



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2005-06	Highly Performing
2004-05	Excelling
2003-04	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  
 Web Address : www.susd.org/desertcanyonms  
 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)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü 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, 2005 School Year Student Enrollment : 578  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 12

Instructional Programs

- ü Comprehensive Gifted Program
- ü Gifted Classes
- ü Clustered Humanities Classes
- ü Advanced Math Classes
- ü Exploratory Classes
- ü Fine Arts Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/21/2005
Last Day of School :	6/6/2006

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

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	158	2048	79327	99	100	98	534	547	518	8	8	19	13	11	20	61	53	46	18	29	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	996	38961	100	100	98	543	547	520	3	6	16	11	11	20	64	54	48	22	28	16
Male	82	1052	40295	99	99	97	526	547	516	13	9	21	16	10	19	57	51	44	13	30	16
African American	10	61	4247	100	98	98	NA	516	499	NA	16	27	NA	16	24	NA	59	41	NA	8	8
Hispanic	21	301	32327	95	100	98	530	514	499	5	19	27	29	21	25	52	47	41	14	12	8
Asian/Pacific Islander	10	70	1939	100	100	99	NA	562	556	NA	3	6	NA	11	10	NA	49	47	NA	37	36
American Indian/Alaskan Native	NC	33	4391	NC	100	96	NC	498	489	NC	27	32	NC	18	27	NC	52	36	NC	3	4
White	116	1583	36373	100	100	98	539	555	538	7	5	10	9	8	14	64	54	52	20	33	25
Students with Disabilities	24	243	9321	100	100	87	480	490	467	38	35	54	25	23	22	38	33	21	NA	8	3
Students without Disabilities	134	1805	70006	99	100	100	543	554	524	3	4	14	11	9	19	65	55	49	21	32	18
Limited English Proficient Students	NC	95	9431	NC	99	95	NC	474	466	NC	42	53	NC	29	27	NC	28	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	18	401	37097	95	99	97	498	509	498	17	20	27	44	22	25	39	48	41	NA	9	7
Non-Economically Disadvantaged	140	1647	42230	100	100	99	539	556	535	7	5	11	9	8	15	64	54	50	20	34	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	158	2047	79501	99	100	98	514	520	497	5	4	10	15	14	25	73	73	60	7	9	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	995	39062	100	100	99	528	526	502	NA	2	8	8	11	23	83	75	64	9	11	5
Male	82	1052	40368	99	99	98	500	514	491	10	6	13	22	16	27	63	71	57	5	7	3
African American	10	61	4279	100	98	99	NA	501	485	NA	5	14	NA	26	30	NA	66	54	NA	3	2
Hispanic	21	302	32389	95	100	98	505	488	478	5	15	16	29	27	34	57	54	48	10	4	1
Asian/Pacific Islander	10	70	1936	100	100	99	NA	521	519	NA	1	3	NA	13	14	NA	76	73	NA	10	9
American Indian/Alaskan Native	NC	33	4401	NC	100	96	NC	479	473	NC	12	17	NC	39	40	NC	48	43	NC	NA	1
White	116	1581	36446	100	99	99	519	528	516	5	2	4	10	10	15	77	78	73	8	10	7
Students with Disabilities	24	244	9411	100	100	88	457	470	453	25	23	36	42	34	36	33	41	26	NA	1	1
Students without Disabilities	134	1803	70090	99	100	100	523	527	502	1	2	7	10	11	24	80	78	65	8	10	5
Limited English Proficient Students	NC	95	9401	NC	99	94	NC	447	443	NC	37	40	NC	44	46	NC	19	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	18	401	37183	95	99	97	485	487	479	11	13	16	39	30	34	50	55	49	NA	1	1
