

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8605 W. Maryland Avenue, Glendale, AZ 85305

Pendergast 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Dr. Rebecca M. Osuna  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : Pre-K-8  
 2005 Enrollment : 835  
 Web Address : [www.pendergast.k12.az.us/schools/dmirage/INDEX.html](http://www.pendergast.k12.az.us/schools/dmirage/INDEX.html)  
 Phone Number : (623) 772-2550  
 Fax Number : (623) 872-8401  
 E-mail : [BOsuna@pendergast.k12.az.us](mailto:BOsuna@pendergast.k12.az.us)

### Mission

Desert Mirage is a safe, caring and helpful community. Students, parents and staff are committed to lifelong learning. All members of the community work together to contribute in a positive manner, accept responsibility, solve problems individually and as a team, be respectful to all, and to link school experiences to life. Parents and teachers work together to provide educational experiences tailored to meet the individual academic, physical, social and emotional needs of all students.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Not 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 / Academic Goals

- ü Language Arts Goal: Every child will develop the reading, writing, speaking and listening skills necessary for critical thinking and independent lifelong learning. Vocabulary development will be targeted across all grade levels and curricula.
- ü Parent Involvement Goal: Parents and teachers will work together addressing the needs of the whole child, creating a safe, positive learning experience for each child and ensuring that all are successful in their educational pursuits.
- ü Technology Goal: Technology will be integrated across all grade levels and curricula and appropriate support will be provided to allow students and teachers to develop communication, research and problem solving skills.
- ü Communication Goal: Teachers in all content areas and grade levels will provide immediate, positive and specific feedback to all students and their parents with regard to academic and behavioral progress throughout the school year.

### Enrollment

October 1, 2004 School Year Student Enrollment : 863  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 118

Instructional Programs

- ü Special Education Preschool
- ü Departmentalized Classes (Grades 6-8)
- ü ELL Support
- ü Gifted Enrichment Program
- ü Special Education Inclusion Programs
- ü All-day Kindergarten
- ü Computer Technology
- ü Balanced Literacy

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/2/2005
Last Day of School :	5/27/2006

Shared Responsibilities

School

Desert Mirage School provides a quality education for all children by accommodating all learning needs. Training is provided to teachers to improve instruction and learning. Teachers communicate consistently and positively with students and their parents with regard to academic and behavioral progress. Parents and community members are welcomed guests encouraged to participate in daily activities as well as special school events. A safe and healthy learning environment is provided.

Parents

Parents will provide academic and emotional support to their children. As partners with teachers, they will be directly involved in the learning process. They will spend quality time with their children encouraging their efforts and supporting their educational needs. They will take part in school activities and will communicate with teachers consistently and positively. They will support the Responsible Thinking Process and the school goal of mutual respect for all.

Transportation Policy

Transportation of students is a privilege granted by the District. Should bus behavior lead to revocation of bus privileges, parents will be responsible for transporting students to and from school. Bus transportation is provided for students who are residents within the school attendance area but 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.

School Honors

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

Award/Honor	Year
ü Ambassador of Excellence	2005
ü Teacher Ventures Grant	2005
ü Math Challenge District Participation/Achievement	2005
ü Wells Fargo Grants Awarded to Multiple Classrooms	2005

