

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Desert Sands Middle School

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

Cartwright Elementary District
6308 W. Campbell Avenue, Phoenix, AZ 85033-2798

Principal: Ms. Cathy McDaniel
Schedule: 7:30 AM to 4:30 PM
Web Address: www.cartwright.k12.az.us/sands/index
E-mail: sandmcdaniel@mail.cartwright.k12.az.us

Grades: 7, 8
2002 Enrollment: 1008
Phone: (623) 691-4900
Fax: (623) 691-4920

∨ School Overview ∨

Mission

We believe every student is capable of achieving the maximum of his/her capabilities. All students should have high expectations of themselves, family, school and community. By providing an environment of a positive school atmosphere, effective instructors, parents as integral partners and respect for others, all students have an opportunity to reach their potential at Desert Sands Middle School.

Organization and Philosophy

- w Team Teaching
- w Departmentalized Classrooms
- w Looping
- w Parent/Community Oriented

School/Academic Goals

- w To raise the reading, language and math proficiency level a minimum of 5% over the previous year's standardized test scores.
- w To expand, increase and implement instructional methodologies utilized by all instructional staff.

Instructional Programs

- w Blocked Instruction
- w Honors Classes
- w On-site Special Education
- w ELL
- w Academic Achievement Program
- w Connected Mathematics Program
- w Inquiry Based Literacy
- w Cross Curriculum Writing/Reading

- w To provide opportunities for parents to become actively involved in their children's literacy and mathematical education.
- w As a committed school community, we will have ongoing purposeful dialog and evaluation of our progress towards the literacy and math objectives.

Enrollment

October 1, 2001 School Year Student Enrollment:	899
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	25

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

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

Council Duties

- w Parent/Educator Relations
- w Curriculum Development/Title I
- w School Safety Issues
- w Communication Vehicle
- w Alternative Calendar
- w Strategic Planning

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	49.00
Other Professional Staff	4.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	0	0	0
4 to 6 years	11	5	0	0
7 to 9 years	4	3	0	0
10 or more years	1	16	0	0

∨ **Shared Responsibilities** ∨

School

At Desert Sands, we communicate expectations to parents concerning academic standards, school climate and distribution of materials. Our method of communication includes, but is not limited to, the following: School Mission Statement, Student/Parent Handbook, school newsletter, mid-quarter progress reports, end-of-quarter grade reports, schoolwide Parent/Teacher Conferences, Site Council, Parent Organization, as well as teacher- or parent-initiated contacts.

Parents

At Desert Sands, we ask that parents join in partnership with the school for the benefit of each child's education. In addition, parents are expected to abide by state laws regarding school attendance; provide their child with proper nourishment; provide proper clothing and abide by the school rules and regulations as stated in the Student/Parent Handbook.

∨ **Transportation Policy** ∨

District bus transportation is provided for distances greater than one mile, unique safety situations, students with special transportation needs, field trips and interscholastic athletics.

∨ Calendar Information ∨

Number of Instruction Days:	175	First Day of School:	8/5/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/30/03

Operates on Year-round Schedule

Report Card Release Dates

10/25/02	1/10/03	3/28/03	5/30/03
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Additional Calendar/Report Card Information

∨ 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 Three Computer Labs	W Media Studio
W Industrial Arts Shop	W Library

Extracurricular Activities

W Student Council	W Peer Mediation
W Publications	W Interscholastic Athletics
W National Junior Honor Society	W The Venture Program
W Project Success	W Academic Achievement Program

School/Community Resources

W Breakfast/Lunch Programs	W West Phoenix Business Alliance
W Counseling Services	W Health Services
W Crisis Intervention	W Epworth/Holiday Neighborhood Association
W Resource Officer	W Probation Officer

∨ 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 Increased instructional time for mathematics, literacy, science and social studies.</p> | <p>W Initiated and expanded the Math/Science Initiative.</p> |
| <p>W Schoolwide Title I program improved and continued to expand reading. Initiated Family Reading Night.</p> | <p>W Schoolwide uniform policy continued with success.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	26.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	10.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	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
Inner City Multicultural Youth Art	1999
Arizona State Fair Art Awards - 1st Place	2000
Golden Bell Award Winner	2000
Distinguished Middle School Administrator Award (ASA)	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

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	260	488	36%	25%	35%	4%
	State	57484	504	24%	20%	40%	16%
Writing	School	256	474	27%	51%	22%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	261	423	67%	30%	3%	0%
	State	57734	459	39%	40%	14%	7%

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

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												
7	Reading	100	40	52	100	41	53	81	39	52	60	34	53	70	38	55
	Language	91	39	52	100	43	54	88	44	54	63	42	55	71	40	58
	Mathematics	100	33	53	100	37	55	84	34	56	61	45	58	70	49	60
8	Reading	100	47	54	100	43	54	83	41	53	72	43	55	67	37	56
	Language	94	40	46	100	37	49	87	37	49	76	40	50	69	33	52
	Mathematics	100	39	52	100	35	54	85	39	56	73	42	58	67	38	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 6-7	69	59
Grades 7-8	81	51
*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 Sands Middle School works closely with the School Resource Officer to create a safe and orderly campus. Students are expected to show respect for themselves, parents, school and community. Community members work closely with school to communicate neighborhood concerns.

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).

0

School uniforms are 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	\$2,780	\$2,775,497
Classroom Supplies	\$34	\$33,774
Administration	\$443	\$442,279
Support Services-Students	\$317	\$316,045
Other Support Services and Operations	\$537	\$535,978
Total Expenditures- All Categories 2000-2001	\$4,111	\$4,103,573

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	Cathy McDaniel	(623) 691-4900	
Transportation Policy	Henry Meza	(623) 691-4000	
Community Resources	Cathy McDaniel	(623) 691-4900	
School Nutrition Programs	Gladys Hansen	(623) 691-4930	
Parent Organization	Cathy McDaniel	(623) 691-4900	
Student Health/Nurse	Shirley Randel	(623) 691-4915	

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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