



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4000 High Desert, Globe, AZ 85501

Globe 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
2004-05	Performing Plus
2003-04	N/A

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

School Overview

Principal/Administrator : Mr. Steve Doerksen
 Schedule : 07:00 AM to 04:00 PM
 Grades : 5-8
 Web Address : www.globe.k12.az.us
 Phone Number : (928) 402-5700
 Fax Number : (928) 402-5788
 E-mail : sdoerksen@globe.k12.az.us

Mission

We, the staff of High Desert Middle School, are responsible for creating an environment that is conducive to learning; and therefore our students are responsible for achieving the highest levels of academic performance consistent with their abilities.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Reading scores on the AIMS Dual Purpose Assessment will increase by 10 points.
- ü Mathematics scores on the AIMS Dual Purpose Assessment will increase by 10 points.
- ü Language scores on the AIMS Dual Purpose Assessment will increase by 10 points.
- ü There will be continued infusion of instructional technology into the classroom.

Enrollment

October 1, 2005 School Year Student Enrollment : 623
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 223

Instructional Programs

- ü Academic Teaming
- ü Accelerated Math Curriculum
- ü Accelerated Reading Curriculum
- ü Gifted Seminar
- ü Hands-On Science Laboratory
- ü After-School Tutoring
- ü Computer Technology

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Our school will see that each student receives a well-planned day of instruction for each day aligned with the Arizona State Standards. Open communication will be maintained by keeping parents informed of student performance. The rights of teachers to teach and of students to learn will be upheld. The school will provide a safe and positive school environment.

Parents

Parents will provide ample, quiet homework time and encourage good study habits and regular reading. Parents will see that their children come to school every day well rested and on time. Good communication will be maintained with the teachers.

Transportation Policy

Transportation is provided to and from school. Students will be expected to behave in an orderly and safe manner while riding the bus. Students shall abide by the bus rules.

School Honors

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

Award/Honor	Year
ü Academic League placed second in Gila County.	2004
ü AATM placed 'Exceptional' in State Showcase.	2004
ü Teacher honored for Excellence in Law-Related Education	2004
ü Several league championships in athletics	2004

5th 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	124	124	79306	100	100	99	492	492	504	14	14	13	27	27	20	48	48	49	11	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	65	38845	100	100	99	490	490	505	12	12	11	31	31	20	49	49	50	8	8	18
Male	59	59	40383	100	100	98	494	494	504	15	15	14	24	24	19	46	46	47	15	15	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	32	32	32673	100	100	99	483	483	487	19	19	18	38	38	25	28	28	46	16	16	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	29	29	4034	100	100	97	485	485	479	10	10	22	34	34	29	52	52	43	3	3	7
White	61	61	36234	100	100	99	498	498	523	13	13	6	18	18	13	57	57	52	11	11	28
Students with Disabilities	26	26	10286	100	100	91	457	457	462	23	23	41	50	50	27	27	27	27	NA	NA	5
Students without Disabilities	98	98	69020	100	100	100	500	500	510	11	11	9	21	21	18	53	53	52	14	14	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	35	35	37437	100	100	97	493	493	486	6	6	19	34	34	26	51	51	46	9	9	9
Non-Economically Disadvantaged	89	89	41869	100	100	100	491	491	521	17	17	7	25	25	14	46	46	51	12	12	27

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	124	124	79000	100	100	98	482	482	489	9	9	10	27	27	24	60	60	58	3	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	65	38774	100	100	99	488	488	494	2	2	7	34	34	22	60	60	61	5	5	10
Male	59	59	40150	100	100	98	476	476	485	17	17	12	20	20	25	61	61	55	2	2	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	32	32	32508	100	100	98	470	470	472	16	16	15	34	34	33	47	47	49	3	3	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	29	29	4016	100	100	96	475	475	467	10	10	14	28	28	37	59	59	46	3	3	2
White	61	61	36135	100	100	98	491	491	508	5	5	4	25	25	14	67	67	67	3	3	15
Students with Disabilities	26	26	9991	100	100	88	452	452	449	19	19	33	42	42	36	38	38	29	NA	NA	2
Students without Disabilities	98	98	69009	100	100	100	489	489	495	6	6	6	23	23	22	66	66	62	4	4	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	35	35	37234	100	100	97	485	485	472	3	3	15	34	34	33	60	60	50	3	3	3
Non-Economically Disadvantaged	89	89	41766	100	100	99	481	481	505	11	11	5	25	25	16	61	61	65	3	3	14

