



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

22301 S. Hawes, Queen Creek, AZ 85242

Queen Creek 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)

2005-06	Highly Performing
2004-05	Highly Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Bill Schultz
 Schedule : 08:00 AM to 04:00 PM
 Grades : Pre-K-5
 Web Address : www.qcusd.org/dme/
 Phone Number : (480) 987-5912
 Fax Number : (480) 987-5914
 E-mail : bschultz@qcusd.org

Mission

Desert Mountain Elementary strives for excellence in education, which allows students to achieve their individual potential. We recognize that all children learn differently and we teach to those differences. Desert Mountain fosters love of learning.

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 Desert Mountain will improve reading, writing and math literacy by raising the scores on standardized testing and the AIMS tests.
- ü The staff of Desert Mountain Elementary will increase parent involvement. We realize that parents are instrumental to the success of each individual student and the success of the school as a whole.

Enrollment

October 1, 2005 School Year Student Enrollment : 522
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 56

Instructional Programs

- ü Gifted Program
- ü On-site Special Education
- ü ELL Program
- ü Tutoring
- ü Title I Reading Program
- ü Tuition based All Day Kindergarten
- ü Inclusion Early Intervention Preschool

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	7/26/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Desert Mountain Elementary assures parents that their children are provided a safe learning environment with high academic standards and that each individual student's needs are met. Parental communication is a key component of this responsibility.

Parents

It is the responsibility of parents to become involved with school goals and support their children in completing homework so that their children have a better opportunity to become successful students.

Transportation Policy

Queen Creek Unified School District provides transportation to and from school for all students residing within the Desert Mountain Elementary boundary area. This includes special needs students, after school activities and field trips.

School Honors

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

Award/Honor	Year
ü 5 Students Chosen for We the People Leadership	2003
ü First Grade State Poetry Contest Winner	2000
ü 7 Students Published Poetry in The Red Dot	2002
ü 4 Students Published in A Celebration of Young Poets	2001

3rd 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	84	278	80010	99	97	99	470	468	447	2	3	10	8	11	18	58	58	53	31	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	123	38935	97	95	99	468	472	447	3	1	9	11	11	19	58	59	55	28	29	17
Male	48	155	40974	100	99	98	472	465	448	2	5	11	6	11	18	58	56	52	33	28	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	14	86	34545	100	96	99	438	448	432	7	5	14	21	20	24	64	62	53	7	14	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	67	177	35142	99	98	99	478	479	465	1	2	5	6	6	11	55	55	56	37	38	28
Students with Disabilities	NC	28	10161	NC	90	93	NC	438	419	NC	11	28	NC	29	28	NC	54	36	NC	7	8
Students without Disabilities	76	250	69849	99	98	100	474	471	451	3	2	7	5	9	17	58	58	56	34	31	19
Limited English Proficient Students	NC	21	14013	NC	100	97	NC	423	413	NC	14	24	NC	29	34	NC	57	39	NC	NA	3
Migrant Students	NC	11	603	NC	100	96	NC	414	417	NC	36	22	NC	9	32	NC	55	42	NC	NA	4
Economically Disadvantaged	21	82	39029	100	95	98	442	450	432	5	5	14	14	20	25	71	57	52	10	18	9
Non-Economically Disadvantaged	63	196	40981	97	98	100	480	476	462	2	2	6	6	7	13	54	58	54	38	33	27

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	84	278	79438	99	97	98	478	474	451	1	2	9	10	13	24	70	64	56	19	21	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	123	38775	97	95	99	480	485	457	NA	NA	7	11	6	22	64	66	58	25	28	13
Male	48	155	40560	100	99	97	477	466	446	2	3	12	8	19	25	75	63	54	15	15	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	14	86	34297	100	96	98	455	457	434	NA	2	14	14	24	31	79	60	50	7	13	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	67	177	34887	99	98	98	483	483	471	1	2	4	9	8	15	67	65	63	22	25	18
Students with Disabilities	NC	28	9588	NC	90	88	NC	441	416	NC	11	30	NC	39	32	NC	36	34	NC	14	5
Students without Disabilities	76	250	69850	99	98	100	483	478	456	NA	1	7	5	10	23	75	67	59	20	22	12
Limited English Proficient Students	NC	21	13856	NC	100	96	NC	424	407	NC	5	27	NC	57	43	NC	33	29	NC	5	1
Migrant Students	NC	11	600	NC	100	96	NC	420	418	NC	18	22	NC	45	38	NC	27	39	NC	9	2
Economically Disadvantaged	21	82	38685	100	95	97	451	454	435	5	4	14	14	24	32	76	60	50	5	12	5
Non-Economically Disadvantaged	63	196	40753	97	98	99	487	482	467	NA	1	5	8	9	16	68	66	62	24	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	280	79971	100	98	99	437	448	423	1	1	8	45	32	41	53	62	49	1	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	125	38974	100	96	99	448	466	437	3	1	5	27	15	33	68	77	57	3	7	4
Male	48	155	40895	100	99	98	428	433	410	NA	2	10	58	46	47	42	50	41	NA	2	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	14	86	34481	100	96	99	431	438	410	NA	3	10	43	30	46	57	64	43	NA	2	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	68	179	35150	100	99	99	438	451	437	1	1	5	46	34	35	51	60	56	1	6	5
Students with Disabilities	NC	28	10258	NC	90	94	NC	424	377	NC	4	23	NC	43	51	NC	50	25	NC	4	1
Students without Disabilities	77	252	69713	100	99	100	437	450	429	1	1	5	44	31	39	53	63	52	1	4	3
Limited English Proficient Students	NC	21	13985	NC	100	97	NC	408	382	NC	5	18	NC	57	54	NC	38	27	NC	NA	0
Migrant Students	NC	11	608	NC	100	97	NC	385	389	NC	18	16	NC	45	50	NC	36	33	NC	NA	0
Economically Disadvantaged	21	83	38994	100	97	98	430	437	409	NA	2	10	52	36	47	48	60	41	NA	1	1
Non-Economically Disadvantaged	64	197	40977	98	99	100	439	452	437	2	1	5	42	30	34	55	63	56	2	6	5

