

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

12575 E. Via Linda, 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

High School Achievement Profile ^(a)

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

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Met
2002-03	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 Overview

Principal/Administrator : Mr. Brian J. Corte
 Schedule : 7:30 AM to 4:00 PM
 Grades : 9-12
 2004 Enrollment : 2437
 Web Address : www.susd.org/schools/high/desertmtn/index.htm
 Phone Number : (480) 484-7000
 Fax Number : (602) 484-7001
 E-mail : bjcorte@susd.org

Mission

Desert Mountain HS is committed to academic excellence and provides programs and opportunities designed to meet the needs of all students. Desert Mountain is a safe environment that promotes integrity, accountability and effective communication.

School / Academic Goals

- ü To achieve academic excellence through rigorous standards and true scholarship.
- ü To provide a variety of learning opportunities to meet the needs of all students.
- ü To improve the use and quality of technology.
- ü To establish a climate of integrity, respect and accountability.

Enrollment

October 1, 2003 School Year Student Enrollment : 2417
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 94

Instructional Programs

- ü International Baccalaureate
- ü Honors
- ü Advanced Placement
- ü Special Services Education
- ü Interscholastic Athletics
- ü Performing and Fine Arts
- ü Full Courses of Study
- ü English Language Learning

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

To provide a safe environment in a climate of integrity, respect and accountability. To provide academic excellence through rigorous standards and true scholarship. To provide a variety of learning opportunities to meet the needs of all students.

Parents

To share responsibility for effective communication among parents, educators and students.

Transportation Policy

Bus service is provided for students who live beyond a designated area of the school. If questions or concerns arise about new stops, bus overcrowding, pick-up/drop-off times, the Transportation Department should be contacted at(480)484-8550.

School Honors

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

Award/Honor	Year
ü Two Flynn Scholarship Winners	2004
ü National Merit Scholars (8)	2003
ü Over 6,400,000 in Scholarships	2003
ü Flynn Scholarship Winner	2002

10th 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	563	2007	65934	97	99	100	525	512	492	9	20	43	17	18	18	38	35	24	35	27	15
All Students (Prior Year)	536	1791	57534	93	90	91	510	507	491	23	25	46	17	18	16	36	36	23	24	21	15
Female	266	957	32586	99	99	100	526	511	491	10	21	44	19	19	19	36	35	24	35	26	14
Male	297	1050	33226	96	98	99	524	513	493	9	19	42	15	17	18	40	35	24	36	28	16
African American	NC	35	3042	NC	88	98	NC	494	478	NC	38	58	NC	25	19	NC	28	17	NC	9	6
Hispanic	19	202	21740	86	98	100	502	480	475	11	55	63	26	18	17	63	21	15	0	5	5
Asian/Pacific Islander	33	80	1643	100	100	99	558	534	519	6	16	23	15	16	13	24	24	30	55	44	34
American Indian/Alaskan Native	NC	22	4351	NC	100	99	NC	474	472	NC	70	68	NC	10	16	NC	15	13	NC	5	4
White	500	1662	34819	98	98	99	524	516	505	9	15	27	17	18	20	39	38	31	36	29	22
Students with Disabilities	36	159	6507	100	94	100	508	478	456	19	61	83	19	13	9	38	18	6	25	7	2
Students without Disabilities	527	1848	59427	97	99	100	526	513	494	9	18	41	17	18	19	38	36	25	36	28	16
Limited English Proficient Students	NC	109	6793	NC	100	100	NC	469	464	NC	69	79	NC	20	11	NC	7	8	NC	4	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	NC	151	18745				NC	480	475	NC	58	64	NC	21	16	NC	15	15	NC	6	5
Non-Economically Disadvantaged	554	1856	47182				526	514	499	9	17	35	17	18	19	38	37	27	36	29	19