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	124	124	79611	100	100	99	488	488	496	6	6	7	44	44	37	48	48	56	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	65	39016	100	100	99	498	498	511	5	5	4	32	32	29	62	62	66	2	2	1
Male	59	59	40519	100	100	98	477	477	482	8	8	10	56	56	44	34	34	46	2	2	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	32	32	32855	100	100	99	487	487	481	13	13	10	38	38	43	47	47	47	3	3	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	29	29	3992	100	100	96	484	484	478	7	7	10	48	48	46	45	45	44	NA	NA	0
White	61	61	36380	100	100	99	488	488	511	3	3	4	46	46	30	49	49	65	2	2	1
Students with Disabilities	26	26	10664	100	100	94	453	453	440	19	19	23	46	46	54	27	27	22	8	8	1
Students without Disabilities	98	98	68947	100	100	100	496	496	504	3	3	4	43	43	34	54	54	61	NA	NA	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	35	35	37626	100	100	98	491	491	479	3	3	10	54	54	45	40	40	45	3	3	0
Non-Economically Disadvantaged	89	89	41985	100	100	100	487	487	511	8	8	4	39	39	30	52	52	65	1	1	1

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

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	140	140	79327	100	100	98	510	510	518	21	21	19	21	21	20	48	48	46	11	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	70	38961	100	100	98	518	518	520	21	21	16	14	14	20	50	50	48	14	14	16
Male	69	69	40295	99	99	97	501	501	516	20	20	21	28	28	19	45	45	44	7	7	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	36	36	32327	100	100	98	501	501	499	28	28	27	19	19	25	44	44	41	8	8	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	41	41	4391	100	100	96	495	495	489	24	24	32	24	24	27	44	44	36	7	7	4
White	60	60	36373	100	100	98	527	527	538	13	13	10	18	18	14	53	53	52	15	15	25
Students with Disabilities	30	30	9321	100	100	87	481	481	467	43	43	54	27	27	22	23	23	21	7	7	3
Students without Disabilities	110	110	70006	100	100	100	517	517	524	15	15	14	19	19	19	55	55	49	12	12	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	34	34	37097	97	97	97	496	496	498	32	32	27	24	24	25	29	29	41	15	15	7
Non-Economically Disadvantaged	106	106	42230	100	100	99	514	514	535	17	17	11	20	20	15	54	54	50	9	9	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	141	141	79501	100	100	98	489	489	497	12	12	10	29	29	25	55	55	60	4	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	70	39062	100	100	99	500	500	502	9	9	8	21	21	23	64	64	64	6	6	5
Male	70	70	40368	100	100	98	478	478	491	16	16	13	37	37	27	46	46	57	1	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	36	36	32389	100	100	98	482	482	478	11	11	16	44	44	34	42	42	48	3	3	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	41	41	4401	100	100	96	473	473	473	24	24	17	24	24	40	51	51	43	NA	NA	1
White	60	60	36446	100	100	99	505	505	516	5	5	4	22	22	15	67	67	73	7	7	7
Students with Disabilities	31	31	9411	100	100	88	460	460	453	29	29	36	42	42	36	26	26	26	3	3	1
Students without Disabilities	110	110	70090	100	100	100	497	497	502	7	7	7	25	25	24	64	64	65	4	4	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	34	34	37183	97	97	97	475	475	479	21	21	16	26	26	34	53	53	49	NA	NA	1
Non-Economically Disadvantaged	107	107	42318	100	100	99	494	494	513	9	9	5	30	30	17	56	56	70	5	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	141	141	80000	100	100	99	551	551	564	2	2	3	14	14	11	78	78	75	6	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	70	39288	100	100	99	564	564	579	3	3	2	10	10	6	80	80	77	7	7	16
Male	70	70	40644	100	100	98	538	538	549	1	1	4	19	19	15	76	76	74	4	4	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	36	36	32672	100	100	99	541	541	548	3	3	4	14	14	14	75	75	76	8	8	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	41	41	4424	100	100	97	551	551	549	5	5	3	7	7	14	85	85	77	2	2	5
White	60	60	36602	100	100	99	559	559	579	NA	NA	2	17	17	7	77	77	75	7	7	16
Students with Disabilities	31	31	9919	100	100	93	509	509	505	6	6	9	29	29	35	58	58	54	6	6	2
Students without Disabilities	110	110	70081	100	100	100	562	562	571	1	1	2	10	10	7	84	84	79	5	5	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	34	34	37534	97	97	98	543	543	547	3	3	4	18	18	15	74	74	76	6	6	5
