

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

340 Blvd. Del Rey David, Nogales, AZ 85621

Nogales 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
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Joan Molera
 Schedule : 07:00 AM to 05:00 PM
 Grades : 6-8
 Web Address : www2.nusd.k12.az.us/dsms/
 Phone Number : (520) 377-2646
 Fax Number : (520) 377-2674
 E-mail : jmolera@nusd.k12.az.us

Mission

Desert Shadows Middle School will provide a quality educational program to our diverse community of students where all are expected to learn.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü The academic achievement of all students will improve in reading.
- ü The academic achievement of all students will improve in writing.
- ü The academic achievement of all students will improve in mathematics.
- ü Students will learn and apply the Six Pillars of Character: Responsibility, Trustworthiness, Caring, Respect, Fairness, and Citizenship.

Enrollment

October 1, 2005 School Year Student Enrollment : 872
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 68

Instructional Programs

- ü Pre AP / IB Program
- ü ELL Program
- ü Advisory Class
- ü AIMS Interventions Class (2-9+)
- ü Skills Building Class (6th graders)
- ü Supplemental Reading Class
- ü Resource Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 25 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

A quarterly letter to parents--in English and Spanish--is mailed home. A school calendar that highlights all campus activities, report cards, and other relevant handouts are included in this quarterly mailing. Parents are able to access grades and attendance on the district internet site. Parent-teacher conferences are held twice a year, but informal conferences occur frequently throughout the school year.

Parents

Desert Shadows Middle School encourages parent participation in all phases of the school's operation. Parents are responsible to review the behavior guidelines outlined in the DSMS Student Planner (school rules), the Citizen Auto Stage handout (bus rules) and the District's Discipline Manual (district rules). Parents are encouraged to attend academic awards ceremonies, athletic events, and other school functions.

Transportation Policy

Nogales Unified School District provides bus service for students residing in the Desert Shadows attendance zone. It is the responsibility of the students to follow the rules for bus riding. Failure to do so results in suspension of bus privileges.

School Honors

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

Award/Honor	Year
ü Honor Roll and Perfect Attendance Student Recognition	2006
ü Various Music Group Awards	2006
ü Various Athletic Team Awards	2006
ü Numerous Awards in Local Essay Contests	2006