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	87	1166	79306	96	100	99	461	435	445	4	13	10	12	20	18	64	53	51	20	14	20
All Students (Prior Year)	117	1144	75509	100	100	100	516	514	521	15	15	13	28	26	23	31	32	33	27	26	31
Female	41	590	38691	91	99	99	464	441	446	0	10	10	14	19	18	61	56	52	25	14	20
Male	46	575	40583	100	100	99	458	429	445	8	15	11	10	21	18	67	51	50	15	13	21
African American	NC	93	4041	NC	98	99	NC	414	426	NC	16	17	NC	26	23	NC	47	50	NC	11	10
Hispanic	44	706	32869	96	100	99	457	427	429	3	16	15	11	24	25	72	52	51	14	8	10
Asian/Pacific Islander	--	22	1935	--	100	99	--	470	474	--	0	3	--	25	9	--	38	48	--	38	40
American Indian/Alaskan Native	NC	15	4264	NC	94	100	NC	437	419	NC	8	19	NC	31	30	NC	62	45	NC	0	6
White	36	330	36197	97	100	99	466	454	463	3	6	5	12	11	11	61	58	53	24	24	31
Students with Disabilities	10	140	10321	83	100	100	426	363	389	43	37	30	14	24	27	29	33	34	14	6	9
Students without Disabilities	77	1026	69060	97	99	98	464	445	454	0	9	7	12	20	17	68	56	54	21	15	22
Limited English Proficient Students	12	271	15509	100	100	100	426	401	406	0	18	20	29	33	30	71	45	45	0	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	31	605	39415	91	93	96	446	428	431	8	17	15	12	23	25	62	52	50	19	8	10
Non-Economically Disadvantaged	56	561	39966	98	100	100	468	444	459	2	8	6	12	17	12	65	55	52	20	20	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	87	1167	79395	96	0	99	459	437	446	8	10	9	15	29	25	64	53	55	13	8	11
All Students (Prior Year)	118	1143	75492	100	100	100	515	514	519	14	14	12	16	18	16	51	47	47	20	21	24
Female	41	591	38743	91	0	100	465	448	451	3	8	7	17	25	24	64	57	57	17	10	12
Male	46	575	40618	100	0	99	454	425	440	13	12	11	13	32	27	64	50	53	10	5	9
African American	NC	93	4052	NC	0	100	NC	418	434	NC	13	11	NC	29	29	NC	51	54	NC	7	6
Hispanic	44	706	32915	96	0	99	458	428	426	8	12	15	17	35	35	64	48	47	11	5	4
Asian/Pacific Islander	--	22	1936	--	0	99	--	457	468	--	6	3	--	19	14	--	56	63	--	19	19
American Indian/Alaskan Native	NC	16	4271	NC	0	100	NC	442	420	NC	7	15	NC	29	42	NC	57	41	NC	7	2
White	36	330	36221	97	0	99	460	457	465	9	4	4	12	18	15	67	64	63	12	14	17
Students with Disabilities	10	140	10331	83	0	100	429	363	388	43	26	25	14	34	37	14	35	34	29	5	4
Students without Disabilities	77	1027	69139	97	0	99	462	446	454	4	8	7	15	28	24	69	56	58	12	8	11
Limited English Proficient Students	12	272	15545	100	0	100	409	398	399	29	16	21	43	41	42	29	41	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	31	606	39484	91	0	96	450	427	429	12	14	14	23	34	35	50	49	47	15	4	4
Non-Economically Disadvantaged	56	561	39986	98	0	100	464	448	461	6	5	4	10	23	16	71	59	63	12	12	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	89	1167	78869	98	100	99	440	428	442	5	7	6	26	26	21	61	60	63	8	7	10
All Students (Prior Year)	117	1138	75053	100	100	99	597	599	597	6	8	7	11	11	12	73	70	72	11	11	9
Female	43	594	38536	96	100	99	470	453	458	0	3	4	21	19	15	63	66	67	16	12	14
Male	46	571	40302	100	100	99	412	403	428	10	10	8	31	34	26	59	53	60	0	2	7
African American	NC	94	4015	NC	99	99	NC	414	430	NC	6	8	NC	28	24	NC	59	61	NC	7	7