Non-Economically Disadvantaged	107	107	42466	100	100	100	554	554	578	2	2	2	13	13	7	79	79	75	6	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	173	173	78546	100	100	97	536	536	543	20	20	15	18	18	18	49	49	52	13	13	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	95	95	38645	100	100	98	544	544	545	16	16	13	13	13	18	58	58	54	14	14	15
Male	78	78	39792	100	100	97	525	525	542	24	24	17	26	26	17	38	38	50	12	12	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	51	51	31177	100	100	97	525	525	524	20	20	22	20	20	23	55	55	48	6	6	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	52	52	4689	100	100	95	525	525	515	23	23	28	17	17	25	52	52	43	8	8	4
White	65	65	36450	100	100	97	551	551	563	17	17	7	17	17	12	46	46	57	20	20	23
Students with Disabilities	36	36	8093	100	100	82	477	477	489	61	61	50	31	31	24	8	8	23	NA	NA	2
Students without Disabilities	137	137	70453	100	100	100	551	551	549	9	9	11	15	15	17	60	60	56	16	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	49	49	34694	100	100	96	529	529	524	14	14	23	27	27	23	51	51	48	8	8	7
Non-Economically Disadvantaged	124	124	43852	100	100	99	538	538	559	22	22	10	15	15	13	48	48	56	15	15	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	173	173	79045	100	100	98	509	509	512	7	7	10	29	29	25	55	55	58	8	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	95	95	38860	100	100	98	518	518	519	3	3	7	23	23	22	65	65	62	8	8	8
Male	78	78	40075	100	100	97	498	498	505	12	12	12	37	37	28	44	44	54	8	8	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	51	51	31314	100	100	98	509	509	493	6	6	16	27	27	34	59	59	48	8	8	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	52	52	4719	100	100	96	492	492	489	10	10	15	38	38	39	50	50	45	2	2	2
White	65	65	36730	100	100	98	522	522	532	6	6	4	23	23	16	58	58	68	12	12	12
Students with Disabilities	36	36	8552	100	100	87	461	461	463	25	25	35	53	53	40	19	19	23	3	3	1
Students without Disabilities	137	137	70493	100	100	100	521	521	517	2	2	7	23	23	24	65	65	62	9	9	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	49	49	34922	100	100	96	505	505	493	8	8	15	20	20	34	71	71	48	NA	NA	3
Non-Economically Disadvantaged	124	124	44123	100	100	99	511	511	527	6	6	6	33	33	18	49	49	66	11	11	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	173	173	79657	100	100	99	556	556	566	5	5	3	10	10	8	84	84	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	95	95	39120	100	100	99	576	576	580	2	2	2	5	5	4	93	93	92	NA	NA	2
Male	78	78	40423	100	100	98	530	530	553	9	9	5	17	17	12	73	73	83	1	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	51	51	31642	100	100	99	553	553	552	4	4	5	12	12	11	82	82	84	2	2	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	52	52	4760	100	100	97	554	554	547	4	4	5	12	12	14	85	85	81	NA	NA	0
White	65	65	36929	100	100	99	556	556	579	8	8	2	8	8	5	85	85	91	NA	NA	2
Students with Disabilities	36	36	9069	100	100	92	513	513	508	8	8	11	39	39	30	50	50	58	3	3	1
Students without Disabilities	137	137	70588	100	100	100	566	566	573	4	4	2	3	3	5	93	93	91	NA	NA	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	49	49	35341	100	100	97	555	555	551	6	6	5	8	8	12	86	86	83	NA	NA	0
Non-Economically Disadvantaged	124	124	44316	100	100	100	556	556	578	5	5	2	11	11	5	83	83	90	1	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	167	167	78400	100	100	97	555	555	554	19	19	21	19	19	19	49	49	47	13	13	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	78	38686	100	100	98	551	551	554	18	18	20	24	24	20	47	47	49	10	10	12
Male	87	87	39636	98	98	96	561	561	554	20	20	23	13	13	18	52	52	46	16	16	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	48	48	30732	98	98	97	557	557	534	21	21	31	15	15	24	50	50	40	15	15	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	44	44	4536	100	100	95	538	538	528	27	27	35	23	23	25	41	41	37	9	9	4
White	70	70	37038	99	99	97	568	568	575	11	11	11	17	17	14	56	56	56	16	16	19
Students with Disabilities	31	31	7840	100	100	81	499	499	498	55	55	60	10	10	18	32	32	20	3	3	2
Students without Disabilities	136	136	70560	100	100	99	566	566	560	11	11	17	21	21	19	53	53	50	15	15	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	48	48	33014	100	100	95	542	542	534	29	29	31	15	15	24	48	48	40	8	8	5
Non-Economically Disadvantaged	119	119	45386	100	100	99	561	561	569	15	15	15	20	20	15	50	50	52	15	15	18