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	280	461	79327	100	98	98	519	520	518	16	15	19	20	21	20	51	51	46	13	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	130	229	38961	100	97	98	525	523	520	15	15	16	18	21	20	53	50	48	14	14	16
Male	150	232	40295	100	98	97	514	516	516	16	15	21	21	21	19	50	51	44	13	13	16
African American	--	NC	4247	--	NC	98	--	NC	499	--	NC	27	--	NC	24	--	NC	41	--	NC	8
Hispanic	275	454	32327	100	98	98	518	519	499	16	15	27	20	21	25	51	50	41	13	14	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	NC	NC	36373	NC	NC	98	NC	NC	538	NC	NC	10	NC	NC	14	NC	NC	52	NC	NC	25
Students with Disabilities	23	24	9321	96	62	87	457	458	467	70	67	54	26	29	22	4	4	21	NA	NA	3
Students without Disabilities	257	437	70006	100	100	100	524	523	524	11	12	14	19	20	19	56	53	49	14	15	18
Limited English Proficient Students	108	213	9431	100	94	95	486	493	466	32	28	53	33	31	27	31	36	18	4	5	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	204	367	37097	100	97	97	507	513	498	21	17	27	23	23	25	47	47	41	10	13	7
Non-Economically Disadvantaged	76	94	42230	100	100	99	551	545	535	3	5	11	11	12	15	64	64	50	22	19	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	280	461	79501	100	98	98	493	490	497	9	12	10	30	30	25	57	55	60	4	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	130	229	39062	100	97	99	500	495	502	8	11	8	24	26	23	61	59	64	7	4	5
Male	150	232	40368	100	98	98	487	484	491	10	13	13	35	34	27	53	51	57	1	1	3
African American	--	NC	4279	--	NC	99	--	NC	485	--	NC	14	--	NC	30	--	NC	54	--	NC	2
Hispanic	275	454	32389	100	98	98	492	489	478	9	12	16	31	31	34	57	55	48	3	2	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	NC	NC	36446	NC	NC	99	NC	NC	516	NC	NC	4	NC	NC	15	NC	NC	73	NC	NC	7
Students with Disabilities	23	24	9411	96	62	88	443	444	453	35	33	36	57	58	36	9	8	26	NA	NA	1
Students without Disabilities	257	437	70090	100	100	100	497	492	502	7	11	7	28	29	24	61	57	65	4	3	5
Limited English Proficient Students	108	213	9401	100	94	94	463	463	443	19	23	40	48	46	46	32	32	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	204	367	37183	100	97	97	482	483	479	12	14	16	35	34	34	52	51	49	0	1	1
Non-Economically Disadvantaged	76	94	42318	100	100	99	521	516	513	1	4	5	17	17	17	68	68	70	13	11	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	280	475	80000	100	100	99	570	562	564	2	2	3	8	10	11	80	80	75	11	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	130	235	39288	100	100	99	584	574	579	2	1	2	5	6	6	78	81	77	16	11	16
Male	150	240	40644	100	100	98	559	549	549	3	3	4	10	13	15	81	79	74	6	5	7
African American	--	NC	4307	--	NC	99	--	NC	551	--	NC	4	--	NC	13	--	NC	75	--	NC	7
Hispanic	275	468	32672	100	100	99	569	561	548	2	2	4	8	10	14	80	80	76	10	7	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	NC	NC	36602	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16
Students with Disabilities	23	38	9919	96	97	93	510	509	505	17	13	9	22	26	35	61	61	54	NA	NA	2
Students without Disabilities	257	437	70081	100	100	100	575	566	571	1	1	2	6	8	7	81	82	79	12	8	12
Limited English Proficient Students	108	227	9571	100	100	96	543	533	502	2	3	10	15	19	29	82	78	60	1	1	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	204	380	37534	100	100	98	559	555	547	3	2	4	10	12	15	82	82	76	5	4	5
Non-Economically Disadvantaged	76	95	42466	100	100	100	599	589	578	NA	2	2	1	3	7	72	72	75	26	23	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	311	524	78546	100	97	97	542	540	543	11	12	15	16	17	18	60	61	52	12	10	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	152	259	38645	100	98	98	544	543	545	12	11	13	14	14	18	61	65	54	13	10	15
Male	159	265	39792	100	96	97	539	538	542	11	13	17	19	19	17	59	57	50	11	11	15
African American	--	NC	4205	--	NC	97	--	NC	524	--	NC	22	--	NC	22	--	NC	49	--	NC	7
Hispanic	308	518	31177	100	97	97	541	540	524	11	12	22	17	17	23	60	61	48	12	10	7
Asian/Pacific Islander	--	NC	1940	--	NC	99	--	NC	580	--	NC	5	--	NC	9	--	NC	53	--	NC	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	NC	NC	36450	NC	NC	97	NC	NC	563	NC	NC	7	NC	NC	12	NC	NC	57	NC	NC	23
Students with Disabilities	36	37	8093	100	70	82	483	483	489	42	43	50	39	38	24	19	19	23	NA	NA	2
Students without Disabilities	275	487	70453	100	100	100	548	544	549	7	10	11	13	15	17	65	64	56	14	11	16
Limited English Proficient Students	98	199	9323	100	94	94	506	513	491	29	26	47	29	26	28	43	47	24	NA	2	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	244	436	34694	100	96	96	538	537	524	14	14	23	16	17	23	60	61	48	11	9	7
Non-Economically Disadvantaged	67	88	43852	100	100	99	556	555	559	3	5	10	18	18	13	61	61	56	18	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	311	524	79045	100	97	98	502	499	512	11	11	10	29	32	25	58	55	58	3	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	152	259	38860	100	98	98	509	504	519	9	9	7	21	26	22	66	61	62	3	3	8
Male	159	265	40075	100	96	97	495	493	505	13	12	12	36	38	28	49	48	54	2	2	6
African American	--	NC	4250	--	NC	98	--	NC	500	--	NC	12	--	NC	31	--	NC	54	--	NC	3
Hispanic	308	518	31314	100	97	98	501	499	493	11	11	16	29	32	34	57	55	48	3	2	2
Asian/Pacific Islander	--	NC	1949	--	NC	99	--	NC	536	--	NC	4	--	NC	15	--	NC	66	--	NC	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	NC	NC	36730	NC	NC	98	NC	NC	532	NC	NC	4	NC	NC	16	NC	NC	68	NC	NC	12
Students with Disabilities	36	37	8552	100	70	87	438	438	463	50	51	35	42	41	40	8	8	23	NA	NA	1
Students without Disabilities	275	487	70493	100	100	100	509	503	517	6	8	7	27	31	24	64	58	62	3	2	8
Limited English Proficient Students	98	199	9355	100	94	95	459	464	456	31	27	37	52	52	48	17	21	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	244	436	34922	100	96	96	497	495	493	13	12	15	30	34	34	55	53	48	2	1	3
Non-Economically Disadvantaged	67	88	44123	100	100	99	520	520	527	4	6	6	24	22	18	66	66	66	6	7	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	311	540	79657	100	100	99	567	559	566	4	4	3	6	8	8	89	88	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	152	264	39120	100	100	99	575	569	580	3	3	2	5	7	4	91	89	92	1	1	2
Male	159	276	40423	100	100	98	559	549	553	4	5	5	8	8	12	88	86	83	NA	NA	1
African American	--	NC	4290	--	NC	99	--	NC	560	--	NC	4	--	NC	9	--	NC	86	--	NC	1
Hispanic	308	533	31642	100	100	99	567	559	552	4	4	5	6	8	11	89	87	84	1	1	0
Asian/Pacific Islander	--	NC	1948	--	NC	99	--	NC	589	--	NC	1	--	NC	3	--	NC	91	--	NC	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	NC	NC	36929	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	5	NC	NC	91	NC	NC	2
Students with Disabilities	36	53	9069	100	100	92	499	508	508	11	8	11	33	36	30	56	57	58	NA	NA	1
Students without Disabilities	275	487	70588	100	100	100	575	564	573	3	4	2	3	5	5	94	91	91	1	1	1
Limited English Proficient Students	98	212	9521	100	100	96	532	523	507	8	9	13	15	17	24	77	74	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	244	452	35341	100	100	97	563	555	551	4	5	5	7	8	12	89	87	83	NA	0	0
Non-Economically Disadvantaged	67	88	44316	100	100	100	581	578	578	1	1	2	6	6	5	90	91	90	3	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	291	494	78400	100	96	97	551	552	554	18	15	21	24	25	19	48	51	47	10	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	152	256	38686	100	99	98	553	550	554	17	15	20	23	25	20	50	52	49	10	7	12
Male	139	238	39636	99	94	96	550	554	554	18	16	23	25	24	18	46	50	46	11	11	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	286	489	30732	100	96	97	551	552	534	17	15	31	24	25	24	48	51	40	10	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	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	NC	NC	37038	NC	NC	97	NC	NC	575	NC	NC	11	NC	NC	14	NC	NC	56	NC	NC	19
Students with Disabilities	34	36	7840	97	64	81	480	483	498	71	69	60	26	25	18	NA	3	20	3	3	2
Students without Disabilities	257	458	70560	100	100	99	559	556	560	11	11	17	24	25	19	54	55	50	11	9	14
Limited English Proficient Students	100	185	8956	100	92	95	518	523	502	36	29	56	32	35	25	30	35	18	2	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	219	404	33014	99	95	95	546	548	534	20	16	31	25	26	24	47	51	40	8	7	5
Non-Economically Disadvantaged	72	90	45386	100	100	99	567	567	569	11	11	15	21	21	15	50	51	52	18	17	18

