

Desert Canyon Middle School

ARIZONA SCHOOL REPORT CARD 2003-04

10203 E. McDowell Mountain Ranch Road, Scottsdale, AZ 85255

Scottsdale Unified District

AZ LEARNS¹

Elementary
Achievement Profile *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

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.

School Overview

Principal/Administrator : Mr. Kenneth W. Erickson
Schedule : 8:00 AM to 4:30 PM
Grades : 6-8
2003 Enrollment : 805
Web Address : www.scottsdale.org/schools/middle/
Phone Number : (480) 484-4600
Fax Number : (480) 484-4601
E-mail :

Mission

DCMS provides a safe, age-appropriate environment for young adolescents that enhances dignity, honors diversity and challenges all students to meet their intellectual potential.

School / Academic Goals

ü To increase individual student academic achievement and personal growth.

ü To provide a positive, respectful and safe learning environment.

Instructional Programs

ü Gifted Programs
ü Advanced Humanities Classes
ü Advanced Math Classes
ü Exploratory Classes

Enrollment

October 1, 2002 School Year Student Enrollment : 768
Accepting New Students in 2003-04 Under Open Enrollment Law²: No
Number of Students Attending Under Open Enrollment in 2002-03 : 21

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 40 minutes
First Day of School : 8/11/2003
Last Day of School : 5/25/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Develop & Monitor Site Improvement Plan
- Ü Parent/Educator Relations
- Ü Budget
- Ü Develop and Oversee School Committees

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	35.00
Other Professional Staff	8.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	5	1	0	0
7 to 9 years	10	5	0	0
10 or more years	11	9	0	0

Shared Responsibilities

School

DCMS teaches the concepts, processes and essential skills within the district Common Core of Knowledge. Teachers provide a heterogeneous mix of teaching styles ensuring student success.

Parents

Parent responsibilities are to support 'Best Practice' instructional delivery; provide physically and emotionally prepared children; provide essential information about changes in their child's life; provide a suitable area at home for homework time.

Resources Available at School Site

Special Facilities

- Ü Broadcasting/Video Productions Lab
- Ü Public Library/City Service Center

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Government
- Ü Jazz Band
- Ü Middle School Sports Programs

Social Services

- Ü Public Library
- Ü Citizen Service Center
- Ü City Recreation Programs
- Ü School Resource Officer

Transportation Policy

Please see district policy.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü DCMS Odyssey of the Mind Club participated in and won the State Middle School Championship during the 2003 school year. The team qualified for the national tournament and holds the title of State Champion for this year.

- ü DCMS students won multiple awards during the Central Arizona Regional Science and Engineering Fair (CARSEF) in the spring of 2003. Our students presented science projects at the CARSEF and took home three overall first place awards.

School Honors

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

Award/Honor	Year
ü Central Arizona Regional Science and Engineering Award	2003
ü State Champions Odyssey of the Mind	2003
ü DAR Essay Contest, Chapter Winner	2003
ü Scientific American and Discovery America Award Winners	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	14	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	8	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	81	73
Grades 6-7	72	67
Grades 7-8	74	76

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

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	273	2261	71167	96	101	99	476	477	463	23	25	38	51	43	41	16	22	14	10	10	7
All Students (Prior Year)	406	2147	66213	NA	NA	NA	489	478	459	15	24	39	48	44	40	23	21	14	14	11	7
Female	140	1100	34825	97	101	99	475	475	462	25	26	38	50	45	42	15	21	14	10	8	6
Male	133	1160	36047	96	101	99	477	480	464	21	24	38	51	42	39	17	22	15	11	12	8
African American	NC	44	3225	NC	90	95	NC	443	441	NC	49	57	NC	46	34	NC	6	6	NC	0	2
Hispanic	16	223	23643	114	98	97	456	437	445	46	59	53	54	29	37	0	9	8	0	2	2
Asian/Pacific Islander	NC	64	1503	NC	110	100	NC	511	493	NC	10	18	NC	35	40	NC	28	23	NC	27	19
American Indian/Alaskan Native	NC	27	5161	NC	87	103	NC	432	435	NC	61	63	NC	35	30	NC	4	5	NC	0	2
White	223	1725	35245	88	92	95	477	482	476	20	20	26	53	46	45	18	23	19	9	11	10
Students with Disabilities	NC	158	8095	NC	84	104	NC	430	426	NC	65	69	NC	30	25	NC	6	5	NC	0	1
Students without Disabilities	264	2103	63072	100	103	99	476	479	464	23	24	37	51	44	41	16	22	15	10	11	7
Limited English Proficient Students	NC	121	10317	NC	95	111	NC	406	426	NC	91	72	NC	8	25	NC	2	2	NC	0	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	20	17057				--	411	440	--	94	58	--	6	34	--	0	6	--	0	2
Non-Economically Disadvantaged	273	2241	54110				476	478	468	23	24	33	51	44	43	16	22	16	10	10	8

