

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6308 W Campbell Avenue, Phoenix, AZ 85033

Cartwright 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)

2005-06	Performing
2004-05	Performing Plus
2003-04	Performing

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

### School Overview

Principal/Administrator : Mr. Bob Mayes  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 6-8  
 Web Address : [www.cartwright.k12.az.us/Sands/index.html](http://www.cartwright.k12.az.us/Sands/index.html)  
 Phone Number : (623) 691-4900  
 Fax Number : (623) 691-4920  
 E-mail : [bmayer@sand.cartwright.k12.az.us](mailto:bmayer@sand.cartwright.k12.az.us)

### Mission

We believe every student is capable of achieving the maximum of his or 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.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Not Met

#### School Improvement Status (b)

2005-06	Corrective Action
2004-05	Corrective Action
2003-04	Corrective Action

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

### School / Academic Goals

- ü Gains in Reading, Math and Writing will continue at Desert Sands. Data will be used to target students in need of assistance in meeting state academic standards. After-school and Saturday tutoring will be provided using Title funds.
- ü Staff development will focus on four areas: Classroom Management, Cooperative Learning, Differentiated Instruction and Higher Level Reading Strategies. A new ELD class has been added to better help English Learners.
- ü Desert Sands will begin after-school 'STING' classes with funds from the 21st Century Grant. Tutoring will align to goals set in the School Improvement Plan using high interest classes. English classes for adults and parenting classes will occur.
- ü Uniting the school as one 6-8 middle school. This will provide for better communication and campus climate which will improve the school culture.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1423  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 40

Instructional Programs

- Ü Blocked Instruction
- Ü Honors Classes
- Ü On-Site Special Education
- Ü ELL Services
- Ü Functional Academics Programs
- Ü 6th Grade Center - Elementary Model
- Ü After-school and Saturday Tutoring
- Ü Balanced Literacy Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/7/2005
Last Day of School :	6/6/2006

Shared Responsibilities

School

We will provide academic, social and emotional supports to teach the 'whole' child in a safe and nurturing environment. At Desert Sands, we communicate academic expectations to parents through: student/parent handbook, school newsletters, mid-quarter progress reports, end-of-quarter grade reports, parent/teacher conferences, a site council and a parent organization. We will be available to students and parents to provide support in creating positive learning situations for all students.

Parents

We ask that parents attend conferences and open houses yearly and at least one other parent involvement night. We ask that parents communicate their concerns with teachers and administrators when needed. Parents should be an equal part in their child's learning process. All parents are invited to attend yearly meetings that discuss our school improvement plan and offer input to help make our school the best. Parents should be active in providing a safe and quiet place for homework to be done.

Transportation Policy

District bus transportation is provided for students who reside within the school attendance area and live more than one radius mile away from the school. Students with disabilities who require transportaion, as indicated in their individual education program, also recieve transportaion. Field trips and athletic events also require district transportation from the school, to the event and back to the school. Two bus evacuation drills are held annually to practice safety procedures.

School Honors

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

Award/Honor	Year
Ü Who's Who Among American (7 recipients)	2005
Ü John J Ross Law Related Educator of the Year	2005
Ü Community Action State Winners - AZ Legal Services	2005
Ü Excellence in Law Related Education Award (AFLSE)	2005

6th 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	442	2094	79327	100	100	98	503	500	518	21	24	19	24	25	20	49	44	46	6	7	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	214	1066	38961	100	100	98	507	502	520	16	21	16	27	27	20	50	45	48	7	7	16
Male	227	1024	40295	100	99	97	500	497	516	25	27	21	20	23	19	49	43	44	6	7	16
African American	29	97	4247	100	99	98	488	490	499	28	23	27	34	36	24	38	40	41	NA	1	8
Hispanic	377	1836	32327	100	100	98	504	499	499	20	25	27	23	25	25	50	44	41	7	7	8
Asian/Pacific Islander	NC	10	1939	NC	100	99	NC	NA	556	NC	NA	6	NC	NA	10	NC	NA	47	NC	NA	36
American Indian/Alaskan Native	NC	20	4391	NC	95	96	NC	501	489	NC	10	32	NC	30	27	NC	60	36	NC	NA	4
White	32	130	36373	100	99	98	506	512	538	22	20	10	19	16	14	50	52	52	9	12	25
Students with Disabilities	61	222	9321	100	94	87	456	456	467	69	62	54	15	24	22	15	13	21	2	1	3
Students without Disabilities	381	1872	70006	100	100	100	511	504	524	13	20	14	25	25	19	55	48	49	7	7	18
Limited English Proficient Students	97	554	9431	99	99	95	468	466	466	55	54	53	19	25	27	26	21	18	1	1	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	339	1672	37097	99	99	97	504	500	498	20	24	27	23	25	25	50	44	41	7	7	7
Non-Economically Disadvantaged	103	422	42230	100	100	99	499	499	535	23	23	11	24	26	15	48	43	50	5	8	24