Non-Economically Disadvantaged	140	1646	42318	100	100	99	517	528	513	4	2	5	12	10	17	76	78	70	8	11	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	158	2045	80000	99	100	99	582	592	564	1	1	3	7	5	11	75	70	75	16	24	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	996	39288	100	100	99	606	608	579	NA	1	2	1	2	6	68	65	77	30	32	16
Male	82	1049	40644	99	99	98	558	577	549	2	1	4	12	7	15	82	75	74	4	16	7
African American	10	61	4307	100	98	99	NA	576	551	NA	NA	4	NA	8	13	NA	80	75	NA	11	7
Hispanic	22	302	32672	100	100	99	553	563	548	5	3	4	5	11	14	82	76	76	9	10	6
Asian/Pacific Islander	10	70	1945	100	100	99	NA	600	592	NA	NA	1	NA	3	4	NA	67	69	NA	30	25
American Indian/Alaskan Native	NC	32	4424	NC	97	97	NC	576	549	NC	NA	3	NC	3	14	NC	81	77	NC	16	5
White	115	1580	36602	99	99	99	587	598	579	1	1	2	8	3	7	73	69	75	18	27	16
Students with Disabilities	23	239	9919	96	98	93	530	544	505	4	3	9	39	22	35	57	71	54	NA	4	2
Students without Disabilities	135	1806	70081	100	100	100	590	598	571	1	1	2	1	2	7	79	70	79	19	27	12
Limited English Proficient Students	NC	94	9571	NC	98	96	NC	513	502	NC	9	10	NC	28	29	NC	64	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	19	403	37534	100	100	98	553	562	547	NA	2	4	16	11	15	84	79	76	NA	8	5
Non-Economically Disadvantaged	139	1642	42466	99	100	100	586	600	578	1	1	2	6	3	7	74	68	75	19	28	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	190	2078	78546	100	99	97	564	571	543	9	7	15	9	9	18	56	55	52	25	29	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	982	38645	100	100	98	570	574	545	6	6	13	10	8	18	55	55	54	29	31	15
Male	89	1096	39792	100	99	97	557	568	542	13	8	17	9	10	17	57	56	50	20	27	15
African American	NC	44	4205	NC	100	97	NC	534	524	NC	16	22	NC	23	22	NC	48	49	NC	14	7
Hispanic	15	259	31177	100	100	97	535	527	524	20	22	22	NA	19	23	80	50	48	NA	9	7
Asian/Pacific Islander	15	68	1940	100	100	99	602	600	580	NA	NA	5	NA	4	9	60	53	53	40	43	33
American Indian/Alaskan Native	NC	32	4689	NC	97	95	NC	523	515	NC	22	28	NC	22	25	NC	50	43	NC	6	4
White	153	1675	36450	100	99	97	564	579	563	10	4	7	10	7	12	56	56	57	25	32	23
Students with Disabilities	20	199	8093	100	98	82	485	504	489	55	39	50	15	26	24	30	29	23	NA	6	2
Students without Disabilities	170	1879	70453	100	100	100	572	578	549	4	3	11	9	8	17	59	58	56	28	31	16
Limited English Proficient Students	NC	102	9323	NC	100	94	NC	498	491	NC	44	47	NC	25	28	NC	25	24	NC	5	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	21	340	34694	100	99	96	528	528	524	29	22	23	10	19	23	57	51	48	5	8	7
Non-Economically Disadvantaged	169	1738	43852	100	100	99	568	579	559	7	4	10	9	8	13	56	56	56	27	33	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	190	2081	79045	100	100	98	536	535	512	4	4	10	14	14	25	66	67	58	16	14	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	982	38860	100	100	98	545	544	519	3	3	7	11	11	22	63	68	62	23	18	8
Male	89	1099	40075	100	100	97	526	528	505	6	6	12	17	17	28	70	67	54	8	10	6
African American	NC	44	4250	NC	100	98	NC	505	500	NC	14	12	NC	16	31	NC	68	54	NC	2	3
Hispanic	15	258	31314	100	100	98	530	496	493	13	16	16	7	31	34	73	50	48	7	3	2
Asian/Pacific Islander	15	68	1949	100	100	99	552	547	536	NA	3	4	7	7	15	73	72	66	20	18	15
