

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

801 West Southern Avenue, Apache Junction, AZ 85220

Apache Junction 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)

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

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

School Overview

Principal/Administrator : Dr. Robert Pappalardo
 Schedule : 06:30 AM to 04:00 PM
 Grades : 6-8
 Web Address : www.ajusd.org
 Phone Number : (480) 982-1110
 Fax Number : (480) 983-4913
 E-mail : rpappala@dsms.ajusd.org

Mission

Our mission is to provide a learning environment that enhances personal and academic growth and development. Our educational programs allow for various learning styles, differentiated instruction, and ensures equal academic opportunities for all students.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	Out of Improvement

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

School / Academic Goals

- ü All students will be able to read at grade level.
- ü All students will demonstrate proficiency in written communication.
- ü Benchmark tests will be administered quarterly. Students will demonstrate growth in the areas of comprehension, research skills, narrative writing, geometry, and number sense on the school's quarterly benchmark tests.
- ü Differentiated instruction will take place in all English, reading, math, social studies and science classrooms.

Enrollment

October 1, 2005 School Year Student Enrollment : 670
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 66

Instructional Programs

- ü Results-oriented - benchmark testing
- ü Differentiated Instruction
- ü Accelerated Reader Program
- ü Software Remediation Program
- ü Extended Learning Programs
- ü After School Tutoring Program
- ü Interdisciplinary Teams
- ü Early Release/Academic Incentive

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 51 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Our school assures parents and students of the existence of high academic standards; an integrated curriculum; and a highly trained, certified and caring staff providing the very best teaching, counseling and administrative services possible.

Parents

Parents are asked to encourage their child, supervise homework, communicate with the staff and positively support their child's education. Parents are held responsible for their child's daily attendance and are asked to read and respond to letters and reports sent home.

Transportation Policy

54% of our students are transported. At 2:10, students who have earned early release are transported home. Students who have stayed for full-day or tutoring are transported home at 3:05, and the final run at 5:05 transports our student athletes home.

School Honors

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

Award/Honor	Year
ü Family PC Magazine - Top 100 Wired Schools	2000
ü Golden Bell Award	2000
ü Polly Rosenbaum Writing Contest Two Consecutive Years	2005
ü Grand Canyon State Games Essay Contest Winners	2003

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	229	452	79327	95	92	98	515	516	518	16	16	19	19	21	20	55	51	46	10	12	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	121	240	38961	98	97	98	517	518	520	15	14	16	20	22	20	55	51	48	11	13	16
Male	108	212	40295	91	88	97	514	513	516	17	18	21	18	19	19	56	52	44	10	10	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	59	96	32327	94	94	98	501	499	499	20	24	27	29	28	25	47	43	41	3	5	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	160	337	36373	95	92	98	520	520	538	15	14	10	14	18	14	58	54	52	13	13	25
Students with Disabilities	26	47	9321	70	56	87	474	465	467	46	55	54	31	23	22	23	21	21	NA	NA	3
Students without Disabilities	203	405	70006	99	100	100	521	521	524	12	12	14	17	20	19	59	55	49	12	13	18
Limited English Proficient Students	10	14	9431	83	88	95	NA	473	466	NA	64	53	NA	21	27	NA	7	18	NA	7	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	109	174	37097	92	87	97	505	503	498	23	23	27	20	25	25	50	45	41	6	7	7
Non-Economically Disadvantaged	120	278	42230	98	96	99	525	524	535	9	12	11	18	18	15	59	55	50	14	15	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	237	476	79501	98	97	98	493	497	497	10	9	10	26	24	25	63	64	60	1	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	120	243	39062	98	98	99	502	506	502	3	4	8	28	22	23	67	69	64	3	5	5
Male	117	233	40368	98	96	98	484	487	491	17	14	13	24	26	27	59	59	57	NA	1	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	63	101	32389	100	99	98	475	478	478	17	15	16	35	35	34	48	50	48	NA	1	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	163	353	36446	97	96	99	500	502	516	7	8	4	21	20	15	69	69	73	2	3	7
Students with Disabilities	34	71	9411	92	85	88	450	452	453	38	34	36	32	39	36	29	27	26	NA	NA	1
Students without Disabilities	203	405	70090	99	100	100	500	504	502	5	4	7	25	21	24	68	71	65	1	3	5
Limited English Proficient Students	12	16	9401	100	100	94	438	444	443	50	44	40	25	25	46	25	31	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	113	184	37183	95	92	97	484	484	479	16	15	16	27	29	34	58	55	49	NA	1	1
Non-Economically Disadvantaged	124	292	42318	100	100	99	502	504	513	4	5	5	26	21	17	68	70	70	2	4	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	238	487	80000	98	99	99	546	547	564	2	4	3	16	15	11	76	74	75	5	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	122	248	39288	99	100	99	562	568	579	2	2	2	7	7	6	85	82	77	7	10	16
Male	116	239	40644	97	99	98	530	525	549	3	6	4	26	24	15	67	65	74	4	5	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	61	100	32672	97	98	99	535	536	548	5	6	4	16	14	14	75	76	76	3	4	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	166	365	36602	99	99	99	549	549	579	1	3	2	17	17	7	75	72	75	7	8	16
Students with Disabilities	33	79	9919	89	94	93	496	487	505	6	13	9	39	42	35	55	46	54	NA	NA	2
Students without Disabilities	205	408	70081	100	100	100	554	558	571	1	2	2	12	10	7	80	79	79	6	9	12
Limited English Proficient Students	11	15	9571	92	94	96	494	487	502	9	13	10	36	33	29	55	53	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	114	193	37534	96	97	98	539	532	547	4	5	4	18	21	15	73	69	76	6	5	5
Non-Economically Disadvantaged	124	294	42466	100	100	100	552	557	578	1	3	2	15	12	7	80	76	75	5	9	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	185	434	78546	97	95	97	553	550	543	7	10	15	17	18	18	61	58	52	15	15	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	210	38645	98	97	98	552	549	545	9	8	13	14	17	18	65	62	54	13	12	15
Male	105	224	39792	96	93	97	554	551	542	6	11	17	20	18	17	58	53	50	16	17	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	46	85	31177	100	97	97	539	536	524	9	14	22	22	22	23	67	58	48	2	6	7
Asian/Pacific Islander	NC	11	1940	NC	100	99	NC	564	580	NC	9	5	NC	9	9	NC	55	53	NC	27	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	127	327	36450	96	95	97	558	554	563	6	9	7	16	16	12	59	58	57	19	17	23
Students with Disabilities	10	36	8093	59	61	82	NA	502	489	NA	31	50	NA	44	24	NA	25	23	NA	NA	2
Students without Disabilities	175	398	70453	100	100	100	555	554	549	7	8	11	15	15	17	62	61	56	15	16	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	90	154	34694	94	91	96	552	545	524	10	11	23	19	24	23	56	53	48	16	12	7
Non-Economically Disadvantaged	95	280	43852	100	98	99	554	553	559	4	9	10	16	14	13	66	60	56	14	16	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	192	448	79045	100	98	98	516	519	512	6	6	10	24	21	25	66	66	58	4	6	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	216	38860	100	100	98	524	526	519	4	3	7	18	16	22	73	75	62	5	7	8
Male	109	232	40075	100	97	97	509	513	505	7	9	12	29	27	28	60	58	54	4	6	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	47	88	31314	100	100	98	508	507	493	6	9	16	26	24	34	68	64	48	NA	3	2
Asian/Pacific Islander	NC	11	1949	NC	100	99	NC	512	536	NC	9	4	NC	18	15	NC	64	66	NC	9	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	132	336	36730	100	98	98	519	524	532	5	5	4	23	20	16	65	67	68	6	7	12
Students with Disabilities	17	50	8552	100	85	87	465	467	463	35	26	35	47	52	40	18	22	23	NA	NA	1
Students without Disabilities	175	398	70493	100	100	100	521	525	517	3	4	7	22	18	24	70	72	62	5	7	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	96	162	34922	100	96	96	509	510	493	8	9	15	28	25	34	59	63	48	4	4	3
Non-Economically Disadvantaged	96	286	44123	100	100	99	522	524	527	3	5	6	21	20	18	72	68	66	4	8	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	190	447	79657	99	98	99	559	566	566	3	3	3	6	5	8	91	90	87	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	216	39120	100	100	99	571	580	580	2	2	2	2	2	4	93	94	92	2	2	2
Male	107	231	40423	98	96	98	550	553	553	3	4	5	8	8	12	89	87	83	NA	1	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	45	87	31642	98	99	99	553	558	552	2	5	5	7	6	11	91	89	84	NA	1	0
Asian/Pacific Islander	NC	11	1948	NC	100	99	NC	567	589	NC	9	1	NC	NA	3	NC	91	91	NC	NA	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	132	336	36929	100	98	99	561	568	579	2	2	2	6	6	5	90	90	91	2	2	2
Students with Disabilities	15	49	9069	88	83	92	498	511	508	13	14	11	27	20	30	60	65	58	NA	NA	1
Students without Disabilities	175	398	70588	100	100	100	564	573	573	2	2	2	4	4	5	93	93	91	1	2	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	96	164	35341	100	97	97	551	556	551	5	5	5	7	6	12	86	88	83	1	1	0
Non-Economically Disadvantaged	94	283	44316	99	99	100	568	572	578	NA	1	2	4	5	5	95	92	90	1	2	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	193	453	78400	93	94	97	570	561	554	10	15	21	15	20	19	59	54	47	17	11	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	227	38686	95	97	98	567	559	554	9	12	20	19	22	20	55	56	49	16	10	12
Male	95	226	39636	90	92	96	573	562	554	12	17	23	9	18	18	62	51	46	17	13	13
African American	NC	12	4193	NC	92	97	NC	542	533	NC	25	32	NC	25	23	NC	42	40	NC	8	5
Hispanic	53	95	30732	100	100	97	560	550	534	11	16	31	23	29	24	53	45	40	13	9	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	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	129	335	37038	90	93	97	573	564	575	11	14	11	11	18	14	60	56	56	18	12	19
Students with Disabilities	NC	35	7840	NC	56	81	NC	506	498	NC	46	60	NC	31	18	NC	17	20	NC	6	2
Students without Disabilities	184	418	70560	99	100	99	574	564	560	7	12	17	15	19	19	61	57	50	17	12	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	76	150	33014	87	87	95	560	550	534	14	18	31	17	25	24	55	48	40	13	9	5
Non-Economically Disadvantaged	117	303	45386	97	98	99	576	566	569	8	13	15	13	18	15	61	56	52	19	13	18