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

4th 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	103	315	80147	99	99	99	497	504	482	1	3	11	12	10	17	61	52	49	26	35	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	149	39281	100	98	99	489	500	483	2	2	9	17	11	17	58	54	50	23	33	24
Male	55	166	40780	98	99	98	504	507	482	NA	5	12	7	9	17	64	49	48	29	37	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	19	84	33494	100	99	99	490	489	466	NA	8	15	16	17	23	58	48	49	26	27	14
Asian/Pacific Islander	NC	11	2103	NC	100	99	NC	479	515	NC	NA	4	NC	18	8	NC	73	44	NC	9	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	80	216	36122	99	99	99	501	511	501	1	2	5	10	7	10	61	52	50	28	39	35
Students with Disabilities	10	34	10295	100	100	92	NA	459	443	NA	18	33	NA	29	26	NA	32	33	NA	21	8
Students without Disabilities	93	281	69852	99	99	100	502	509	488	1	2	7	8	7	16	63	54	51	28	37	26
Limited English Proficient Students	NC	23	12722	NC	100	97	NC	454	441	NC	22	27	NC	35	33	NC	35	37	NC	9	3
Migrant Students	--	11	622	--	92	97	--	467	454	--	9	19	--	36	30	--	36	43	--	18	8
Economically Disadvantaged	20	85	38371	95	96	97	483	487	465	NA	8	15	20	15	23	65	53	49	15	24	13
Non-Economically Disadvantaged	83	230	41776	100	100	100	501	510	498	1	2	6	10	8	11	60	51	49	29	39	33

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	103	315	79686	99	99	98	491	487	470	NA	2	11	17	15	24	75	73	57	9	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	149	39163	100	98	99	492	490	475	NA	1	9	10	12	22	81	76	60	8	11	10
Male	55	166	40438	98	99	97	491	485	465	NA	3	13	22	17	25	69	70	54	9	10	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	19	84	33299	100	99	98	488	470	452	NA	7	17	16	19	32	79	69	47	5	5	3
Asian/Pacific Islander	NC	11	2097	NC	100	99	NC	465	490	NC	NA	5	NC	36	13	NC	64	68	NC	NA	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	80	216	35914	99	99	98	494	495	489	NA	0	5	15	12	15	75	75	67	10	13	14
Students with Disabilities	10	34	9808	100	100	87	NA	458	432	NA	9	35	NA	32	32	NA	56	30	NA	3	3
Students without Disabilities	93	281	69878	99	99	100	494	491	475	NA	1	8	14	13	23	76	75	61	10	11	9
Limited English Proficient Students	NC	23	12594	NC	100	96	NC	441	422	NC	13	34	NC	48	45	NC	35	21	NC	4	0
Migrant Students	--	11	611	--	92	95	--	452	439	--	9	22	--	36	39	--	55	37	--	NA	2
Economically Disadvantaged	20	85	38095	95	96	97	480	471	452	NA	6	17	20	22	32	80	69	48	NA	2	3
Non-Economically Disadvantaged	83	230	41591	100	100	99	494	493	486	NA	1	6	16	12	16	73	74	65	11	13	13