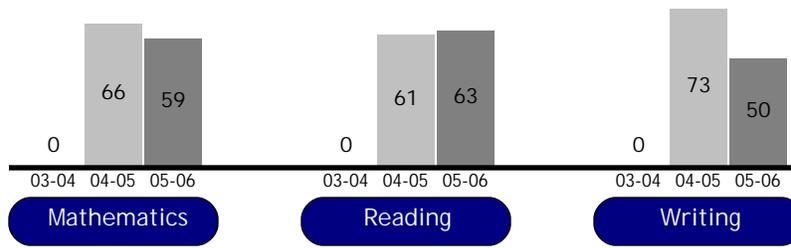
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	167	167	79179	100	100	98	517	517	519	11	11	11	24	24	27	62	62	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	78	38974	100	100	99	515	515	524	14	14	8	24	24	25	58	58	61	4	4	5
Male	87	87	40124	98	98	97	520	520	513	8	8	13	24	24	28	67	67	54	1	1	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	48	48	30987	98	98	98	523	523	498	8	8	17	21	21	36	67	67	45	4	4	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	44	44	4573	100	100	96	495	495	494	18	18	16	36	36	41	45	45	42	NA	NA	1
White	70	70	37467	99	99	98	529	529	539	7	7	5	19	19	17	71	71	70	3	3	8
Students with Disabilities	31	31	8567	100	100	88	471	471	467	39	39	39	29	29	38	29	29	22	3	3	1
Students without Disabilities	136	136	70612	100	100	99	526	526	524	5	5	7	23	23	25	70	70	62	2	2	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	48	48	33345	100	100	96	501	501	499	19	19	17	23	23	36	54	54	46	4	4	1
Non-Economically Disadvantaged	119	119	45834	100	100	99	523	523	533	8	8	7	24	24	19	66	66	67	2	2	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	167	167	79734	100	100	99	533	533	554	4	4	3	28	28	19	67	67	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	78	39243	100	100	99	545	545	568	1	1	2	19	19	12	77	77	85	3	3	1
Male	87	87	40413	98	98	98	524	524	541	7	7	4	33	33	26	60	60	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	48	48	31254	98	98	99	543	543	539	2	2	5	25	25	25	73	73	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	44	44	4613	100	100	97	513	513	535	7	7	4	34	34	29	57	57	67	2	2	0
White	70	70	37668	99	99	99	541	541	569	4	4	1	23	23	13	71	71	85	1	1	1
Students with Disabilities	31	31	8943	100	100	92	475	475	495	16	16	11	48	48	51	29	29	38	6	6	1
Students without Disabilities	136	136	70791	100	100	100	545	545	561	1	1	2	23	23	15	76	76	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	48	48	33718	100	100	97	521	521	538	6	6	5	35	35	26	56	56	69	2	2	0
Non-Economically Disadvantaged	119	119	46016	100	100	100	538	538	567	3	3	2	24	24	14	71	71	84	1	1	1