Hispanic	45	706	32606	98	100	98	437	421	426	8	9	8	24	29	27	62	57	60	5	5	5
Asian/Pacific Islander	--	22	1925	--	100	99	--	473	471	--	0	3	--	13	11	--	63	64	--	25	22
American Indian/Alaskan Native	NC	16	4245	NC	100	100	NC	446	423	NC	0	9	NC	14	26	NC	86	61	NC	0	4
White	36	329	36078	97	100	99	445	444	459	0	4	4	33	22	16	58	64	66	9	10	14
Students with Disabilities	11	141	10246	92	100	100	346	328	367	25	22	18	63	43	39	13	31	40	0	5	4
Students without Disabilities	78	1026	68697	99	99	98	451	442	454	3	5	4	22	24	18	67	64	67	9	7	11
Limited English Proficient Students	12	274	15339	100	100	100	410	391	399	14	11	11	43	34	31	43	54	54	0	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	32	607	39106	94	93	95	418	418	427	15	9	8	22	30	28	59	57	59	4	4	5
Non-Economically Disadvantaged	57	560	39837	100	100	100	452	440	457	0	5	4	28	21	14	62	64	67	10	10	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	86	1130	78906	95	100	99	497	495	498	13	15	13	23	21	19	51	48	48	14	15	20
All Students (Prior Year)	123	1134	76019	99	99	100	499	493	499	13	15	14	42	41	39	14	14	14	31	30	33
Female	37	541	38644	93	99	99	495	495	500	12	14	12	21	23	19	55	49	49	12	14	19
Male	49	589	40236	96	100	99	498	495	497	13	17	15	24	19	19	48	48	46	15	17	20
African American	NC	118	4087	NC	97	99	NC	478	481	NC	27	20	NC	26	24	NC	37	45	NC	10	11
Hispanic	33	636	31938	92	100	99	493	489	481	10	15	19	24	24	25	55	49	46	10	12	10
Asian/Pacific Islander	NC	15	1805	NC	83	98	NC	512	536	NC	8	5	NC	15	8	NC	62	45	NC	15	42
American Indian/Alaskan Native	--	12	4593	--	92	100	--	491	467	--	40	26	--	0	29	--	40	39	--	20	6
White	47	349	36483	94	99	99	501	510	517	16	11	7	16	15	13	50	51	51	18	23	30
Students with Disabilities	10	131	10664	100	100	100	462	439	430	50	56	42	13	22	27	38	22	26	0	0	5
Students without Disabilities	76	999	68310	94	99	98	501	502	509	8	10	9	24	21	18	52	52	51	15	17	22
Limited English Proficient Students	NC	210	12573	NC	100	100	NC	476	454	NC	21	27	NC	30	30	NC	42	38	NC	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	31	570	38679	97	93	96	494	484	483	3	18	20	28	25	25	59	44	45	10	12	10
Non-Economically Disadvantaged	55	560	40295	93	100	100	499	507	513	18	12	7	20	16	13	46	53	50	16	19	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	86	1127	78908	95	0	99	480	479	484	13	12	10	24	26	23	62	57	58	1	5	9
All Students (Prior Year)	123	1135	76020	99	99	100	496	498	503	26	30	25	30	24	23	38	39	40	7	7	12
Female	37	540	38648	93	0	99	483	483	489	12	10	8	18	25	22	67	58	61	3	7	10
Male	49	587	40233	96	0	99	478	477	479	13	13	12	28	27	25	59	56	55	0	4	8
African American	NC	118	4092	NC	0	99	NC	469	473	NC	19	12	NC	29	28	NC	48	54	NC	4	5
Hispanic	33	633	31940	92	0	99	469	472	465	21	13	16	24	30	32	55	54	49	0	3	3
Asian/Pacific Islander	NC	15	1805	NC	0	99	NC	484	507	NC	8	4	NC	23	13	NC	62	65	NC	8	18
American Indian/Alaskan Native	--	12	4569	--	0	100	--	475	457	--	10	18	--	30	39	--	50	41	--	10	2
White	47	349	36502	94	0	99	489	496	502	9	8	4	20	18	14	68	65	67	2	9	15
Students with Disabilities	10	130	10665	100	0	100	449	434	423	50	44	30	13	32	36	38	23	31	0	1	2
