proficient Students	51	584	16928	98	100	100	564	518	485	0	0	29	0	50	33	0	25	26	100	25	12
Migrant Students	--	19	750				--	421	499	--	100	21	--	0	29	--	0	30	--	0	20
Economically Disadvantaged	97	1097	36411				478	482	503	24	31	19	52	36	29	15	23	32	9	10	20
Non-Economically Disadvantaged	34	393	39040				486	506	534	23	20	8	35	28	19	35	27	34	8	24	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	132	1485	75492	100	100	100	495	505	519	26	23	12	33	22	16	32	42	47	10	14	24
All Students (Prior Year)	138	1441	75221	100	100	100	508	505	523	16	19	8	32	24	16	42	48	56	10	8	21
Female	69	738	37014	100	99	100	498	509	523	20	22	10	37	20	15	33	42	48	11	17	27
Male	63	747	38400	100	100	99	492	501	516	33	24	14	28	23	17	31	41	47	8	11	21
African American	15	116	3665	100	98	99	487	495	505	27	29	20	47	27	22	20	38	43	7	7	14
Hispanic	95	987	30438	99	100	99	495	502	508	24	26	17	33	22	21	33	39	47	11	14	15
Asian/Pacific Islander	NC	29	1773	NC	94	98	NC	522	534	NC	13	4	NC	20	10	NC	53	50	NC	13	36
American Indian/Alaskan Native	NC	26	4081	NC	100	100	NC	489	498	NC	30	25	NC	39	26	NC	22	40	NC	9	8
White	18	318	35177	100	97	99	506	513	528	24	17	8	24	19	13	47	48	49	6	17	31
Students with Disabilities	12	169	9707	100	100	100	477	477	495	43	53	33	43	16	21	14	27	33	0	4	13
Students without Disabilities	120	1316	65785	99	98	98	497	507	522	24	20	10	32	22	16	33	43	49	11	15	26
Limited English Proficient Students	51	583	16905	98	100	100	509	498	489	0	25	34	0	0	28	100	75	32	0	0	6
Migrant Students	--	20	763				--	445	499	--	100	21	--	0	30	--	0	40	--	0	8
Economically Disadvantaged	98	1093	36302				491	497	507	30	28	18	34	23	21	27	40	46	9	9	14
Non-Economically Disadvantaged	34	392	39164				505	517	528	15	15	8	31	19	13	42	45	48	12	21	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	129	1476	75053	98	99	99	529	558	597	21	13	7	17	17	12	57	63	72	5	6	9
All Students (Prior Year)	135	1407	73654	100	99	99	517	510	530	13	19	9	27	22	13	49	56	70	10	3	7
Female	66	732	36872	96	99	99	545	578	621	14	11	5	16	15	9	65	65	74	5	9	12
Male	63	744	38109	100	99	99	508	537	573	29	16	10	18	20	14	47	61	69	6	3	6
African American	15	115	3636	100	97	99	544	552	568	7	15	12	29	16	16	57	66	67	7	4	6
Hispanic	95	981	30235	99	99	98	520	551	575	22	14	9	18	19	14	56	61	70	4	6	6
Asian/Pacific Islander	--	28	1768	--	90	98	--	639	651	--	0	3	--	7	5	--	71	72	--	21	19
American Indian/Alaskan Native	NC	25	4044	NC	100	99	NC	507	550	NC	23	13	NC	14	17	NC	64	66	NC	0	4
White	17	319	35028	94	98	99	540	571	613	31	11	6	6	17	10	56	65	73	6	7	11
Students with Disabilities	12	170	9625	100	100	100	481	489	530	40	30	21	0	24	21	60	45	55	0	0	4
Students without Disabilities	117	1306	65428	97	97	98	532	565	604	19	12	6	18	17	11	57	65	73	6	7	10
Limited English Proficient Students	51	574	16765	98	99	100	500	507	525	0	0	17	0	25	20	100	75	60	0	0	2
Migrant Students	--	20	752				--	394	562	--	100	9	--	0	18	--	0	68	--	0	5
Economically Disadvantaged	96	1086	36077				513	542	566	25	15	10	21	19	16	48	62	69	6	4	5
Non-Economically Disadvantaged	33	390	38950				560	582	618	12	11	5	8	15	9	76	64	73	4	10	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	127	1431	76019	100	99	100	465	469	499	31	26	14	44	47	39	16	13	14	9	14	33
All Students (Prior Year)	123	1513	76230	99	100	100	462	466	498	34	28	12	44	46	38	6	11	12	16	14	37
Female	64	735	37207	100	99	100	473	472	499	19	25	12	51	47	41	21	13	14	9	16	33
Male	63	695	38677	100	99	100	457	467	498	43	28	15	37	47	38	11	13	13	9	12	34
African American	16	136	3817	100	98	100	450	454	475	38	36	23	56	50	47	6	7	11	0	7	18
Hispanic	82	902	29458	99	99	100	463	465	480	33	30	20	43	47	48	14	10	12	10	13	20
Asian/Pacific Islander	NC	33	1673	NC	100	99	NC	494	531	NC	4	4	NC	52	29	NC	24	14	NC	20	53
American Indian/Alaskan Native	NC	36	4735	NC	100	100	NC	469	466	NC	20	28	NC	57	49	NC	17	10	NC	7	13
White	21	313	35880	100	99	100	477	484	515	25	18	7	40	42	32	25	19	16	10	21	45
Students with Disabilities	12	165	9786	100	100	100	439	434	457	33	58	39	67	33	40	0	6	7	0	3	13
Students without Disabilities	115	1266	66233	100	99	99	466	472	503	31	24	11	43	48	39	16	13	14	9	15	35
Limited English Proficient Students	36	476	15206	100	100	100	422	458	459	83	36	31	17	44	53	0	8	7	0	11	9
Migrant Students	--	20	745				--	477	473	--	31	22	--	38	53	--	15	11	--	15	15
