

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Desert Mirage Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Pendergast Elementary District
8605 W. Maryland Avenue, Glendale, AZ 85305-2513

Principal: Mrs. Rebecca Osuna
Schedule: 7:30 AM to 4:30 PM
Web Address: www.pendergast.k12.az.us/news/index.cf
E-mail: Unpublished or Unavailable

Grades: Pre-K-8
2002 Enrollment: 997
Phone: (623) 872-3106
Fax: (623) 872-8401

∨ School Overview ∨

Mission

We believe Desert Mirage is a safe, caring and supportive community consisting of students, parents and school staff who are committed to the joy of lifelong learning. At this working community, our expectations are high in that each child will produce and give positive contributions; each child will problem solve and make decisions; each child will give and show respect; each child will connect his/her school experiences with life and each child will take responsibility for his/her behavior.

Organization and Philosophy

- w Departmentalized Classrooms 6-8
- w Self-contained Classrooms Pre-K-5
- w Special Education MIMR K-2
- w Responsible Thinking Process

Instructional Programs

- w Special Education Preschool
- w Gifted
- w On-site Special Education
- w ESL
- w Special Education Inclusion Program
- w All-day Kindergarten
- w Computer Technology
- w Balanced Literacy

School/Academic Goals

- w School Language Arts Goal. Provide the resources to empower every child to be an independent learner, demonstrating communication skills and critical thinking capabilities.
- w Parent Involvement Goal. The goal of Desert Mirage is that parents will view their child's teacher as a successful educator of their child, who will be responsive to parent concerns and provide a positive environment for learning.
- w Students will improve and assess their writing using the Six Trait Writing Process, improve achievement in math computation, problem solving and mathematical strategies and improve student technological literacy by integrating it into subject areas.
- w Students will improve their reading through the use of the Balanced Literacy Strategies and phonics instruction.

Enrollment

October 1, 2001 School Year Student Enrollment:	977
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	73

¹ For an explanation of the Achievement Profiles, please visit <http://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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

w Instructional Strategies
 w Curriculum Development
 w School Safety Issues
 w Student Discipline
 w Promotion Issues
 w Arizona Academic Standards

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	51.50
Other Professional Staff	3.50	Teacher Aide	19.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	10	3	0	0
7 to 9 years	5	6	0	0
10 or more years	11	12	1	0

∨ **Shared Responsibilities** ∨

School

We believe that our role is to educate the children of the Desert Mirage community. We strive to do the following: To communicate efficiently and effectively with parents and students; to provide a safe learning environment that reflects best practices; to provide students with a quality child-centered learning environment; to provide parents with student progress information; to provide opportunities for the community to use our facilities.

Parents

Our expectations are that parents be directly involved in their child's academic and social/emotional progress; that parents be aware and knowledgeable and support the Responsible Thinking Process; that parents set aside time daily to talk about school and homework and to read together; that parents visit our school and that parents provide feedback that will promote a quality learning environment.

∨ **Transportation Policy** ∨

Transportation of students is a privilege granted by the district. Bus transportation is provided for students who are residents within a school attendance area and live more than a mile from school. Transportation is also provided for students with disabilities who require transportation as indicated in their Individual Education Programs.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/5/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	6/4/03

Operates on Extended Schedule

Report Card Release Dates

10/11/02	1/10/03	3/14/03	6/4/03
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Additional Calendar/Report Card Information

Desert Mirage School has scheduled the second parent-teacher conferences at progress report time of the third quarter. The staff decided to do these during the first week in February to give parents early notification of student progress. This way parents, students and teachers have time to remediate any difficulties the student is having.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Media Center	W Computer Lab
W Satellite Dish	W Literature Study and Book Room

Extracurricular Activities

W Student Council/National Jr. Honor Soc.	W Wee Deliver Program
W Boys/Girls Volleyball and Basketball	W Chess/Jump Rope/Hummingbird Club
W Library/Technology/Safety Club	W Science Fair/Science Club
W Band/Choir	W Yearbook

School/Community Resources

W Counseling Services/DARE	W Health Services/Blood Drive
W Young Authors Day	W Breakfast/Lunch Programs
W Westside Canned Food Drive/United Way	W Afterschool Program/Teacher Tutoring
W Community Open Library (PM)	W Childsplay/PTA Programs

