



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

10203 E. McDowell Mtn. Ranch Rd, Scottsdale, AZ 85255

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)

2004-05	Excelling
2003-04	Excelling
2002-03	Excelling

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

School Overview

Principal/Administrator : Mr. Tracy Olson
 Schedule : 08:00 AM to 04:00 PM
 Grades : 6-8
 2005 Enrollment : 577
 Web Address : www.susd.org/schools/middle/DesertCanyon/desertcanyon.html
 Phone Number : (480) 484-4600
 Fax Number : (480) 484-4601
 E-mail : tolson@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)

2004-05	Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	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.
- ü To teach students the principles of respect toward others and have them practice that on a regular basis.

Enrollment

October 1, 2004 School Year Student Enrollment : 689
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 12

Instructional Programs

- ü Gifted Programs
- ü Clustered Humanities Classes
- ü Advanced Math Classes
- ü Exploratory Classes
- ü Fine Arts Classes

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

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 District Poetry Contest Winners	2005
ü DAR Essay Contest, Chapter Winners	2005
ü Reader's Digest Word Power Challenge AZ Champion	2005
ü Central Arizona Regional Science and Engineering Award	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	258	2263	78250	100	100	99	572	577	548	12	11	21	10	11	18	56	54	48	23	24	13
All Students (Prior Year)	265	2214	75001	99	99	99	486	486	468	21	23	37	41	37	36	24	23	16	14	17	10
Female	111	1134	38071	100	100	99	576	579	549	10	9	20	13	11	19	55	56	49	22	24	12
Male	147	1129	40126	100	100	99	569	575	547	13	13	23	7	10	17	56	53	46	23	24	14
African American	NC	60	4058	NC	95	99	NC	522	523	NC	36	32	NC	22	22	NC	36	41	NC	6	5
Hispanic	20	275	29129	100	100	99	532	534	527	27	31	32	27	21	23	33	40	40	13	7	6
Asian/Pacific Islander	NC	69	1747	NC	100	100	NC	599	589	NC	11	9	NC	2	9	NC	52	50	NC	36	32
American Indian/Alaskan Native	NC	26	4996	NC	93	100	NC	533	518	NC	41	36	NC	23	25	NC	23	36	NC	14	4
White	219	1833	38320	100	100	99	576	584	568	10	7	12	8	9	14	59	57	55	23	26	19
Students with Disabilities	32	182	9329	100	100	100	447	474	454	68	57	64	11	17	18	21	24	16	0	2	2
Students without Disabilities	226	2082	68996	99	100	99	588	586	561	4	7	16	10	10	18	60	57	52	26	26	14
Limited English Proficient Students	10	129	10133	100	100	100	457	491	488	23	42	45	15	22	25	54	34	28	8	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	28	345	33388	100	93	94	547	532	530	10	32	32	20	22	22	70	40	40	0	6	5
Non-Economically Disadvantaged	230	1919	44937	100	100	100	574	584	561	12	8	13	9	9	15	54	56	54	25	27	18

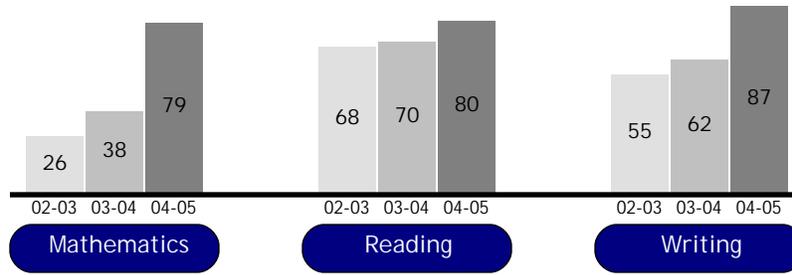
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	259	2268	78302	100	0	99	537	543	512	5	5	11	15	12	25	68	69	57	12	14	7
All Students (Prior Year)	265	2212	74918	99	99	99	520	519	497	14	17	32	15	13	19	45	43	35	25	27	15
Female	111	1134	38082	100	0	99	544	549	518	6	3	8	11	10	24	69	71	61	14	16	7
Male	148	1133	40166	100	0	99	531	536	507	4	6	14	18	14	26	67	67	54	10	13	6
African American	NC	60	4064	NC	0	100	NC	508	498	NC	8	14	NC	28	29	NC	56	54	NC	8	3
Hispanic	20	275	29152	100	0	99	502	502	492	7	18	17	33	29	34	60	47	46	0	5	2
Asian/Pacific Islander	NC	69	1746	NC	0	100	NC	562	542	NC	5	5	NC	9	13	NC	63	66	NC	23	16
American Indian/Alaskan Native	NC	26	4993	NC	0	100	NC	512	484	NC	14	19	NC	32	38	NC	55	42	NC	0	1
White	220	1838	38347	100	0	99	540	549	531	4	3	5	13	9	17	70	73	68	13	15	10
Students with Disabilities	32	183	9353	100	0	100	434	448	429	29	33	40	46	34	38	21	30	22	4	2	1
Students without Disabilities	227	2086	69024	100	0	99	550	551	524	2	2	7	11	10	23	74	72	62	13	15	7
Limited English Proficient Students	10	129	10140	100	0	100	404	456	451	23	30	28	31	34	43	38	34	29	8	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	28	346	33398	100	0	94	512	506	495	10	16	18	20	29	35	70	52	46	0	3	2
Non-Economically Disadvantaged	231	1923	44979	100	0	100	539	549	525	5	3	6	14	9	18	68	72	66	13	16	10