Economically Disadvantaged	97	1046	35714				459	464	480	35	31	20	43	45	47	16	12	12	6	12	20
Non-Economically Disadvantaged	30	385	40266				479	480	513	23	17	9	46	50	33	15	15	15	15	18	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	126	1431	76020	100	99	100	490	493	503	51	40	25	18	24	23	28	32	40	3	4	12
All Students (Prior Year)	124	1512	76202	100	100	100	493	494	505	34	33	19	32	28	24	27	36	46	6	4	11
Female	64	736	37213	100	100	100	493	495	504	37	33	22	23	27	23	37	35	42	2	4	13
Male	62	694	38666	100	99	100	486	490	501	64	48	29	13	20	22	19	28	38	4	4	12
African American	16	138	3819	100	99	100	482	487	494	63	51	37	13	20	26	25	26	31	0	3	6
Hispanic	81	899	29442	98	98	99	488	490	494	50	44	37	18	25	26	28	29	31	4	3	6
Asian/Pacific Islander	NC	33	1672	NC	100	99	NC	500	513	NC	16	12	NC	28	19	NC	48	49	NC	8	20
American Indian/Alaskan Native	NC	36	4735	NC	100	100	NC	491	489	NC	38	48	NC	24	25	NC	38	24	NC	0	3
White	21	314	35890	100	99	100	499	500	511	50	29	15	15	24	20	30	39	48	5	8	18
Students with Disabilities	12	165	9784	100	100	100	463	476	485	100	72	58	0	15	19	0	13	19	0	0	4
Students without Disabilities	114	1266	66236	100	99	99	491	494	504	49	38	23	19	25	23	29	33	42	3	4	13
Limited English Proficient Students	35	474	15198	100	100	100	479	486	483	67	53	59	17	27	25	17	19	14	0	1	1
Migrant Students	--	20	743				--	492	488	--	33	50	--	25	28	--	42	19	--	0	3
Economically Disadvantaged	97	1046	35703				489	490	494	53	45	37	20	25	26	23	27	31	3	3	6
Non-Economically Disadvantaged	29	385	40274				491	499	509	46	29	17	12	22	20	38	42	47	4	7	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	125	1409	75673	99	98	100	497	495	530	26	24	12	23	28	25	48	44	58	3	3	4
All Students (Prior Year)	122	1482	74692	98	99	99	469	474	502	44	37	18	31	30	27	24	30	47	2	2	8
Female	64	730	37099	100	99	100	523	514	548	12	18	8	28	29	22	56	49	64	5	5	6
Male	61	678	38441	98	97	99	472	474	513	40	32	16	18	27	29	40	39	52	2	2	3
African American	15	135	3791	94	97	99	474	482	506	27	25	18	27	32	29	47	41	50	0	2	3
Hispanic	81	886	29305	98	97	99	499	491	507	29	26	16	22	28	31	45	43	51	4	3	2
Asian/Pacific Islander	NC	33	1665	NC	100	99	NC	532	573	NC	28	6	NC	12	16	NC	44	67	NC	16	10
American Indian/Alaskan Native	NC	36	4707	NC	100	100	NC	452	492	NC	38	19	NC	28	33	NC	31	46	NC	3	1
White	21	309	35760	100	97	99	517	511	550	20	18	9	25	30	21	50	49	64	5	3	6
Students with Disabilities	12	161	9706	100	99	100	431	445	462	33	48	36	33	28	32	33	22	31	0	2	1
Students without Disabilities	113	1248	65967	99	98	99	499	499	536	26	22	10	22	28	25	48	46	60	4	3	5
Limited English Proficient Students	35	468	15115	100	100	100	382	470	471	50	34	26	50	30	38	0	34	35	0	2	1
Migrant Students	--	20	738				--	505	488	--	15	23	--	31	33	--	54	43	--	0	1
Economically Disadvantaged	96	1029	35541				490	483	504	27	28	17	24	31	31	45	39	50	3	3	2
Non-Economically Disadvantaged	29	380	40091				514	521	550	23	17	9	19	23	21	54	55	64	4	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	54	1289	75001	100	98	99	441	437	468	58	63	37	30	28	36	12	6	16	0	2	10
All Students (Prior Year)	49	1210	71167	100	100	99	427	435	463	68	63	38	25	32	41	7	4	14	0	2	7
Female	24	628	36846	100	98	99	453	440	468	50	60	36	35	30	38	15	8	16	0	2	10
Male	30	660	37974	100	98	99	431	435	467	65	66	39	26	26	34	9	5	16	0	2	11
African American	NC	149	3720	NC	96	98	NC	431	446	NC	68	53	NC	24	33	NC	8	9	NC	1	4
Hispanic	37	754	26675	100	98	98	440	430	448	59	70	52	37	25	34	4	3	10	0	2	4
Asian/Pacific Islander	--	37	1575	--	100	99	--	476	504	--	31	18	--	48	33	--	3	20	--	17	29
American Indian/Alaskan Native	--	36	4731	--	97	98	--	425	438	--	77	61	--	16	30	--	3	7	--	3	2
White	12	305	37785	100	97	99	444	451	482	55	49	25	18	35	39	27	13	21	0	3	15
Students with Disabilities	NC	162	8802	NC	98	100	NC	400	418	NC	94	79	NC	6	16	NC	0	3	NC	0	1
Students without Disabilities	45	1127	66199	100	98	99	450	442	472	51	59	34	34	31	38	14	7	17	0	3	11
Limited English Proficient Students	13	332	11710	100	100	100	446	416	429	50	84	70	50	15	25	0	1	4	0	1	1
Migrant Students	--	25	709				--	418	442	--	76	57	--	24	34	--	0	7	--	0	2
Economically Disadvantaged	35	794	29814				441	430	448	60	70	53	28	24	33	12	5	10	0	2	4
Non-Economically Disadvantaged	19	495	45170				441	447	479	56	54	28	33	34	38	11	9	20	0	3	14