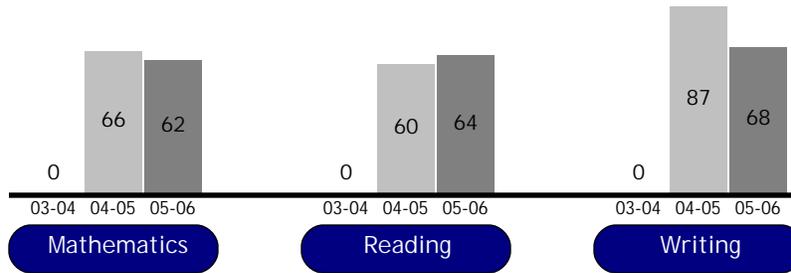
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

5th Grade Proficiency



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
5	Reading	--	--	NA	55	97	46	46	50	98	50	50	56
	Language	--	--	54	49	97	43	43	50	98	46	46	54
	Mathematics	--	--	69	63	96	45	45	49	98	44	44	52
6	Reading	--	--	NA	56	99	48	48	51	99	48	48	56
	Language	--	--	43	48	99	45	45	47	99	37	37	50
	Mathematics	--	--	66	66	99	51	51	52	98	50	50	58
7	Reading	--	--	NA	54	92	52	52	50	99	54	54	54
	Language	--	--	47	58	92	48	48	52	99	50	50	58
	Mathematics	--	--	52	62	90	50	50	50	99	48	48	54
8	Reading	--	--	NA	55	99	53	53	51	98	59	59	58
	Language	--	--	34	52	99	47	47	50	98	52	52	56
	Mathematics	--	--	44	61	98	53	53	53	98	52	52	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

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

Council Duties

- Ü Academic Achievement
- Ü School Safety
- Ü Parental Involvement
- Ü Policies and Procedures

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	35.00
Other Professional Staff	3.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	11	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	1	0	0
10 or more years	8	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	50
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü Performing Arts Center
- Ü Gymnasium
- Ü Library
- Ü Computer Labs

Extracurricular Activities

- Ü Academic League
- Ü Student Council
- Ü Yearbook
- Ü Newspaper
- Ü Athletics
- Ü Band
- Ü Choir
- Ü Drama

Social Services

- Ü On-Sight Counseling Services
- Ü Peer Mediation
- Ü Student Intervention Meetings
- Ü Law Related Education

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Technology is increasingly being utilized for classroom instruction.

- ü The Parent Involvement Committee was very successful in providing a wide-range of academic and informational activities.

- ü AIMS scores improved for Math and Writing in all grades.

- ü High Desert Middle School made Adequate Yearly Progress (AYP) as per NCLB guidelines.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	93	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

Law Related Education (LRE) classes are being conducted on campus. These classes incorporate subjects such as: anti-bullying, anti-harassment, drug awareness, mediation, etc. Also, the LRE instructors (probation officers) are present in order to counsel and mentor students.

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) :

20

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	Steve Doerksen	(928) 402-5700
Transportation Policy	Joe Mercer	(928) 425-8950
Community Resources	Richard Vierling	(928) 425-3211
School Nutrition Programs	Kay Hawkins	(928) 402-5700
Parent Organization	Holly Brown	(928) 402-5700
Student Health/Nurse	Sherry Phillips	(928) 402-5700

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.

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

Total cost of printing: 16 Pages X .0243 Per page X 634 Copies = \$246.00

** 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.