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	258	2258	78094	100	100	99	564	575	545	2	1	3	11	10	18	85	84	77	2	4	2
All Students (Prior Year)	263	2201	74503	99	99	99	514	522	491	5	6	9	32	24	32	47	54	51	15	15	8
Female	110	1131	38025	99	99	99	578	588	558	1	1	2	8	6	13	89	88	82	2	6	2
Male	148	1126	40013	100	100	99	554	562	534	3	2	5	13	14	23	83	81	71	1	3	1
African American	NC	59	4037	NC	94	99	NC	534	532	NC	2	4	NC	29	22	NC	69	73	NC	0	1
Hispanic	20	275	29068	100	100	99	554	532	523	7	6	5	20	28	27	73	65	67	0	1	1
Asian/Pacific Islander	NC	69	1743	NC	100	100	NC	596	577	NC	2	2	NC	5	9	NC	81	82	NC	13	8
American Indian/Alaskan Native	NC	26	4981	NC	93	100	NC	543	526	NC	0	4	NC	18	25	NC	82	70	NC	0	0
White	220	1829	38265	100	99	99	566	582	564	1	1	2	9	7	11	88	88	84	2	4	3
Students with Disabilities	32	178	9275	100	100	100	450	475	444	14	9	14	36	41	46	50	49	39	0	0	1
Students without Disabilities	226	2081	68892	99	99	98	579	583	559	0	1	2	8	7	14	90	87	82	2	5	2
Limited English Proficient Students	10	128	10084	100	100	100	433	483	474	15	11	10	23	37	39	62	53	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	27	344	33296	96	92	94	549	534	527	5	5	5	21	30	27	74	64	67	0	1	0
Non-Economically Disadvantaged	231	1915	44871	100	100	100	566	582	559	2	1	2	10	7	12	86	88	84	2	5	3

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.

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	100	73	72	53	97	72	NA	56	99	62	64	51
	Language	99	67	67	45	97	61	64	48	99	61	63	47
	Mathematics	99	79	78	62	97	80	78	66	98	65	66	52
7	Reading	98	75	70	51	99	72	NA	54	98	63	63	50
	Language	98	81	75	54	99	77	78	58	98	68	67	52
	Mathematics	99	73	74	58	99	75	76	62	98	60	61	50
8	Reading	99	72	71	53	98	72	NA	55	100	62	65	51
	Language	97	72	70	49	98	70	71	52	100	61	64	50
	Mathematics	99	71	72	58	98	74	74	61	100	63	65	53

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)
- 4 Teacher(s)
- 4 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	36.80
Other Professional Staff	3.50	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	3	1	0	0
7 to 9 years	2	4	0	0
10 or more years	4	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	161
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	6%

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 2004-05

School Achievements/Accomplishments 2004-05

- ü DCMS Band, Orchestra, and Choir participated in festivals receiving top ratings at their respective festivals.

- ü DCMS student won the 2005 Reader's Digest Word Power Challenge for the state of Arizona. She went on to compete in the national tournament held in Florida.

- ü DCMS students won multiple awards during the Central Arizona Reagional 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 Odyssey of the Mind Club participated in State Middle School Championship during the 2004 school year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	13	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

DCMS has implemented a schoolwide discipline plan designed to help students to make proper choices. The DCMS Counselors have programs focusing on appropriate social behavior and respect toward others. 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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

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	Tracy Olson	(480) 484-4600
Transportation Policy	Joanne Nagy	(480) 484-8552
Community Resources	Eloina Meade	(480) 484-4600
School Nutrition Programs	Susan Bettenhausen	(480) 484-6208
Parent Organization	Jamie Sistek	(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.

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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 2005

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

** 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.