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>W Desert Mirage uses the Responsible Thinking Discipline Process. Teachers and parents were inserviced. Students are encouraged to be responsible for their actions. The program is in its fifth successful year.</p> | <p>W Desert Mirage is part of a consortium that supports Balanced Literacy, and we have worked through in-services, staff development and conferences to achieve a schoolwide Balanced Literacy Program.</p> |
| <p>W The Desert Mirage librarian, reading specialist and staff have worked to establish and develop a Balanced Literacy Resource Room. The community, local PTA, student council and district have provided support for this effort.</p> | <p>W Desert Mirage staff has worked to upgrade technology that is available to students and to incorporate technology programs into the curriculum that increases student literacy and learning.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	16.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 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 2001-02 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 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
AZCOTT Technology Grant	2000
Intel Teach to the Future and Savvy Cyber Teachers	2002
Kids at Hope	2002
Wells Fargo Grants Awarded to Multiple Classrooms	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	90	521	6%	23%	50%	21%
	School State	58840	524	9%	17%	45%	29%
Writing	School	86	540	6%	15%	69%	10%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	92	515	10%	26%	42%	22%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	104	506	13%	29%	48%	10%
	State	61305	505	21%	20%	43%	15%
Writing	School	102	526	11%	24%	43%	23%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	102	496	10%	41%	18%	31%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	91	506	21%	26%	37%	15%
	State	57484	504	24%	20%	40%	16%
Writing	School	88	493	9%	55%	36%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	89	436	60%	34%	7%	0%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ **Academic Achievement Indicators** ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	95	43	60	--	--	--
2	Reading	--	--	--	100	44	50	96	45	52	86	51	53	80	61	57
	Language	--	--	--	100	36	40	99	40	43	93	43	44	81	56	48
	Mathematics	--	--	--	100	56	51	100	48	55	93	59	57	75	64	61
3	Reading	100	41	47	94	44	47	100	46	48	88	47	50	86	50	50
	Language	100	45	49	92	47	51	100	54	54	90	52	56	91	62	57
	Mathematics	100	51	46	92	42	49	100	54	52	89	50	54	90	47	56
4	Reading	100	47	53	93	49	54	91	52	54	89	53	55	85	58	55
	Language	100	39	47	100	41	49	93	45	48	91	57	50	85	57	50
	Mathematics	100	39	51	98	42	54	94	52	55	92	61	57	85	59	58
5	Reading	100	40	51	100	37	51	95	47	51	97	50	51	94	54	53
	Language	100	29	42	100	34	44	95	39	45	97	43	45	95	50	47
	Mathematics	100	33	51	100	32	54	99	43	55	96	51	57	94	62	59
6	Reading	100	50	53	100	53	54	98	49	53	92	57	54	95	49	56
	Language	92	36	41	100	41	44	100	37	44	95	42	45	95	36	47
	Mathematics	99	45	57	100	56	59	100	49	60	92	60	63	96	59	65
7	Reading	99	54	52	99	49	53	91	50	52	83	48	53	78	60	55
	Language	99	60	52	100	53	54	91	57	54	84	55	55	82	65	58
	Mathematics	99	49	53	99	47	55	91	45	56	86	42	58	80	58	60
8	Reading	100	54	54	95	60	54	95	50	53	95	58	55	84	53	56
	Language	100	45	46	100	57	49	97	50	49	94	59	50	87	55	52
	Mathematics	100	56	52	100	58	54	94	46	56	92	56	58	88	54	59

∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	55	46
Grades 3-4	86	77
Grades 4-5	80	73
Grades 5-6	75	78
Grades 6-7	72	58
Grades 7-8	83	91

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Desert Mirage works with the Glendale Police to provide parents and students information on gun and safety issues. DARE, GREAT, Drug and Tobacco Awareness, Slow Down Friday and bicycle safety are programs that are presented throughout the year. The school works with the students on harrasment and inservices teachers using A Classroom of Difference. PTA presents programs throughout the year for community awareness. An intervention team works with teachers and parents throughout the year.

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).

2

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,433	\$2,331,744
Classroom Supplies	\$36	\$34,274
Administration	\$412	\$394,793
Support Services-Students	\$145	\$138,908
Other Support Services and Operations	\$755	\$723,502
Total Expenditures- All Categories 2000-2001	\$3,780	\$3,623,221

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Rebecca M. Osuna	(623) 872-3106	
Transportation Policy	Harry Yogurtian	(623) 877-1918	
Community Resources	Karen Rega	(623) 772-1020	
School Nutrition Programs	Susan Smith	(623) 872-5467	
Parent Organization	Sally Attig	(623) 872-3106	
Student Health/Nurse	Sabra Fisher	(623) 872-3106	102

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.

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