American Indian/Alaskan Native	NC	33	4719	NC	100	96	NC	495	489	NC	15	15	NC	30	39	NC	55	45	NC	NA	2
White	153	1678	36730	100	100	98	536	543	532	3	2	4	15	11	16	65	70	68	17	16	12
Students with Disabilities	20	202	8552	100	99	87	462	476	463	35	27	35	40	36	40	25	35	23	NA	2	1
Students without Disabilities	170	1879	70493	100	100	100	544	541	517	1	2	7	11	12	24	71	71	62	18	15	8
Limited English Proficient Students	NC	101	9355	NC	100	95	NC	460	456	NC	35	37	NC	47	48	NC	18	15	NC	1	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	21	341	34922	100	99	96	518	498	493	5	13	15	24	33	34	71	51	48	NA	4	3
Non-Economically Disadvantaged	169	1740	44123	100	100	99	539	543	527	4	3	6	12	11	18	66	71	66	18	16	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	190	2082	79657	100	100	99	595	586	566	2	1	3	4	5	8	89	90	87	5	4	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	985	39120	100	100	99	607	599	580	1	0	2	NA	2	4	94	91	92	5	6	2
Male	89	1097	40423	100	99	98	582	575	553	2	2	5	9	7	12	84	90	83	4	2	1
African American	NC	44	4290	NC	100	99	NC	563	560	NC	2	4	NC	9	9	NC	89	86	NC	NA	1
Hispanic	15	260	31642	100	100	99	574	555	552	7	3	5	7	12	11	87	84	84	NA	0	0
Asian/Pacific Islander	15	68	1948	100	100	99	621	606	589	NA	NA	1	NA	1	3	93	90	91	7	9	4
American Indian/Alaskan Native	NC	33	4760	NC	100	97	NC	547	547	NC	9	5	NC	6	14	NC	85	81	NC	NA	0
White	153	1677	36929	100	99	99	596	592	579	1	1	2	4	3	5	90	92	91	5	5	2
Students with Disabilities	20	201	9069	100	99	92	495	525	508	15	6	11	35	25	30	50	68	58	NA	0	1
Students without Disabilities	170	1881	70588	100	100	100	606	592	573	NA	0	2	1	2	5	94	93	91	5	4	1
Limited English Proficient Students	NC	100	9521	NC	100	96	NC	519	507	NC	8	13	NC	19	24	NC	73	63	NC	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	21	342	35341	100	99	97	584	553	551	NA	3	5	10	14	12	86	83	83	5	1	0
Non-Economically Disadvantaged	169	1740	44316	100	100	100	597	593	578	2	1	2	4	3	5	90	92	90	5	5	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	245	2187	78400	100	100	97	577	577	554	10	12	21	10	13	19	61	54	47	18	21	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	115	1064	38686	100	100	98	575	578	554	5	11	20	12	13	20	70	57	49	12	19	12
Male	130	1123	39636	100	100	96	578	576	554	15	14	23	8	13	18	53	51	46	24	22	13
African American	NC	57	4193	NC	97	97	NC	535	533	NC	28	32	NC	32	23	NC	35	40	NC	5	5
Hispanic	17	299	30732	100	100	97	568	530	534	6	33	31	24	25	24	59	37	40	12	5	5
Asian/Pacific Islander	NC	73	1827	NC	100	99	NC	617	594	NC	7	8	NC	3	12	NC	48	49	NC	42	31
American Indian/Alaskan Native	--	35	4536	--	97	95	--	544	528	--	23	35	--	23	25	--	46	37	--	9	4
White	213	1723	37038	100	100	97	576	586	575	10	8	11	8	10	14	63	58	56	18	23	19
Students with Disabilities	32	185	7840	97	100	81	516	509	498	47	54	60	16	17	18	34	27	20	3	2	2
Students without Disabilities	213	2002	70560	100	100	99	586	583	560	5	9	17	9	12	19	65	57	50	21	22	14
Limited English Proficient Students	NC	97	8956	NC	100	95	NC	492	502	NC	67	56	NC	20	25	NC	13	18	NC	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	16	368	33014	100	100	95	539	529	534	25	35	31	25	24	24	50	38	40	NA	3	5
Non-Economically Disadvantaged	229	1819	45386	100	100	99	579	587	569	9	8	15	9	11	15	62	57	52	20	24	18