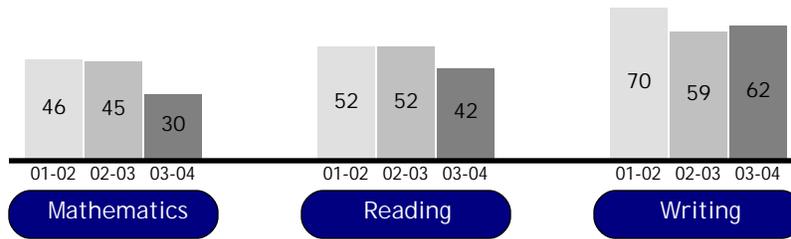
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	1292	74918	100	98	99	490	476	497	33	51	32	26	19	19	35	23	35	7	7	15
All Students (Prior Year)	49	1210	71100	100	100	99	480	485	502	43	39	25	21	23	21	29	31	40	7	7	15
Female	24	630	36805	100	99	99	501	480	501	30	47	28	20	20	19	35	24	37	15	8	16
Male	30	661	37936	100	98	99	479	471	493	35	55	35	30	17	18	35	22	33	0	6	14
African American	NC	150	3719	NC	97	98	NC	468	481	NC	58	43	NC	19	21	NC	21	29	NC	2	7
Hispanic	37	755	26645	100	98	98	494	469	478	22	58	46	30	17	20	48	21	27	0	4	6
Asian/Pacific Islander	--	37	1571	--	100	99	--	498	521	--	28	18	--	24	15	--	31	38	--	17	30
American Indian/Alaskan Native	--	37	4729	--	100	98	--	466	468	--	59	57	--	25	19	--	6	19	--	9	4
White	12	305	37773	100	97	99	489	492	511	45	36	20	18	21	18	9	30	41	27	14	21
Students with Disabilities	NC	162	8801	NC	98	100	NC	430	448	NC	89	75	NC	7	13	NC	4	10	NC	1	2
Students without Disabilities	45	1130	66117	100	99	99	502	481	501	20	46	28	29	20	19	43	26	37	9	8	16
Limited English Proficient Students	13	334	11706	100	100	100	492	449	454	50	78	71	0	17	16	50	6	12	0	0	1
Migrant Students	--	25	706				--	451	467	--	77	55	--	18	22	--	0	20	--	5	4
Economically Disadvantaged	35	795	29785				495	467	477	28	60	47	28	18	20	36	16	26	8	5	6
Non-Economically Disadvantaged	19	497	45115				482	487	508	39	39	23	22	19	18	33	33	39	6	9	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	54	1278	74503	100	97	99	469	460	491	7	15	9	49	45	32	40	35	51	5	6	8
All Students (Prior Year)	49	1133	69001	100	94	96	474	473	490	25	30	17	43	40	37	32	30	45	0	0	1
Female	24	628	36686	100	98	99	494	474	506	0	10	5	45	44	29	45	39	57	10	8	9
Male	30	649	37644	100	96	98	446	445	476	13	20	13	52	46	36	35	31	45	0	4	6
African American	NC	148	3677	NC	95	97	NC	445	475	NC	22	12	NC	45	36	NC	27	46	NC	6	5
Hispanic	37	745	26500	100	97	97	473	454	467	4	15	13	48	47	39	44	34	44	4	4	4
Asian/Pacific Islander	--	36	1566	--	100	99	--	522	537	--	10	5	--	28	23	--	34	55	--	28	18
American Indian/Alaskan Native	--	37	4695	--	100	97	--	452	464	--	19	14	--	34	39	--	47	44	--	0	3
White	12	304	37606	100	97	99	479	474	508	18	12	6	36	42	28	36	38	56	9	8	10
Students with Disabilities	NC	159	8662	NC	96	100	NC	388	409	NC	47	37	NC	43	42	NC	9	20	NC	1	1
Students without Disabilities	45	1119	65841	100	98	98	482	469	499	3	11	7	46	45	32	46	38	53	6	6	8
Limited English Proficient Students	13	329	11608	100	99	100	558	432	430	0	25	23	50	43	47	0	29	28	50	2	1
Migrant Students	--	25	701				--	399	449	--	29	17	--	52	43	--	19	38	--	0	1
Economically Disadvantaged	35	786	29587				469	448	465	4	17	14	48	47	40	48	32	43	0	4	4
Non-Economically Disadvantaged	19	492	44898				468	475	507	11	12	7	50	42	28	28	38	55	11	8	10