Students without Disabilities	76	997	68312	94	0	98	484	485	493	8	7	7	25	25	21	65	62	62	1	6	10
Limited English Proficient Students	NC	210	12556	NC	0	100	NC	456	436	NC	19	24	NC	40	40	NC	40	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	31	569	38662	97	0	96	478	468	468	10	15	16	24	31	32	66	51	49	0	3	3
Non-Economically Disadvantaged	55	558	40315	93	0	100	481	493	498	14	7	5	24	20	15	60	65	66	2	8	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	87	1131	78750	96	100	99	490	493	500	6	5	6	36	36	29	56	58	63	1	1	2
All Students (Prior Year)	121	1132	75673	98	99	100	508	525	530	11	11	12	32	28	25	56	58	58	1	3	4
Female	38	540	38586	95	99	99	520	509	515	0	3	4	24	29	22	74	67	71	3	1	3
Male	49	591	40135	96	100	99	468	478	486	11	7	8	46	42	35	43	50	56	0	1	1
African American	NC	119	4081	NC	98	99	NC	487	488	NC	10	8	NC	33	32	NC	56	59	NC	1	2
Hispanic	34	637	31841	94	100	99	480	489	483	7	5	8	43	39	36	47	55	55	3	1	1
Asian/Pacific Islander	--	15	1802	--	83	98	--	505	533	--	0	2	--	38	16	--	54	75	--	8	7
American Indian/Alaskan Native	--	12	4586	--	92	100	--	446	481	--	30	8	--	20	37	--	50	54	--	0	1
White	48	348	36440	96	99	99	497	502	516	7	4	3	29	31	22	64	64	71	0	1	4
Students with Disabilities	10	131	10622	100	100	100	440	402	415	13	32	21	50	54	50	38	14	28	0	0	1
Students without Disabilities	77	1000	68196	95	100	98	496	505	513	6	2	3	35	33	25	58	64	69	1	1	3
Limited English Proficient Students	NC	209	12504	NC	100	100	NC	472	451	NC	7	12	NC	48	44	NC	45	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	32	569	38558	100	93	96	486	485	485	3	6	8	47	40	37	50	53	54	0	0	1
Non-Economically Disadvantaged	55	562	40260	93	100	100	492	503	514	8	4	3	30	30	21	60	63	72	2	2	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	90	1175	78250	97	99	99	564	545	548	7	20	21	22	21	18	60	49	48	11	10	13
All Students (Prior Year)	111	1123	75001	100	99	99	466	462	468	36	39	37	42	39	36	14	15	16	9	7	10
Female	46	555	38071	98	99	99	561	549	549	7	17	20	28	23	19	58	50	49	7	10	12
Male	44	619	40126	96	99	99	567	541	547	8	22	23	15	20	17	63	48	46	15	10	14
African American	NC	131	4058	NC	97	99	NC	524	523	NC	22	32	NC	25	22	NC	48	41	NC	5	5
Hispanic	31	641	29129	97	100	99	546	535	527	14	23	32	31	25	23	52	46	40	3	5	6
Asian/Pacific Islander	NC	26	1747	NC	100	100	NC	598	589	NC	14	9	NC	5	9	NC	50	50	NC	32	32
American Indian/Alaskan Native	NC	19	4996	NC	95	100	NC	544	518	NC	29	36	NC	18	25	NC	41	36	NC	12	4
White	46	358	38320	98	98	99	576	565	568	2	12	12	12	15	14	72	54	55	14	20	19
Students with Disabilities	NC	104	9329	NC	100	100	NC	424	454	NC	68	64	NC	18	18	NC	14	16	NC	1	2
Students without Disabilities	88	1071	68996	98	98	99	566	555	561	5	15	16	22	22	18	62	52	52	11	11	14
Limited English Proficient Students	NC	167	10133	NC	100	100	NC	497	488	NC	37	45	NC	25	25	NC	35	28	NC	3	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	29	517	33388	91	89	94	547	534	530	12	27	32	38	24	22	46	44	40	4	5	5
Non-Economically Disadvantaged	61	658	44937	100	100	100	572	554	561	5	13	13	14	19	15	67	53	54	14	15	18

