

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5858 E Sweetwater, Scottsdale, AZ 85254

Paradise Valley Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Excelling
2002-03	Excelling

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Ms. Carol Kendrick
 Schedule : 07:00 AM to 03:30 PM
 Grades : 7-8
 2005 Enrollment : 758
 Web Address : desertshadows.pvUSD.k12.az.us
 Phone Number : (602) 493-6000
 Fax Number : (602) 494-9266
 E-mail : ckendrick@pvUSD.k12.az.us

Mission

Desert Shadows Middle School helps each child achieve his/her full potential in a safe and enjoyable learning environment.

School / Academic Goals

- ü Develop a school improvement plan following the District Long Range Plan.
- ü Revisit the standards with the elementary schools and high schools in our area to coordinate a seamless 6th to 9th grade transition.
- ü Implement a professional learning community on differentiated instruction.

Enrollment

October 1, 2004 School Year Student Enrollment : 802
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 84

Instructional Programs

- ü 7th Grade Teams: English/S.S./Science
- ü 8th Grade Teams
- ü Gifted-Honors Classes
- ü Algebra Programs
- ü Two-year Foreign Language Program
- ü Additional Language Arts Mastery Class
- ü Additional Math Mastery Class
- ü Art, Band, Chorus, Orchestra

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

DSMS provides a safe learning environment, fostering responsibility and respect. The foundation of the curriculum is the Arizona standards. The teaching staff provides daily opportunities for mastery of these standards. Counseling and psychological services are provided. Parents are able to access their child's grades and attendance 24/7 via the Internet.

Parents

Parents are expected to take the educational opportunities presented seriously. Parents are our partners and are expected to support the school and provide a proper home environment for optimal student success. Parents participate by attending conferences, open house and student functions; serving on committees; supporting the staff; reinforcing school rules; and monitoring student responsibility for completing all assignments.

Transportation Policy

Transportation is provided by the Paradise Valley School District for our attendance area for any student living more than 1.5 miles from the school. Open enrollment and/or transfer students must provide their own transportation.

School Honors

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

Award/Honor	Year
ü Principal: Arizona's Distinguished Administrator	2004
ü Central AZ Middle Level Teacher Awards	2004
ü Staff: Phoenix Coyote Teacher of the Year	2003
ü Staff: Channel 3 Silver Apple Award	2003

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	395	2777	78250	100	100	99	582	570	548	7	12	21	12	14	18	50	53	48	32	20	13
All Students (Prior Year)	403	2804	75001	97	100	99	493	481	468	21	26	37	35	39	36	23	20	16	21	15	10
Female	178	1332	38071	100	100	99	578	568	549	7	12	20	15	15	19	51	55	49	27	19	12
Male	217	1443	40126	100	99	99	586	571	547	7	13	23	9	13	17	49	52	46	36	22	14
African American	NC	89	4058	NC	99	99	NC	536	523	NC	21	32	NC	21	22	NC	55	41	NC	4	5
Hispanic	19	453	29129	95	98	99	515	535	527	22	26	32	22	24	23	44	44	40	11	6	6
Asian/Pacific Islander	NC	79	1747	NC	98	100	NC	597	589	NC	8	9	NC	5	9	NC	54	50	NC	32	32
American Indian/Alaskan Native	NC	33	4996	NC	100	100	NC	553	518	NC	11	36	NC	30	25	NC	48	36	NC	11	4
White	362	2123	38320	100	100	99	586	577	568	6	10	12	11	12	14	49	55	55	34	23	19
Students with Disabilities	39	289	9329	100	100	100	433	477	454	43	59	64	11	16	18	37	21	16	9	4	2
Students without Disabilities	356	2488	68996	100	99	99	598	580	561	3	7	16	12	14	18	51	57	52	34	22	14
Limited English Proficient Students	15	187	10133	100	100	100	321	480	488	27	41	45	7	24	25	53	33	28	13	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	27	586	33388	79	91	94	550	539	530	15	26	32	33	22	22	30	46	40	22	6	5
Non-Economically Disadvantaged	368	2191	44937	100	100	100	585	578	561	6	9	13	10	12	15	51	55	54	32	24	18