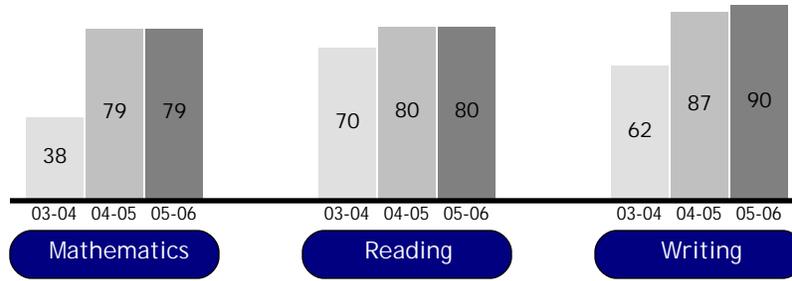
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	245	2189	79179	100	100	98	540	542	519	5	6	11	15	15	27	73	69	58	7	10	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	115	1064	38974	100	100	99	549	549	524	3	4	8	6	12	25	83	73	61	7	11	5
Male	130	1125	40124	100	100	97	532	535	513	7	9	13	23	17	28	63	65	54	7	9	4
African American	NC	57	4243	NC	97	98	NC	509	506	NC	21	14	NC	25	32	NC	49	51	NC	5	3
Hispanic	17	298	30987	100	100	98	526	498	498	12	22	17	29	29	36	47	47	45	12	2	1
Asian/Pacific Islander	NC	73	1832	NC	100	99	NC	560	543	NC	3	4	NC	8	17	NC	78	69	NC	11	10
American Indian/Alaskan Native	--	35	4573	--	97	96	--	506	494	--	9	16	--	43	41	--	46	42	--	3	1
White	213	1726	37467	100	100	98	542	550	539	5	3	5	14	11	17	75	74	70	7	11	8
Students with Disabilities	32	187	8567	97	100	88	483	479	467	31	33	39	34	33	38	28	33	22	6	2	1
Students without Disabilities	213	2002	70612	100	100	99	548	547	524	1	4	7	12	13	25	79	72	62	7	11	5
Limited English Proficient Students	NC	97	9013	NC	100	95	NC	452	461	NC	51	40	NC	43	48	NC	6	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	16	368	33345	100	100	96	515	496	499	6	20	17	38	33	36	56	45	46	NA	1	1
Non-Economically Disadvantaged	229	1821	45834	100	100	99	542	551	533	5	4	7	14	11	19	74	74	67	7	12	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	245	2182	79734	100	100	99	583	579	554	1	2	3	9	10	19	88	87	78	2	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	116	1064	39243	100	100	99	604	594	568	NA	1	2	2	5	12	96	92	85	3	2	1
Male	129	1118	40413	99	99	98	565	565	541	2	3	4	16	15	26	81	82	70	1	1	0
African American	NC	57	4285	NC	97	99	NC	547	548	NC	2	3	NC	26	22	NC	70	74	NC	2	0
Hispanic	17	296	31254	100	99	99	576	536	539	NA	7	5	18	24	25	82	70	70	NA	NA	0
Asian/Pacific Islander	NC	73	1837	NC	100	99	NC	597	579	NC	3	1	NC	5	9	NC	88	87	NC	4	2
American Indian/Alaskan Native	--	35	4613	--	97	97	--	561	535	--	NA	4	--	20	29	--	80	67	--	NA	0
White	213	1721	37668	100	100	99	583	587	569	1	1	1	9	7	13	88	91	85	2	1	1
Students with Disabilities	31	183	8943	94	99	92	512	511	495	6	10	11	48	42	51	42	48	38	3	1	1
Students without Disabilities	214	1999	70791	100	100	100	594	585	561	NA	1	2	4	7	15	95	91	83	1	1	0
Limited English Proficient Students	NC	96	9138	NC	99	97	NC	477	492	NC	20	13	NC	48	46	NC	32	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	15	365	33718	94	99	97	562	535	538	NA	6	5	13	26	26	87	68	69	NA	NA	0
Non-Economically Disadvantaged	230	1817	46016	100	100	100	585	588	567	1	1	2	9	7	14	88	91	84	2	2	1

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

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

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	97	72	NA	56	99	62	64	51	99	68	70	56
	Language	97	61	64	48	99	61	63	47	99	63	67	50
	Mathematics	97	80	78	66	98	65	66	52	99	70	75	58
7	Reading	99	72	NA	54	98	63	63	50	98	70	70	54
	Language	99	77	78	58	98	68	67	52	98	73	75	58
	Mathematics	99	75	76	62	98	60	61	50	98	65	68	54
8	Reading	98	72	NA	55	100	62	65	51	99	68	72	58
	Language	98	70	71	52	100	61	64	50	99	68	68	56
	Mathematics	98	74	74	61	100	63	65	53	99	70	70	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/](http://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)
- 0 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.	101
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	1%

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 2005-06

School Achievements/Accomplishments 2005-06

- ü DCMS Band, Orchestra, and Choir participated in festivals during 2005 - 2006 school year, 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 2006. 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	91	89	88	73
Graduation Rate <sup>6</sup>	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

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 and mediation.

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) :

5
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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](http://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](http://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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* 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.