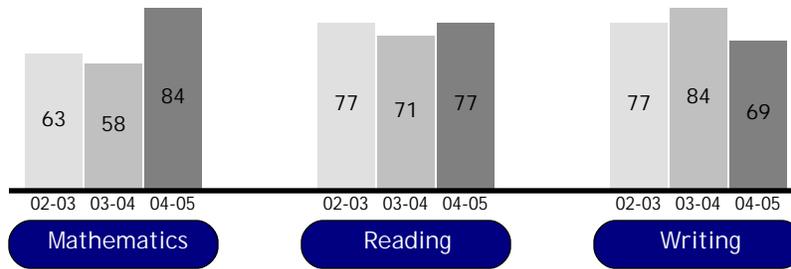
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	1180	78302	97	0	99	522	509	512	4	9	11	20	25	25	73	60	57	2	5	7
All Students (Prior Year)	108	1119	74918	99	98	99	506	493	497	25	33	32	23	22	19	34	36	35	19	10	15
Female	46	556	38082	98	0	99	524	517	518	2	6	8	21	23	24	74	65	61	2	6	7
Male	44	623	40166	96	0	99	520	502	507	5	12	14	20	28	26	73	55	54	3	5	6
African American	NC	132	4064	NC	0	100	NC	494	498	NC	11	14	NC	23	29	NC	64	54	NC	2	3
Hispanic	31	644	29152	97	0	99	518	500	492	3	11	17	31	31	34	62	55	46	3	3	2
Asian/Pacific Islander	NC	26	1746	NC	0	100	NC	544	542	NC	5	5	NC	9	13	NC	68	66	NC	18	16
American Indian/Alaskan Native	NC	19	4993	NC	0	100	NC	493	484	NC	24	19	NC	24	38	NC	53	42	NC	0	1
White	46	359	38347	98	0	99	532	527	531	0	6	5	14	18	17	84	66	68	2	10	10
Students with Disabilities	NC	107	9353	NC	0	100	NC	402	429	NC	39	40	NC	43	38	NC	16	22	NC	2	1
Students without Disabilities	88	1073	69024	98	0	99	524	518	524	4	7	7	19	24	23	75	64	62	2	6	7
Limited English Proficient Students	NC	168	10140	NC	0	100	NC	458	451	NC	22	28	NC	39	43	NC	38	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	29	518	33398	91	0	94	504	497	495	12	13	18	23	34	35	65	51	46	0	2	2
Non-Economically Disadvantaged	61	662	44979	100	0	100	531	519	525	0	6	6	19	18	18	77	68	66	4	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	91	1183	78094	98	100	99	561	547	545	0	2	3	10	18	18	90	79	77	0	1	2
All Students (Prior Year)	104	1113	74503	95	98	99	497	494	491	4	6	9	31	32	32	59	56	51	6	5	8
Female	46	556	38025	98	100	99	567	560	558	0	1	2	5	12	13	95	84	82	0	2	2
Male	45	626	40013	98	100	99	555	536	534	0	2	5	15	22	23	85	75	71	0	1	1
African American	NC	131	4037	NC	97	99	NC	535	532	NC	2	4	NC	18	22	NC	79	73	NC	1	1
Hispanic	32	644	29068	100	100	99	558	541	523	0	2	5	10	20	27	90	77	67	0	0	1
Asian/Pacific Islander	NC	26	1743	NC	100	100	NC	562	577	NC	5	2	NC	9	9	NC	82	82	NC	5	8
American Indian/Alaskan Native	NC	20	4981	NC	100	100	NC	540	526	NC	6	4	NC	18	25	NC	71	70	NC	6	0
White	46	362	38265	98	99	99	567	562	564	0	1	2	7	13	11	93	83	84	0	2	3
Students with Disabilities	NC	108	9275	NC	100	100	NC	426	444	NC	12	14	NC	49	46	NC	37	39	NC	1	1
Students without Disabilities	88	1075	68892	98	98	98	563	558	559	0	1	2	7	15	14	93	83	82	0	1	2
Limited English Proficient Students	NC	167	10084	NC	100	100	NC	491	474	NC	5	10	NC	35	39	NC	59	50	NC	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	30	522	33296	94	90	94	551	539	527	0	2	5	19	23	27	81	74	67	0	1	0
Non-Economically Disadvantaged	61	661	44871	100	100	100	566	554	559	0	2	2	5	13	12	95	84	84	0	1	3