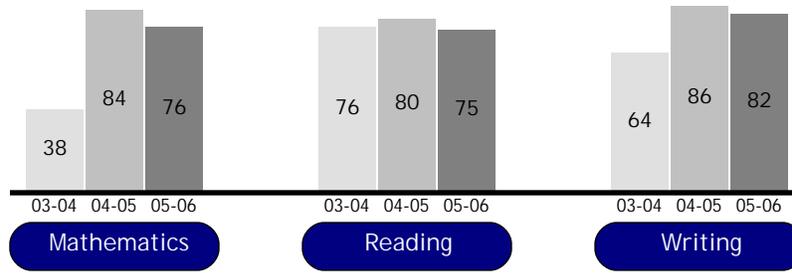
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	206	476	79179	99	99	98	533	531	519	9	8	11	16	19	27	69	68	58	6	5	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	103	236	38974	100	100	99	537	536	524	8	6	8	15	16	25	71	72	61	7	5	5
Male	103	240	40124	98	98	97	528	526	513	10	10	13	17	22	28	68	63	54	6	5	4
African American	NC	14	4243	NC	100	98	NC	533	506	NC	21	14	NC	7	32	NC	57	51	NC	14	3
Hispanic	53	96	30987	100	100	98	530	521	498	8	11	17	17	23	36	70	63	45	6	3	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	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	140	353	37467	98	98	98	532	534	539	9	6	5	16	19	17	69	69	70	6	6	8
Students with Disabilities	22	58	8567	96	94	88	455	469	467	59	41	39	32	33	38	9	26	22	NA	NA	1
Students without Disabilities	184	418	70612	99	100	99	542	538	524	3	3	7	14	17	25	77	73	62	7	6	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	84	166	33345	97	97	96	525	519	499	11	13	17	21	23	36	62	61	46	6	3	1
Non-Economically Disadvantaged	122	310	45834	100	100	99	538	537	533	7	5	7	11	17	19	75	71	67	7	6	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	207	479	79734	100	100	99	558	562	554	1	2	3	16	15	19	82	82	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	103	236	39243	100	100	99	572	577	568	NA	0	2	10	8	12	90	91	85	NA	0	1
Male	104	243	40413	99	99	98	544	548	541	3	3	4	23	23	26	74	74	70	NA	NA	0
African American	NC	14	4285	NC	100	99	NC	546	548	NC	NA	3	NC	29	22	NC	71	74	NC	NA	0
Hispanic	53	95	31254	100	100	99	564	559	539	NA	1	5	11	18	25	89	81	70	NA	NA	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	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	141	357	37668	99	99	99	556	565	569	2	2	1	18	14	13	80	83	85	NA	0	1
Students with Disabilities	22	59	8943	96	95	92	491	494	495	9	14	11	59	44	51	32	41	38	NA	2	1
Students without Disabilities	185	420	70791	100	100	100	566	571	561	1	0	2	11	11	15	88	88	83	NA	NA	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	85	168	33718	98	98	97	555	552	538	1	3	5	19	20	26	80	76	69	NA	1	0
Non-Economically Disadvantaged	122	311	46016	100	100	100	560	568	567	2	1	2	15	13	14	84	86	84	NA	NA	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?	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	100	56	NA	56	100	54	52	51	98	54	58	56
	Language	100	50	50	48	100	50	48	47	98	46	50	50
	Mathematics	100	68	66	66	100	56	53	52	95	59	59	58
7	Reading	98	61	NA	54	97	54	55	50	100	56	59	54
	Language	98	71	64	58	97	55	57	52	99	63	65	58
	Mathematics	97	66	59	62	96	57	53	50	97	59	59	54
8	Reading	99	66	NA	55	96	60	57	51	100	65	67	58
	Language	100	66	64	52	96	59	54	50	100	59	61	56
	Mathematics	99	70	62	61	96	65	56	53	94	68	65	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/