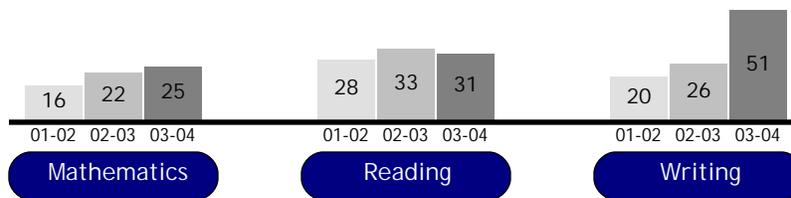
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

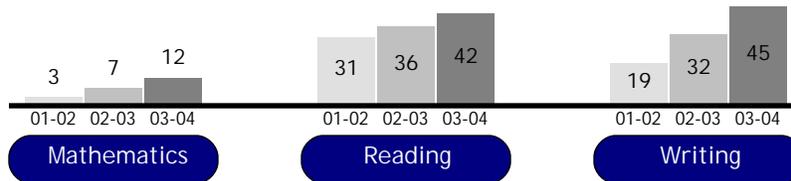
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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	97	24	24	44	93	29	32	50	90	35	NA	58
	Language	97	24	22	39	96	30	26	43	95	36	34	50
	Mathematics	97	38	32	52	98	39	36	57	94	50	47	64
3	Reading	95	24	27	43	95	28	28	47	95	32	NA	55
	Language	95	35	34	50	97	32	35	54	96	39	42	61
	Mathematics	95	41	31	50	96	34	32	54	99	35	39	61
4	Reading	94	23	26	47	93	26	33	52	93	28	NA	56
	Language	94	24	28	45	98	23	33	48	92	33	32	52
	Mathematics	94	23	29	52	98	25	35	57	94	34	36	61
5	Reading	92	21	28	46	97	26	31	50	95	30	NA	55
	Language	92	17	27	43	98	21	28	46	98	24	31	49
	Mathematics	92	25	34	54	98	27	35	57	97	32	40	63
6	Reading	90	31	33	49	98	30	34	53	92	29	NA	56
	Language	90	24	27	42	100	23	27	45	95	25	28	48
	Mathematics	90	36	40	58	100	34	42	62	90	49	44	66
7	Reading	90	28	28	48	94	26	30	51	100	27	NA	54
	Language	90	32	29	51	98	29	32	54	100	33	34	58
	Mathematics	90	37	33	54	98	33	34	58	100	40	37	62
8	Reading	88	34	30	49	98	32	35	53	100	41	NA	55
	Language	88	25	25	46	98	26	30	49	100	30	27	52
	Mathematics	88	37	34	54	90	38	39	58	100	51	36	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."