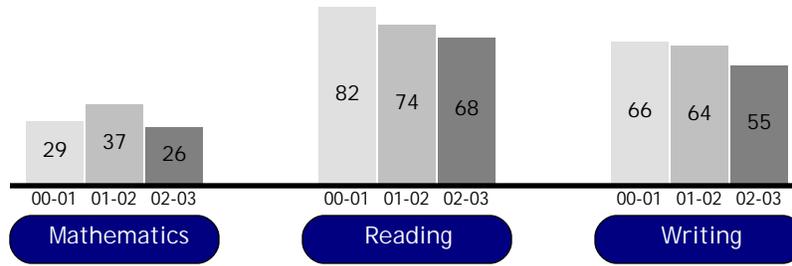
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	263	2237	71100	93	100	99	515	518	502	15	14	25	18	15	21	49	48	40	19	24	15
All Students (Prior Year)	401	2140	66144	NA	NA	NA	529	524	504	8	12	24	17	14	20	42	45	40	32	29	16
Female	140	1093	34801	97	100	99	517	521	505	15	11	21	20	15	22	44	49	42	21	24	15
Male	123	1143	36010	89	100	99	513	516	499	15	16	28	16	14	20	54	46	38	16	24	14
African American	NC	44	3219	NC	90	95	NC	486	486	NC	37	38	NC	23	24	NC	29	31	NC	11	7
Hispanic	15	220	23630	107	96	96	486	490	485	46	38	37	23	20	25	31	32	32	0	9	6
Asian/Pacific Islander	10	65	1509	100	112	100	554	535	522	0	7	12	0	11	14	67	48	46	33	34	28
American Indian/Alaskan Native	NC	27	5144	NC	87	102	NC	478	478	NC	39	46	NC	26	24	NC	35	25	NC	0	5
White	215	1711	35198	85	92	95	517	522	515	12	10	15	18	14	18	49	50	47	21	26	21
Students with Disabilities	NC	151	8121	NC	80	105	NC	471	470	NC	45	55	NC	34	20	NC	19	21	NC	2	4
Students without Disabilities	257	2086	62979	98	102	99	515	520	503	15	13	23	18	14	21	49	48	41	19	25	15
Limited English Proficient Students	NC	120	10304	NC	94	110	NC	454	462	NC	68	63	NC	23	23	NC	8	13	NC	0	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	20	17040				--	454	483	--	61	40	--	39	25	--	0	29	--	0	6
Non-Economically Disadvantaged	263	2217	54060				515	519	507	15	13	20	18	14	20	49	48	43	19	24	17

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	263	2206	69001	93	99	96	503	505	490	8	8	17	37	28	37	53	63	45	2	1	1
All Students (Prior Year)	394	2055	63579	NA	NA	NA	510	513	493	5	5	15	31	30	42	62	60	41	2	5	2
Female	135	1081	34086	93	99	97	508	511	496	4	5	13	33	25	36	63	69	51	1	1	1
Male	128	1124	34644	93	98	95	497	499	484	13	12	22	43	31	39	41	56	38	3	1	0
African American	NC	43	3115	NC	88	92	NC	481	478	NC	21	25	NC	44	44	NC	35	31	NC	0	0
Hispanic	14	216	22656	100	95	92	477	476	476	25	27	27	33	40	43	42	33	30	0	0	0
Asian/Pacific Islander	10	65	1472	100	112	98	518	521	507	0	2	8	11	20	30	89	74	60	0	5	2
American Indian/Alaskan Native	NC	25	4940	NC	81	98	NC	480	469	NC	17	34	NC	57	43	NC	26	23	NC	0	0
White	216	1690	34501	85	90	93	506	509	500	6	6	10	39	26	34	53	67	55	2	1	1
Students with Disabilities	NC	137	7386	NC	73	95	NC	470	459	NC	34	46	NC	41	37	NC	25	17	NC	0	0
Students without Disabilities	257	2069	61615	98	101	97	503	506	491	8	8	16	37	28	37	53	63	45	2	1	1
Limited English Proficient Students	NC	116	9662	NC	91	104	NC	451	454	NC	52	51	NC	41	40	NC	7	9	NC	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	18	16383				--	455	472	--	47	30	--	53	43	--	0	26	--	0	0
Non-Economically Disadvantaged	263	2188	52618				503	506	494	8	8	14	37	28	36	53	63	49	2	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 2002-03

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?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	97	77	72	54	100	74	72	49	100	73	72	53
	Language	99	69	66	46	100	65	66	42	99	67	67	45
	Mathematics	98	81	80	61	100	75	78	58	99	79	78	62
7	Reading	98	75	74	53	100	72	70	48	98	75	70	51
	Language	98	78	76	55	100	75	74	51	98	81	75	54
	Mathematics	98	79	76	57	100	70	74	54	99	73	74	58
8	Reading	98	76	74	55	100	76	71	49	99	72	71	53
	Language	98	76	74	50	100	75	71	46	97	72	70	49
	Mathematics	99	78	74	57	100	79	73	54	99	71	72	58

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 Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The DCMS 9 Steps to a Positive Environment program promotes positive behavior and a climate of mutual respect. Programs focus on safe and orderly conduct which include prevention training in alcohol/substance abuse, mediation and a Power House event.

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

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.

Contacts

	Name	Phone Number
School Site Council	Ken Erickson	(480) 484-4600
Transportation Policy	Joanne Nagy	(480) 484-8552
Community Resources	Eloina Meade	(480) 484-4600
School Nutrition Programs	Barbara Savastio	(480) 952-6148
Parent Organization	Debbie Gordon	(480) 484-4600
Student Health/Nurse	Mary Lynn Lawson	(480) 484-4600

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards