



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

10203 E. McDowell Mtn. Ranch Rd, Scottsdale, AZ 85259

Scottsdale 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)

2003-04	Excelling
2002-03	Excelling
2001-02	Maintaining

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

School Overview

Principal/Administrator : Mr. Kenneth Erickson
 Schedule : 8:00 AM to 4:30 PM
 Grades : 6-8
 2004 Enrollment : 775
 Web Address : www.susd.org/schools/middle/DesertCanyon/desertcanyon.html
 Phone Number : (480) 484-4600
 Fax Number : (480) 484-4601
 E-mail : kerickson@susd.org

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.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School / Academic Goals

- ü To increase individual student academic achievement and personal growth.
- ü To provide a positive, respectful and safe learning environment.

Enrollment

October 1, 2003 School Year Student Enrollment : 803
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 20

Instructional Programs

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

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/10/2004
Last Day of School :	5/25/2005

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.

Transportation Policy

Please see district policy.

School Honors

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

Award/Honor	Year
ü Central Arizona Regional Science and Engineering Award	2004
ü State Champions Odyssey of the Mind	2003
ü DAR Essay Contest, Chapter Winner	2004
ü Reader's Digest Word Power Challenge AZ Champion	2004

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	265	2214	75001	99	99	99	486	486	468	21	23	37	41	37	36	24	23	16	14	17	10
All Students (Prior Year)	273	2261	71167	96	100	99	476	477	463	23	25	38	51	43	41	16	22	14	10	10	7
Female	127	1093	36846	98	99	99	484	488	468	21	22	36	45	37	38	21	24	16	13	17	10
Male	137	1116	37974	100	99	99	489	485	467	20	24	39	38	36	34	27	23	16	15	17	11
African American	NC	59	3720	NC	97	98	NC	456	446	NC	43	53	NC	43	33	NC	7	9	NC	7	4
Hispanic	NC	249	26675	NC	99	98	NC	446	448	NC	56	52	NC	29	34	NC	11	10	NC	5	4
Asian/Pacific Islander	14	58	1575	100	97	99	488	514	504	15	11	18	46	38	33	15	15	20	23	36	29
American Indian/Alaskan Native	--	28	4731	--	100	98	--	448	438	--	46	61	--	50	30	--	4	7	--	0	2
White	233	1815	37785	99	99	99	489	492	482	19	19	25	41	37	39	26	26	21	15	18	15
Students with Disabilities	24	155	8802	100	100	100	434	431	418	72	67	79	22	25	16	6	8	3	0	0	1
Students without Disabilities	241	2059	66199	98	99	99	490	490	472	17	20	34	43	37	38	25	24	17	15	18	11
Limited English Proficient Students	NC	115	11710	NC	98	100	NC	406	429	NC	89	70	NC	11	25	NC	0	4	NC	0	1
Migrant Students	--	--	709	--	--	--	--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	19	300	29814	--	--	--	459	445	448	50	55	53	19	32	33	25	9	10	6	5	4
Non-Economically Disadvantaged	246	1914	45170	--	--	--	488	492	479	19	18	28	43	37	38	24	25	20	15	19	14

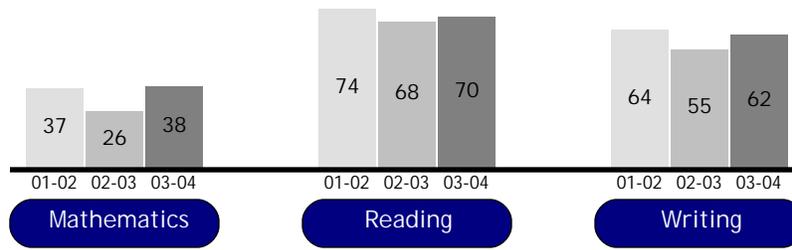
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	265	2212	74918	99	99	99	520	519	497	14	17	32	15	13	19	45	43	35	25	27	15
All Students (Prior Year)	263	2237	71100	93	100	99	515	518	502	15	14	25	18	15	21	49	48	40	19	24	15
Female	127	1092	36805	98	99	99	520	523	501	11	15	28	16	13	19	50	44	37	22	29	16
Male	137	1115	37936	100	99	99	519	515	493	17	20	35	15	13	18	40	42	33	28	25	14
African American	NC	60	3719	NC	98	98	NC	492	481	NC	37	43	NC	12	21	NC	45	29	NC	7	7
Hispanic	NC	249	26645	NC	99	98	NC	481	478	NC	45	46	NC	15	20	NC	29	27	NC	10	6
Asian/Pacific Islander	14	58	1571	100	97	99	530	538	521	15	11	18	23	19	15	31	32	38	31	38	30
American Indian/Alaskan Native	--	28	4729	--	100	98	--	477	468	--	52	57	--	16	19	--	20	19	--	12	4
White	233	1812	37773	99	99	99	520	524	511	14	13	20	15	13	18	46	45	41	26	29	21
Students with Disabilities	24	153	8801	100	99	100	471	460	448	56	64	75	22	15	13	22	18	10	0	3	2
Students without Disabilities	241	2059	66117	98	99	99	523	522	501	11	15	28	15	13	19	47	44	37	27	28	16
Limited English Proficient Students	NC	115	11706	NC	98	100	NC	438	454	NC	89	71	NC	6	16	NC	3	12	NC	2	1
Migrant Students	--	--	706	--	--	--	--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	19	300	29785	--	--	--	499	480	477	25	46	47	38	18	20	19	26	26	19	10	6
Non-Economically Disadvantaged	246	1912	45115	--	--	--	521	525	508	13	13	23	14	12	18	47	45	39	26	29	20