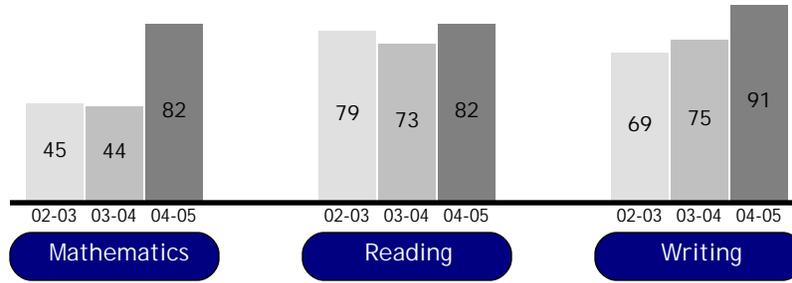
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	395	2777	78302	100	0	99	537	530	512	4	7	11	14	17	25	63	66	57	19	10	7
All Students (Prior Year)	403	2801	74918	97	100	99	521	511	497	14	20	32	13	17	19	48	43	35	25	20	15
Female	178	1332	38082	100	0	99	545	535	518	2	4	8	12	15	24	68	70	61	18	10	7
Male	217	1443	40166	100	0	99	531	524	507	5	9	14	16	19	26	60	62	54	19	10	6
African American	NC	89	4064	NC	0	100	NC	508	498	NC	12	14	NC	21	29	NC	64	54	NC	3	3
Hispanic	19	453	29152	95	0	99	480	496	492	6	18	17	50	31	34	44	48	46	0	2	2
Asian/Pacific Islander	NC	79	1746	NC	0	100	NC	544	542	NC	7	5	NC	9	13	NC	62	66	NC	22	16
American Indian/Alaskan Native	NC	33	4993	NC	0	100	NC	519	484	NC	4	19	NC	33	38	NC	59	42	NC	4	1
White	362	2123	38347	100	0	99	541	537	531	4	4	5	12	14	17	64	70	68	20	12	10
Students with Disabilities	39	288	9353	100	0	100	403	450	429	17	31	40	43	41	38	31	25	22	9	3	1
Students without Disabilities	356	2489	69024	100	0	99	551	539	524	2	4	7	11	14	23	67	71	62	20	11	7
Limited English Proficient Students	15	187	10140	100	0	100	298	439	451	13	33	28	33	40	43	40	24	29	13	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	27	586	33398	79	0	94	512	501	495	11	17	18	37	31	35	44	49	46	7	3	2
Non-Economically Disadvantaged	368	2191	44979	100	0	100	539	537	525	3	4	6	12	13	18	65	71	66	19	12	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	395	2772	78094	100	99	99	566	560	545	1	2	3	8	13	18	89	84	77	2	2	2
All Students (Prior Year)	402	2793	74503	97	100	99	528	507	491	3	7	9	22	27	32	62	57	51	13	9	8
Female	178	1327	38025	100	99	99	579	571	558	1	1	2	2	7	13	95	90	82	2	2	2
Male	217	1443	40013	100	99	99	556	549	534	0	2	5	13	18	23	84	78	71	2	2	1
African American	NC	89	4037	NC	99	99	NC	533	532	NC	5	4	NC	22	22	NC	71	73	NC	1	1
Hispanic	19	450	29068	95	98	99	507	524	523	11	5	5	0	26	27	83	68	67	6	1	1
Asian/Pacific Islander	NC	80	1743	NC	99	100	NC	585	577	NC	0	2	NC	8	9	NC	87	82	NC	5	8
American Indian/Alaskan Native	NC	33	4981	NC	100	100	NC	569	526	NC	0	4	NC	7	25	NC	93	70	NC	0	0
White	362	2120	38265	100	100	99	569	567	564	0	1	2	8	10	11	89	87	84	2	2	3
Students with Disabilities	39	288	9275	100	100	100	425	470	444	6	9	14	29	44	46	57	45	39	9	2	1
Students without Disabilities	356	2484	68892	100	99	98	581	570	559	0	1	2	6	9	14	93	88	82	1	2	2
Limited English Proficient Students	15	186	10084	100	100	100	330	467	474	7	10	10	0	40	39	73	48	50	20	2	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	27	584	33296	79	91	94	548	533	527	4	5	5	19	24	27	78	71	67	0	0	0
Non-Economically Disadvantaged	368	2188	44871	100	100	100	568	567	559	1	1	2	7	10	12	90	87	84	2	2	3

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

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

8th Grade Proficiency



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

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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	99	71	60	51	96	71	NA	54	96	67	57	50
	Language	99	78	64	54	96	78	69	58	96	73	61	52
	Mathematics	97	80	70	58	95	77	73	62	96	69	59	50
8	Reading	99	72	60	53	94	67	NA	55	99	65	59	51
	Language	99	74	59	49	95	69	62	52	99	65	58	50
	Mathematics	98	82	67	58	94	79	71	61	99	70	63	53

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Educator Relations
- Ü Middle School Philosophy
- Ü Long-range Planning
- Ü Community Relations
- Ü Program Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	5.00	Teacher Aide	4.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	6	1	0	0
7 to 9 years	0	1	0	0
10 or more years	5	26	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	163
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer and Technology Labs
- Ü Video Production Lab
- Ü Science Laboratories

Extracurricular Activities

- Ü Academic Clubs
- Ü Homework Help Room
- Ü Intramural Sports
- Ü Interscholastic Sports

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Health Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Excelling school: standardized test scores above district, state and national averages.

- ü Successful implementation of a vehicle for parents to view their child's academic progress and daily homework assignments via the Internet.

- ü Principal honored as Arizona School Administrator's Distinguished Administrator at the Middle Level.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	9	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

The DSMS administration, staff, counselors and nurse are present and very knowledgeable about our students. Character education is the cornerstone of our school. Tolerance, Perseverance, Integrity, Honesty, Respect, and Attitude are key pieces to a successful life. The objective of student discipline is to reflect upon and change inappropriate behaviors. New school wide discipline and anti-bullying plans in place. Continued issues may include placement at an alternative setting.

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) :

1

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	Carol Kendrick	(602) 493-6000
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Carey Hausbeck	(602) 493-6000
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Mary Hess	(602) 493-6000
Student Health/Nurse	Connie Verno	(602) 493-6005

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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** 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.