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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 8 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Selected Educational Goals
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.50
Other Professional Staff	4.50	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	3	2	1	0
7 to 9 years	5	2	0	0
10 or more years	3	8	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	121
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü Two Technology Learning Malls
- Ü Mini Lab (7 Computers) in Each Classroom
- Ü Computer Labs (3)
- Ü Media Center

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Peer Mediation
- Ü Intramural Sports Program
- Ü Art Club
- Ü Book Club
- Ü Math Club
- Ü Drama Club

Social Services

- Ü Crisis Intervention
- Ü Wrap Around Program with SMMHC
- Ü Clothing/Food Banks
- Ü Health Services
- Ü Breakfast Program
- Ü Immunizations Provided On site
- Ü ReachOut Health Care America

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü In 6th grade 73% passed Math, 61% passed Reading and 67% passed the Writing portions of the AIMS test. In 7th grade 80% passed Math, 73% passed Reading and 87% passed Writing. In 8th grade 83% passed Math, 81% passed Reading and 85% passed Writing.
- ü The NP results as demonstrated on the 2004-05 SAT Reading tests were 55.9 for 6th grade, 56.5 for 7th grade, and 58.8 for 8th grade. Language NP scores were 51.0, 54.9, and 60.9 respectively. Mathematic NP results were 60.4, 55.4 and 70.4.
- ü Our students have received outstanding awards from the Polly Rosenbaum Writing Contest, Grand Canyon State Games Contest, Channel 3 Tobacco Free Contest, Week without Violence Poetry Contest, AATM Math Competition and the Patriotic Pen Awards.
- ü Students demonstrated their creative abilities by receiving awards from the Pinal County Drug Awareness Poster Contest, State Wide AZ Assoc. for Pupil Transp. Art Contest, Week without Violence Poster Contest, and the Lost Dutchman Days Art Contest.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	63	89	88	73
Graduation Rate ⁶	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 Shadows is declared a Drug and Weapons Free High Profile Enforcement area. We strongly enforce our Zero Tolerance policy. Our resource officers are actively involved with our students, staff and community. Part of their involvement includes teaching Crime and Law in the social studies classrooms, conducting a drug awareness week on campus and facilitating the drug prevention/awareness class designed specifically for parents and other members of the community.

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) :

25

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	Gigi Goldstein	(480) 982-1110
Transportation Policy	Max Ragsdale	(480) 982-1110
Community Resources	Gigi Goldstein	(480) 982-1110
School Nutrition Programs	Mona Barton	(480) 982-1110
Parent Organization	MOST	(480) 982-1110
Student Health/Nurse	Chrisanda DeBoise	(480) 982-1110

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 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.

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