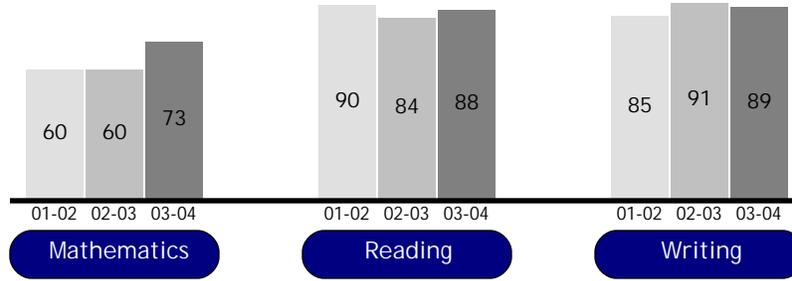
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	569	2049	68162	98	100	100	549	534	509	2	7	18	10	14	24	67	64	51	21	16	8
All Students (Prior Year)	525	1773	56700	91	89	89	535	534	512	5	5	15	11	12	23	64	64	52	20	19	10
Female	267	976	33509	99	100	100	556	538	513	2	6	15	7	11	23	66	66	52	25	18	9
Male	302	1073	34521	97	99	100	544	530	505	2	8	20	12	16	24	67	62	49	18	14	7
African American	NC	34	3163	NC	87	99	NC	519	497	NC	3	22	NC	18	30	NC	67	46	NC	12	3
Hispanic	20	214	22624	91	100	100	533	490	487	0	33	32	20	28	31	60	35	35	20	4	2
Asian/Pacific Islander	33	80	1666	100	100	100	552	542	523	3	10	11	6	10	17	64	60	60	27	20	12
American Indian/Alaskan Native	NC	25	4592	NC	100	100	NC	504	484	NC	22	32	NC	35	37	NC	35	30	NC	9	1
White	506	1687	35727	99	99	100	550	540	526	2	3	7	9	12	17	67	68	64	21	17	12
Students with Disabilities	38	161	6845	100	97	100	499	485	468	15	29	53	38	40	29	46	30	18	0	1	1
Students without Disabilities	531	1888	61317	97	100	100	552	537	512	2	5	15	8	12	23	68	66	53	22	16	8
Limited English Proficient Students	NC	113	7152	NC	100	100	NC	469	464	NC	54	57	NC	31	31	NC	15	12	NC	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	NC	154	19528				NC	489	487	NC	29	31	NC	30	32	NC	37	34	NC	4	2
Non-Economically Disadvantaged	560	1895	48595				550	537	518	2	5	13	9	12	20	67	66	57	21	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	568	2032	67629	98	99	100	585	566	524	3	9	22	8	11	16	79	73	59	10	7	3
All Students (Prior Year)	560	1887	55090	98	94	87	503	500	479	3	5	16	5	7	13	91	88	70	0	1	0
Female	267	970	33347	99	100	100	593	578	537	3	6	17	5	9	15	79	75	64	12	10	4
Male	301	1062	34151	97	98	99	577	554	512	3	11	27	10	12	18	79	72	54	8	5	2
African American	NC	34	3150	NC	87	99	NC	576	515	NC	9	24	NC	3	19	NC	73	56	NC	15	2
Hispanic	19	209	22313	86	99	100	580	495	493	0	30	34	0	21	19	95	48	46	5	1	1
Asian/Pacific Islander	33	80	1659	100	100	100	604	583	564	0	8	11	6	8	12	76	73	68	18	13	9
American Indian/Alaskan Native	NC	23	4528	NC	100	99	NC	500	492	NC	26	35	NC	30	21	NC	39	42	NC	4	1
White	506	1676	35593	99	99	99	583	575	547	4	6	13	8	9	14	79	77	69	10	8	4
Students with Disabilities	35	152	6712	97	92	100	540	489	445	25	40	61	17	21	18	58	40	21	0	0	0
Students without Disabilities	533	1880	60917	98	100	100	586	570	530	3	7	19	7	10	16	80	75	61	10	8	3
Limited English Proficient Students	NC	109	6994	NC	96	100	NC	452	442	NC	52	58	NC	20	18	NC	28	23	NC	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	NC	151	19310				NC	490	489	NC	33	35	NC	24	20	NC	43	44	NC	0	1
Non-Economically Disadvantaged	560	1881	48278				585	572	538	3	7	17	8	9	15	79	76	65	10	8	4

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)

10th 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 2003-04

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?	Y
	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
9	Reading	100	61	54	37	97	65	58	41	94	66	NA	42
	Language	100	57	54	38	98	67	59	42	95	67	59	42
	Mathematics	100	77	71	56	98	85	76	60	95	86	78	63

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)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü Vision and Planning
- Ü Communication Internal/External
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü Staff Development

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	5.00	Teacher	111.00
Other Professional Staff	8.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	21	4	0	1
4 to 6 years	15	11	0	0
7 to 9 years	6	17	1	1
10 or more years	10	21	3	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	72
Core academic classes taught by Highly Qualified (NCLB) teachers.	453
Teachers with Emergency Certificaton.	3

Resources Available at School Site

Special Facilities

- Ü Joint City Library
- Ü Computer Labs (5) and Media Studio
- Ü Athletic Facilities
- Ü Visual and Performing Arts Facilities

Extracurricular Activities

- Ü Student Council
- Ü National Honor Society
- Ü Full Compliment of Student Clubs
- Ü Full Compliment of Athletic Programs
- Ü Performing Arts
- Ü Mock Trial
- Ü Art Societies
- Ü Career/Tech Programs

Social Services

- Ü Job Placement Services
- Ü Recreational Activities
- Ü City Library
- Ü Fitness Facilities
- Ü Symphony Presentations
- Ü Police Liaison
- Ü Crisis/Parenting Assistance
- Ü Mentoring Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Students were exposed to a campus-wide focus on incorporating mathematics standards within instruction through all curriculum.
- ü During the 2003-04 school year, Desert Mountain implemented a positive decision-making program for students and families.
- ü All teachers have access to the Internet. Classroom lessons were designed to incorporate student use of appropriate web-sites in completing research-based assignments.
- ü Desert Mountain offered an increased number of courses that qualified students for dual enrollment credit through the community college system.

Student Activity Rates for School Year 2003-04

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

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

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

Desert Mountain High School has a closed campus and a zero tolerance for possession or use of drugs or alcohol. We have an outstanding Student Government Program that provides a variety of activities and clubs open for student participation. Our campus continues to provide student education on positive decision-making and leadership.

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) :

21

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	Brian J. Corte	(480) 484-7010
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Brian J. Corte	(480) 484-7010
School Nutrition Programs	Barbara Savastio	(480) 484-8686
Parent Organization	Judy Beauchamp	(480) 314-0706
Student Health/Nurse	Kathy Umfrid	(480) 484-7011

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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** 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.