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	2201	74503	99	99	99	514	522	491	5	6	9	32	24	32	47	54	51	15	15	8
All Students (Prior Year)	263	2206	69001	93	99	96	503	505	490	8	8	17	37	28	37	53	63	45	2	1	1
Female	126	1091	36686	97	99	99	538	544	506	1	4	5	26	18	29	54	58	57	19	21	9
Male	136	1105	37644	99	98	98	492	500	476	9	8	13	38	31	36	41	51	45	12	10	6
African American	NC	58	3677	NC	95	97	NC	494	475	NC	10	12	NC	29	36	NC	52	46	NC	9	5
Hispanic	NC	248	26500	NC	98	97	NC	470	467	NC	19	13	NC	34	39	NC	40	44	NC	7	4
Asian/Pacific Islander	14	58	1566	100	97	99	570	584	537	8	4	5	23	15	23	38	53	55	31	28	18
American Indian/Alaskan Native	--	28	4695	--	100	97	--	494	464	--	12	14	--	28	39	--	52	44	--	8	3
White	231	1804	37606	98	99	99	514	528	508	5	4	6	32	23	28	48	56	56	15	16	10
Students with Disabilities	24	150	8662	100	97	100	414	422	409	22	22	37	56	56	42	22	22	20	0	1	1
Students without Disabilities	239	2051	65841	98	99	98	522	528	499	4	5	7	31	23	32	49	56	53	16	16	8
Limited English Proficient Students	NC	114	11608	NC	97	100	NC	399	430	NC	46	23	NC	38	47	NC	14	28	NC	2	1
Migrant Students	--	--	701	--	--	--	--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	19	295	29587	--	--	--	458	469	465	13	18	14	56	36	40	31	40	43	0	6	4
Non-Economically Disadvantaged	244	1906	44898	--	--	--	518	530	507	5	4	7	31	23	28	49	56	55	16	17	10

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.

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	100	74	72	49	100	73	72	53	97	72	NA	56
	Language	100	65	66	42	99	67	67	45	97	61	64	48
	Mathematics	100	75	78	58	99	79	78	62	97	80	78	66
7	Reading	100	72	70	48	98	75	70	51	99	72	NA	54
	Language	100	75	74	51	98	81	75	54	99	77	78	58
	Mathematics	100	70	74	54	99	73	74	58	99	75	76	62
8	Reading	100	76	71	49	99	72	71	53	98	72	NA	55
	Language	100	75	71	46	97	72	70	49	98	70	71	52
	Mathematics	100	79	73	54	99	71	72	58	98	74	74	61

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)
- 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 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	4.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 27
 Core academic classes taught by Highly Qualified (NCLB) teachers. 155
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Broadcasting/Video Productions Lab
- Ü Self-contained Special Ed. Classrooms
- 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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü DCMS Odyssey of the Mind Club participated in State Middle School Championship during the 2004 school year.

- ü DCMS students won multiple awards during the Central Arizona Regional Science and Engineering Fair (CARSEF) in the spring of 2004. Our students presented science projects at the CARSEF and took home three overall first place awards.

- ü DCMS student Rebecca Lee won the Reader's Digest Word Power Challenge for the state of Arizona. Rebecca finished 6th in the national tournament held in Florida.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	2	2	2	2
Transfers In ⁷ (Out of District)	4	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	77	73
Grades 6-7	72	67
Grades 7-8	64	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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

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) :

8

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Kenneth 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 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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. 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

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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Total cost of printing: 12 Pages X .0318 Per page X 775 Copies = \$296.00

** 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.