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	442	2086	79501	100	99	98	479	474	497	16	17	10	31	36	25	53	46	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	214	1061	39062	100	99	99	484	479	502	12	14	8	27	36	23	59	49	64	1	1	5
Male	227	1021	40368	100	99	98	474	470	491	19	21	13	33	36	27	48	43	57	NA	0	3
African American	29	97	4279	100	99	99	471	472	485	17	12	14	38	44	30	45	43	54	NA	NA	2
Hispanic	377	1827	32389	100	99	98	478	473	478	16	18	16	31	37	34	52	45	48	1	1	1
Asian/Pacific Islander	NC	10	1936	NC	100	99	NC	NA	519	NC	NA	3	NC	NA	14	NC	NA	73	NC	NA	9
American Indian/Alaskan Native	NC	20	4401	NC	95	96	NC	490	473	NC	15	17	NC	35	40	NC	40	43	NC	10	1
White	32	131	36446	100	100	99	492	492	516	6	11	4	28	27	15	66	61	73	NA	2	7
Students with Disabilities	61	214	9411	100	91	88	429	430	453	62	53	36	33	37	36	5	9	26	NA	0	1
Students without Disabilities	381	1872	70090	100	100	100	487	479	502	8	13	7	30	36	24	61	50	65	1	1	5
Limited English Proficient Students	97	545	9401	99	97	94	439	440	443	45	42	40	41	45	46	13	13	14	NA	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	339	1662	37183	99	98	97	479	474	479	16	17	16	29	37	34	54	46	49	0	1	1
Non-Economically Disadvantaged	103	424	42318	100	100	99	480	477	513	15	17	5	34	34	17	50	47	70	2	1	7

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	440	2089	80000	100	100	99	547	541	564	3	3	3	13	18	11	81	75	75	3	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	214	1064	39288	100	100	99	561	557	579	2	2	2	6	11	6	87	82	77	5	5	16
Male	226	1022	40644	100	99	98	533	524	549	4	5	4	19	26	15	76	68	74	2	2	7
African American	28	95	4307	100	97	99	535	541	551	4	3	4	18	18	13	75	75	75	4	4	7
Hispanic	376	1834	32672	100	100	99	546	540	548	3	3	4	13	18	14	81	75	76	3	3	6
Asian/Pacific Islander	NC	10	1945	NC	100	99	NC	NA	592	NC	NA	1	NC	NA	4	NC	NA	69	NC	NA	25
American Indian/Alaskan Native	NC	18	4424	NC	86	97	NC	552	549	NC	NA	3	NC	17	14	NC	72	77	NC	11	5
White	32	131	36602	100	100	99	552	547	579	NA	2	2	9	18	7	88	72	75	3	8	16
Students with Disabilities	61	228	9919	100	97	93	472	480	505	13	7	9	48	54	35	39	39	54	NA	0	2
Students without Disabilities	379	1861	70081	100	100	100	558	547	571	1	3	2	7	14	7	88	79	79	4	4	12
Limited English Proficient Students	98	554	9571	100	99	96	494	491	502	10	10	10	31	38	29	58	52	60	1	0	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	340	1671	37534	99	99	98	546	541	547	3	3	4	12	19	15	82	76	76	3	3	5
Non-Economically Disadvantaged	100	418	42466	100	100	100	548	538	578	2	6	2	14	17	7	80	72	75	4	6	16

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

7th 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	456	2024	78546	95	97	97	524	529	543	19	21	15	24	21	18	53	50	52	4	8	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	219	959	38645	96	98	98	526	532	545	17	18	13	25	21	18	55	53	54	4	9	15
Male	237	1064	39792	94	97	97	522	526	542	21	23	17	24	21	17	52	48	50	3	8	15
African American	41	109	4205	100	94	97	508	515	524	37	28	22	15	23	22	49	48	49	NA	2	7
Hispanic	376	1744	31177	95	98	97	524	528	524	18	21	22	26	22	23	53	49	48	4	8	7
Asian/Pacific Islander	NC	19	1940	NC	100	99	NC	552	580	NC	5	5	NC	16	9	NC	74	53	NC	5	33
American Indian/Alaskan Native	NC	22	4689	NC	92	95	NC	538	515	NC	14	28	NC	18	25	NC	64	43	NC	5	4
White	29	130	36450	91	96	97	536	554	563	10	9	7	17	17	12	66	58	57	7	15	23
Students with Disabilities	40	204	8093	60	76	82	478	477	489	50	61	50	35	25	24	15	14	23	NA	NA	2
Students without Disabilities	416	1820	70453	100	100	100	527	534	549	16	16	11	23	21	17	57	54	56	4	9	16
Limited English Proficient Students	110	573	9323	88	94	94	495	492	491	40	47	47	39	29	28	20	23	24	1	1	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	329	1493	34694	93	96	96	523	528	524	20	22	23	25	22	23	53	49	48	3	8	7
Non-Economically Disadvantaged	127	531	43852	100	100	99	525	532	559	17	18	10	23	20	13	55	54	56	5	8	22

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	455	2006	79045	95	96	98	493	490	512	13	15	10	35	37	25	50	46	58	1	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	219	958	38860	96	98	98	497	496	519	11	12	7	33	35	22	54	51	62	2	3	8
Male	236	1046	40075	94	95	97	488	484	505	15	18	12	37	39	28	47	42	54	1	1	6
African American	41	109	4250	100	94	98	491	493	500	15	14	12	29	33	31	56	52	54	NA	1	3
Hispanic	375	1726	31314	95	97	98	491	487	493	14	16	16	36	38	34	49	44	48	1	2	2
Asian/Pacific Islander	NC	19	1949	NC	100	99	NC	506	536	NC	5	4	NC	32	15	NC	63	66	NC	NA	15
American Indian/Alaskan Native	NC	22	4719	NC	92	96	NC	504	489	NC	18	15	NC	23	39	NC	55	45	NC	5	2
White	29	130	36730	91	96	98	517	517	532	7	5	4	28	27	16	62	61	68	3	8	12
Students with Disabilities	39	186	8552	58	69	87	453	448	463	44	48	35	31	39	40	26	12	23	NA	2	1
Students without Disabilities	416	1820	70493	100	100	100	496	494	517	10	12	7	36	37	24	52	50	62	1	2	8
Limited English Proficient Students	109	556	9355	87	92	95	450	451	456	40	41	37	50	46	48	10	13	15	NA	0	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	329	1480	34922	93	95	96	490	488	493	15	16	15	36	38	34	48	44	48	2	2	3
Non-Economically Disadvantaged	126	526	44123	99	100	99	499	495	527	10	12	6	35	35	18	55	51	66	1	2	11

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	463	2047	79657	96	98	99	548	543	566	6	7	3	10	13	8	84	80	87	0	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	223	966	39120	98	98	99	561	561	580	4	4	2	8	8	4	88	88	92	0	1	2
Male	240	1079	40423	95	98	98	537	527	553	8	9	5	12	17	12	80	73	83	0	0	1
African American	41	114	4290	100	98	99	562	554	560	NA	1	4	15	15	9	85	84	86	NA	NA	1
Hispanic	382	1761	31642	96	98	99	545	540	552	7	7	5	9	13	11	84	79	84	0	0	0
Asian/Pacific Islander	NC	18	1948	NC	95	99	NC	574	589	NC	NA	1	NC	NA	3	NC	100	91	NC	NA	4
American Indian/Alaskan Native	NC	23	4760	NC	96	97	NC	557	547	NC	4	5	NC	13	14	NC	83	81	NC	NA	0
White	29	131	36929	91	96	99	562	561	579	3	5	2	10	5	5	83	88	91	3	2	2
Students with Disabilities	46	230	9069	69	86	92	448	467	508	26	20	11	30	40	30	43	40	58	NA	NA	1
Students without Disabilities	417	1817	70588	100	100	100	558	552	573	4	5	2	8	9	5	88	85	91	0	0	1
Limited English Proficient Students	116	589	9521	93	97	96	495	488	507	17	18	13	23	29	24	59	53	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	334	1513	35341	95	97	97	548	541	551	6	7	5	9	13	12	85	80	83	NA	0	0
Non-Economically Disadvantaged	129	534	44316	100	100	100	548	547	578	5	6	2	12	13	5	81	81	90	2	1	2

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	510	2057	78400	100	98	97	530	536	554	32	29	21	25	23	19	40	43	47	3	5	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	274	1057	38686	100	98	98	533	538	554	28	26	20	27	24	20	43	45	49	2	5	12
Male	236	999	39636	100	97	96	526	533	554	35	32	23	24	22	18	37	40	46	4	6	13
African American	25	115	4193	100	93	97	532	526	533	20	34	32	32	24	23	48	41	40	NA	1	5
Hispanic	431	1770	30732	99	98	97	528	535	534	32	30	31	26	23	24	39	42	40	3	5	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	10	30	4536	100	100	95	NA	538	528	NA	23	35	NA	30	25	NA	40	37	NA	7	4
White	43	138	37038	100	99	97	539	549	575	33	21	11	14	21	14	49	51	56	5	7	19
Students with Disabilities	62	184	7840	95	77	81	487	489	498	69	66	60	13	18	18	18	15	20	NA	1	2
Students without Disabilities	448	1873	70560	100	100	99	535	540	560	26	26	17	27	23	19	43	45	50	3	6	14
Limited English Proficient Students	158	675	8956	99	96	95	498	505	502	58	52	56	29	27	25	13	20	18	NA	1	1
Migrant Students	NC	NC	676	NC	NC	95	NC	NC	523	NC	NC	38	NC	NC	25	NC	NC	36	NC	NC	1
Economically Disadvantaged	354	1460	33014	98	96	95	529	536	534	31	27	31	26	24	24	41	43	40	2	6	5
Non-Economically Disadvantaged	156	597	45386	100	100	99	530	534	569	33	34	15	25	20	15	38	41	52	4	5	18

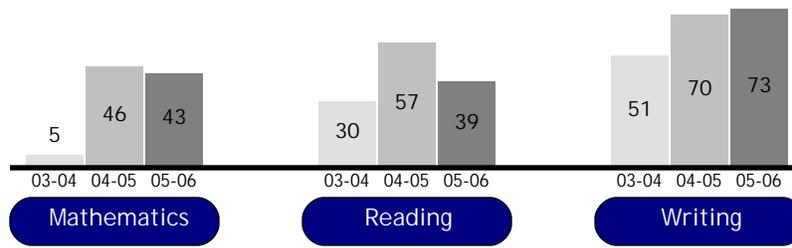
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	510	2064	79179	100	98	98	491	492	519	18	19	11	42	39	27	38	41	58	1	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	274	1065	38974	100	99	99	496	497	524	13	14	8	47	40	25	39	45	61	1	1	5
Male	236	998	40124	100	97	97	485	486	513	25	25	13	37	38	28	38	36	54	0	1	4
African American	25	117	4243	100	95	98	503	491	506	NA	17	14	48	37	32	52	46	51	NA	NA	3
Hispanic	431	1779	30987	99	99	98	488	490	498	20	20	17	43	40	36	36	39	45	1	1	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	10	29	4573	100	97	96	NA	508	494	NA	NA	16	NA	48	41	NA	52	42	NA	NA	1
White	43	135	37467	100	96	98	504	513	539	16	12	5	35	33	17	49	53	70	NA	3	8
Students with Disabilities	62	192	8567	95	80	88	450	449	467	52	54	39	34	34	38	11	10	22	3	2	1
Students without Disabilities	448	1872	70612	100	100	99	496	496	524	14	15	7	44	40	25	42	44	62	1	1	5
Limited English Proficient Students	158	683	9013	99	97	95	458	460	461	39	40	40	51	48	48	9	11	12	1	0	0
Migrant Students	NC	NC	680	NC	NC	96	NC	NC	487	NC	NC	20	NC	NC	43	NC	NC	36	NC	NC	1
Economically Disadvantaged	353	1472	33345	98	97	96	489	491	499	19	19	17	44	40	36	36	40	46	1	1	1
Non-Economically Disadvantaged	157	592	45834	100	100	99	496	495	533	18	19	7	39	37	19	43	43	67	1	1	7