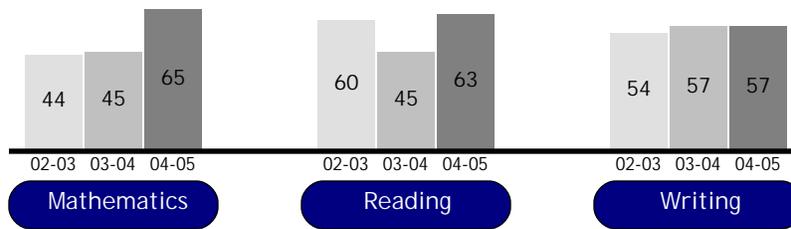
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

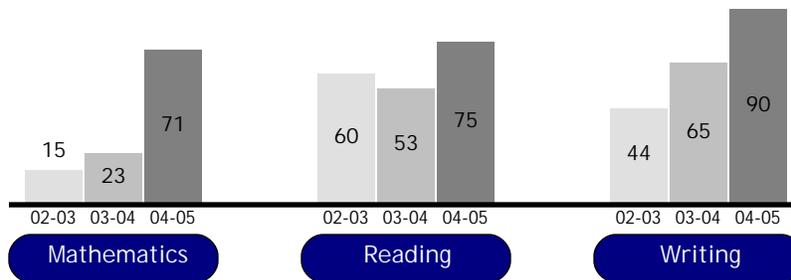
3rd Grade Proficiency



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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**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	86	53	45	50	95	60	NA	58	98	45	42	47
	Language	98	38	34	43	98	48	37	50	98	46	40	47
	Mathematics	94	58	50	57	97	67	54	64	96	53	47	50
3	Reading	94	45	39	47	97	51	NA	55	96	47	41	44
	Language	98	57	49	54	100	63	58	61	96	48	42	44
	Mathematics	96	47	46	54	100	63	55	61	96	57	47	51
4	Reading	89	53	46	52	99	57	NA	56	99	44	46	48
	Language	94	52	45	48	100	51	47	52	99	48	46	49
	Mathematics	97	54	51	57	100	54	56	61	99	53	49	53
5	Reading	93	52	42	50	97	48	NA	55	95	48	45	50
	Language	96	46	41	46	99	44	44	49	95	49	47	50
	Mathematics	96	59	49	57	98	55	57	63	95	47	45	49
6	Reading	96	55	47	53	100	50	NA	56	100	51	48	51
	Language	98	48	39	45	100	43	42	48	100	47	44	47
	Mathematics	98	68	55	62	100	57	60	66	100	56	49	52
7	Reading	97	52	47	51	98	54	NA	54	100	50	47	50
	Language	99	58	55	54	99	60	53	58	100	51	50	52
	Mathematics	96	57	53	58	98	60	53	62	100	55	48	50
8	Reading	90	56	49	53	100	58	NA	55	97	55	50	51
	Language	96	55	47	49	100	56	51	52	97	54	49	50
	Mathematics	94	52	51	58	100	63	56	61	97	61	50	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/](http://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."

School Site Council

Council Composition

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	45.50
Other Professional Staff	5.50	Teacher Aide	19.00

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	5	1	0	0
7 to 9 years	5	6	0	0
10 or more years	14	12	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	117
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Hightly Qualified Teachers	19%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Lab
- Ü Responsible Thinking Center
- Ü Literature Study and Book Room

Extracurricular Activities

- Ü Student Council
- Ü National Jr. Honor Society
- Ü Boys and Girls Basketball/Intramurals
- Ü Science Fair / Science Club
- Ü Math Counts/Math Challenge
- Ü Library/Technology/Safety Clubs
- Ü Band/Choir
- Ü Yearbook

Social Services

- Ü Counseling Services/DARE/GREAT
- Ü On-campus health services
- Ü Kids at Hope
- Ü Breakfast/Lunch Programs
- Ü Westside Canned Food Drive
- Ü After-school Program/Teacher Tutoring
- Ü PTA Programs
- Ü United Way

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü K-2 Special Education students were featured in the local news for their achievements with SmartBoard technology. Visitors from several other districts visited during the year to learn how to replicate the success on their own campuses.
- ü Teachers were provided and continue to receive ongoing support for using technology with students in all curricular areas and grades. There are currently 3 computers per classroom, a computer lab, a mini-lab, 1 mobile laptop lab and 5 Smart Boards.
- ü Teachers were provided with multiple opportunities for teacher training in many areas including ELL strategies, reading development, differentiation of instruction, classroom management, instructional planning, learning styles and brain research.
- ü Desert Mirage developed a School Safety Plan that is coordinated with the Glendale Department of Public Safety and the Rapid Responder System. This plan provides for safety during the regular school day as well as in emergency situations.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	34	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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 Mirage and the Glendale Department of Public Safety work as a team to provide a safe environment for students. Preventive education with regard to harassment, substance abuse (DARE, GREAT, Drug and Tobacco Awareness), bicycle safety and fire safety is provided. Character education and health education is infused into the curriculum. Now in its seventh year of implementation, the Responsible Thinking Process positively impacts safety and the ability to learn in a peaceful environment.

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) :

7

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	Dr. Rebecca M. Osuna	(623) 772-2550
Transportation Policy	Mr. Dean Humphrey	(623) 772-2275
Community Resources	Ms. Judy Knox	(623) 772-2338
School Nutrition Programs	Mr. David Carochi	(623) 772-2270
Parent Organization	Mrs. Julie Dugan	(623) 772-2550
Student Health/Nurse	Ms. Maryann Mooraian	(623) 772-2550

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

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](http://www.ade.az.gov/researchpolicy/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.