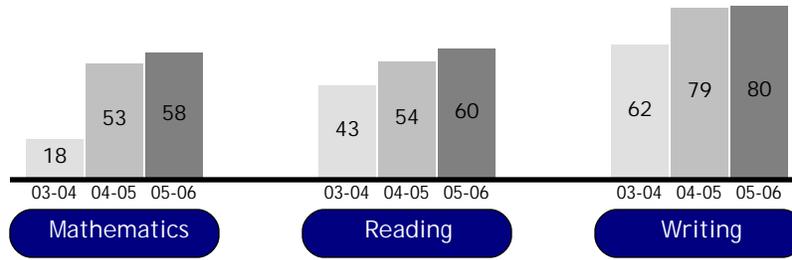
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	291	495	79179	100	96	98	513	515	519	10	8	11	30	31	27	58	59	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	152	256	38974	100	99	99	518	517	524	9	6	8	23	29	25	66	63	61	2	2	5
Male	139	239	40124	99	94	97	508	513	513	10	9	13	37	33	28	50	56	54	2	3	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	286	490	30987	100	96	98	513	515	498	10	8	17	30	31	36	58	59	45	2	2	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	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	NC	NC	37467	NC	NC	98	NC	NC	539	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	8
Students with Disabilities	34	37	8567	97	66	88	453	454	467	56	54	39	32	32	38	12	14	22	NA	NA	1
Students without Disabilities	257	458	70612	100	100	99	520	519	524	4	4	7	30	31	25	65	63	62	2	2	5
Limited English Proficient Students	100	185	9013	100	92	95	479	488	461	21	15	40	54	52	48	25	32	12	NA	1	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	219	404	33345	99	95	96	506	510	499	11	8	17	35	35	36	53	56	46	1	1	1
Non-Economically Disadvantaged	72	91	45834	100	100	99	536	536	533	4	4	7	14	14	19	76	76	67	6	5	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	292	515	79734	100	100	99	556	558	554	4	3	3	16	16	19	80	81	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	152	262	39243	100	100	99	569	571	568	3	2	2	9	11	12	88	87	85	NA	0	1
Male	140	253	40413	100	100	98	542	545	541	5	4	4	24	22	26	71	75	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	287	510	31254	100	100	99	555	558	539	4	3	5	16	16	25	80	81	70	NA	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	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	NC	NC	37668	NC	NC	99	NC	NC	569	NC	NC	1	NC	NC	13	NC	NC	85	NC	NC	1
Students with Disabilities	34	55	8943	97	98	92	486	492	495	18	11	11	56	64	51	26	25	38	NA	NA	1
Students without Disabilities	258	460	70791	100	100	100	564	565	561	2	2	2	11	10	15	87	88	83	NA	0	0
Limited English Proficient Students	100	201	9138	100	100	97	516	525	492	9	5	13	33	32	46	58	63	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	220	423	33718	100	100	97	549	554	538	5	3	5	20	18	26	75	79	69	NA	NA	0
Non-Economically Disadvantaged	72	92	46016	100	100	100	578	580	567	NA	NA	2	7	7	14	93	92	84	NA	1	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?	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	97	43	NA	56	96	42	39	51	100	50	50	56
	Language	98	42	40	48	96	40	37	47	100	48	46	50
	Mathematics	98	66	62	66	96	47	44	52	100	58	56	58
7	Reading	98	44	NA	54	98	40	38	50	99	41	41	54
	Language	99	51	43	58	98	43	40	52	99	48	44	58
	Mathematics	99	58	52	62	98	48	45	50	99	52	50	54
8	Reading	97	41	NA	55	97	44	41	51	99	48	50	58
	Language	99	37	36	52	97	46	42	50	99	52	52	56
	Mathematics	99	47	53	61	97	52	50	53	99	58	58	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)
- 9 Teacher(s)
- 15 Parent(s)
- 0 Community Member(s)
- 4 Student(s)