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	515	2101	79734	100	100	99	539	528	554	5	5	3	22	33	19	72	62	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	275	1073	39243	100	100	99	551	541	568	4	3	2	13	23	12	83	73	85	0	0	1
Male	240	1027	40413	100	100	98	526	513	541	7	7	4	31	42	26	61	50	70	1	0	0
African American	25	120	4285	100	98	99	544	531	548	4	4	3	16	29	22	80	67	74	NA	NA	0
Hispanic	436	1805	31254	100	100	99	538	526	539	5	5	5	22	34	25	72	61	70	1	0	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	10	30	4613	100	100	97	NA	551	535	NA	NA	4	NA	20	29	NA	80	67	NA	NA	0
White	43	142	37668	100	100	99	550	544	569	9	4	1	16	25	13	72	70	85	2	1	1
Students with Disabilities	67	234	8943	100	98	92	490	479	495	18	14	11	43	59	51	36	25	38	3	2	1
Students without Disabilities	448	1867	70791	100	100	100	546	533	561	3	4	2	18	29	15	78	67	83	0	0	0
Limited English Proficient Students	161	698	9138	100	100	97	500	488	492	11	11	13	39	53	46	48	35	40	1	1	NA
Migrant Students	NC	NC	687	NC	NC	97	NC	NC	528	NC	NC	6	NC	NC	28	NC	NC	65	NC	NC	NA
Economically Disadvantaged	358	1496	33718	99	99	97	538	527	538	4	5	5	25	33	26	70	61	69	1	0	0
Non-Economically Disadvantaged	157	605	46016	100	100	100	541	530	567	8	6	2	15	31	14	77	63	84	1	0	1

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 2005-06

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?	N
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	--	--	NA	56	--	--	40	51	100	44	41	56
	Language	--	--	32	48	--	--	37	47	100	39	35	50
	Mathematics	--	--	51	66	--	--	42	52	100	48	44	58
7	Reading	95	36	NA	54	97	40	38	50	93	41	37	54
	Language	95	43	42	58	97	42	40	52	94	43	41	58
	Mathematics	94	45	51	62	97	40	40	50	93	44	43	54
8	Reading	97	36	NA	55	97	42	39	51	98	39	39	58
	Language	97	34	32	52	97	44	42	50	99	41	41	56
	Mathematics	97	38	45	61	97	43	47	53	98	44	46	58

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

Council Duties

- Ü Parent/Educator Relations
- Ü Curriculum Development/Title I
- Ü School Safety Issues
- Ü Communication
- Ü Community
- Ü School Improvement Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	77.00
Other Professional Staff	5.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	4	0	0
4 to 6 years	3	3	0	0
7 to 9 years	2	7	0	0
10 or more years	8	27	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	207
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Studio
- Ü New Gymnasium
- Ü Science Labs

Extracurricular Activities

- Ü Student Council
- Ü Peer Mediation
- Ü Publications
- Ü Interscholastic Athletics
- Ü National Junior Honor Society
- Ü 21st Century Grant Programs
- Ü Success Program
- Ü Project Venture

Social Services

- Ü Breakfast/Lunch Programs
- Ü After-school and Saturday tutoring
- Ü Counseling Services
- Ü Health Services
- Ü Healthy Kids Dental
- Ü School Resouce Officer
- Ü Probation Officer
- Ü Adult English and Spanish Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Language Acquisition Specialists, math coach and Curriculum Specialists are now an itegral part of Desert Sand's staff development. They provide much needed assistance and support for new teachers and to the entire staff.
  
- ü English Language Development component has been added. This 30 minute block provides special help for our ELL population. Language Acquisition Specialists will assist teachers with effective research based teaching strategies.
  
- ü A discipline program has been put into place and has been successful.
  
- ü Received the 21st Century Grant (\$130,000)for after-school tutoring programs for student. The program will involve chore subjects and recreational type programs for students. English classes for parents will also be available.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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 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, property and community. The GREAT program will teach students to avoid gang activity and gain self confidence. Law related education is also part of the Desert Sands community safety program.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

8

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	Bob Mayes	(623) 691-4900
Transportation Policy	Henry Meza	(623) 691-4000
Community Resources	Eric Johnson	(623) 691-4900
School Nutrition Programs	Gladys Hansen	(602) 691-4930
Parent Organization	Hilda Cabanillas	(623) 691-4900
Student Health/Nurse	Klarinda Hart	(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](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.

Footnotes

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 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.

6 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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\*\* Due to booklet size printing, print copies are produced in multiples of 4.