Desert Garden Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Academic Goal Setting
- Ü School Improvement Planning
- Ü Curriculum Development/Research
- Ü Community/Parental Involvement
- Ü Staff Development
- Ü Resource Distribution

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	42.50
Other Professional Staff	2.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	3	0	0
4 to 6 years	10	2	0	0
7 to 9 years	3	1	0	0
10 or more years	2	9	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	38
Core academic classes taught by Highly Qualified (NCLB) teachers.	132
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Media Center/Studio Library/Computer Lab
- Ü Cafeteria/Auditorium
- Ü Playgrounds/Sports Fields
- Ü Band/Orchestra Room

Extracurricular Activities

- Ü 21st Century/GEO Acadmic Intersessions
- Ü Student Council/Yearbook
- Ü Band and Orchestra
- Ü Mariachi
- Ü Sports
- Ü Choir
- Ü ELL Compensatory Education
- Ü Educational Field Trips

Social Services

- Ü Counseling Services
- Ü Psychological Assessment
- Ü Access to Health Services Clinic
- Ü Social Worker
- Ü Crisis Intervention/Risk Assessment
- Ü Summer Nutrition
- Ü Nursing services
- Ü DARE

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Desert Garden implemented a school improvement process that led to articulating a new mission, and identifying goals for improving student literacy and mathematics instruction and achievement.
- ü Parents were invited and attended monthly spirit assemblies and family nights throughout the school year. 100% of the staff joined the PTA and participated in the schoolwide activities.
- ü Desert Garden's GEO/After School program was nominated an exemplary program and was chosen to present at a national conference.
- ü Demonstrated three percent growth in reading on the District Assessment program.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	2	2	2	2
Transfers In ⁷ (Out of District)	8	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	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	60	49
Grades 3-4	58	38
Grades 4-5	69	54
Grades 5-6	67	77
Grades 6-7	60	72
Grades 7-8	79	70

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

Desert Garden believes that all students can demonstrate positive behaviors that create a safe and happy learning community. We intentionally teach and model desired behaviors and attitudes through programs such as Second Step and Creative Play.

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) :

6

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	Michele R. Mitchell	(623) 842-8214
Transportation Policy	Eric Kissel	(623) 842-8180
Community Resources	Debbie Bailey	(623) 842-8178
School Nutrition Programs	Barry Leimkueller	(623) 842-8120
Parent Organization	Celeste Laycock	(623) 842-8214
Student Health/Nurse	Linda Driscoll	(623) 842-8214

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.