Council Duties

- Ü Student Achievement
- Ü Programs (Music, Showcase, Transition)
- Ü School Safety Issues
- Ü School Calendar
- Ü Extracurricular Activities
- Ü Miscellaneous Topics

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	3.00	Teacher Aide	9.00

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	6	2	0	0
7 to 9 years	1	3	0	0
10 or more years	5	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	158
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	15%

Resources Available at School Site

Special Facilities

- Ü Library / Conference Room
- Ü Dynamic Athletic Fields and Gym
- Ü PC Computer Lab (35 stations)
- Ü Dual Purpose Cafeteria / Stage

Extracurricular Activities

- Ü Music Program (Band, Choir, Marachi)
- Ü Athletics (14 sports)
- Ü Clubs (6)

Social Services

- Ü Breakfast / Lunch Program
- Ü After School Tutoring Program
- Ü Counseling Services
- Ü Gear Up Program (8th graders / parents)

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü DSMS students earn several academic awards, such as: Honor Roll, Sparkle and Gem, Athletic Certificates, Presidential Award of Excellence, A= Award, Yearly Perfect Attendance, Middle Schools Perfect Attendance, and Diamondback Award.

- ü The DSMS music program, including band and mariachi, receive numerous awards in regional and statewide competitions.

- ü The DSMS athletic program has impressive participation and records.

- ü DSMS students earn honors in both local and state contests. These contests include essay competitions sponsored by various service and fraternal organizations.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	87	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

Our current incident count is low due to our successful intervention strategies. A full-time SRO and security guard are employed. A schoolwide crisis plan is implemented by our school crisis team. Law-related Education (LRE) classes are integrated in our curriculum according to the parameters of the School Safety Grant. As well, teachers implement a Character Education curriculum based on the Six Pillars of Character: Responsibility, Trustworthiness, Caring, Respect, Fairness, and Citizenship.

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) :

3

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	Joan Molera	(520) 377-2646
Transportation Policy	Michael Young	(520) 377-2646
Community Resources	Blanca Suzarrey	(520) 377-2646
School Nutrition Programs	Lysette Cervantes	(520) 377-2646
Parent Organization	Monica Maytorena	(520) 377-2646
Student Health/Nurse	Chris Montes	(520) 377-2646

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.

Footnotes

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.