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	103	316	80372	99	99	99	494	500	475	2	2	4	17	16	30	80	79	64	1	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	151	39452	100	99	99	508	508	488	NA	1	3	10	11	22	88	84	72	2	3	3
Male	55	165	40836	98	99	98	483	493	464	4	2	6	24	20	37	73	74	56	NA	4	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	19	84	33608	100	99	99	493	483	462	5	6	6	16	19	36	79	75	57	NA	NA	1
Asian/Pacific Islander	NC	11	2098	NC	100	99	NC	514	500	NC	NA	2	NC	NA	16	NC	100	75	NC	NA	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	80	217	36213	99	99	99	495	506	489	1	0	2	19	15	22	79	80	72	1	5	3
Students with Disabilities	10	33	10526	100	97	94	NA	473	427	NA	9	15	NA	27	53	NA	55	31	NA	9	1
Students without Disabilities	93	283	69846	99	99	100	496	503	482	2	1	3	16	14	26	81	82	69	1	3	2
Limited English Proficient Students	NC	23	12747	NC	100	97	NC	452	432	NC	13	12	NC	35	52	NC	52	36	NC	NA	0
Migrant Students	--	11	621	--	92	97	--	461	452	--	9	9	--	27	40	--	64	51	--	NA	0
Economically Disadvantaged	20	85	38521	95	96	98	489	485	461	NA	4	6	35	26	38	65	68	55	NA	2	1
Non-Economically Disadvantaged	83	231	41851	100	100	100	496	506	489	2	1	3	13	12	22	83	83	72	1	4	4

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

5th 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	89	295	79306	100	100	99	513	518	504	3	6	13	18	14	20	57	54	49	21	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	142	38845	100	100	99	513	518	505	2	5	11	22	18	20	49	51	50	27	27	18
Male	44	153	40383	100	99	98	514	519	504	5	7	14	14	10	19	66	58	47	16	25	19
African American	NC	11	4171	NC	100	98	NC	517	485	NC	9	20	NC	9	26	NC	55	44	NC	27	10
Hispanic	10	71	32673	100	100	99	NA	495	487	NA	14	18	NA	25	25	NA	46	46	NA	14	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	72	204	36234	100	100	99	521	527	523	3	3	6	13	10	13	60	57	52	25	30	28
Students with Disabilities	NC	35	10286	NC	97	91	NC	468	462	NC	34	41	NC	29	27	NC	29	27	NC	9	5
Students without Disabilities	81	260	69020	100	100	100	516	525	510	2	2	9	16	12	18	59	58	52	22	28	21
Limited English Proficient Students	NC	17	10291	NC	100	96	NC	452	458	NC	41	38	NC	24	34	NC	35	26	NC	NA	2
Migrant Students	NC	11	630	NC	100	95	NC	474	478	NC	27	24	NC	27	27	NC	36	43	NC	9	6
Economically Disadvantaged	15	77	37437	100	97	97	497	502	486	NA	12	19	20	18	26	73	57	46	7	13	9
Non-Economically Disadvantaged	74	218	41869	100	100	100	517	524	521	4	4	7	18	12	14	54	53	51	24	30	27

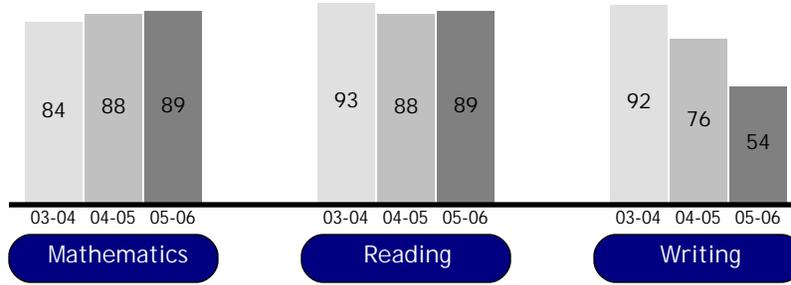
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	295	79000	100	100	98	509	503	489	2	2	10	9	19	24	84	69	58	4	9	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	142	38774	100	100	99	513	509	494	2	1	7	4	16	22	89	71	61	4	12	10
Male	44	153	40150	100	99	98	504	497	485	2	3	12	14	22	25	80	68	55	5	7	8
African American	NC	11	4153	NC	100	98	NC	514	476	NC	NA	13	NC	NA	30	NC	91	53	NC	9	4
Hispanic	10	71	32508	100	100	98	NA	477	472	NA	7	15	NA	38	33	NA	54	49	NA	1	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	72	204	36135	100	100	98	516	511	508	NA	NA	4	6	14	14	89	74	67	6	13	15
Students with Disabilities	NC	35	9991	NC	97	88	NC	470	449	NC	11	33	NC	40	36	NC	49	29	NC	NA	2
Students without Disabilities	81	260	69009	100	100	100	511	507	495	1	0	6	7	17	22	86	72	62	5	11	10
Limited English Proficient Students	NC	17	10199	NC	100	95	NC	438	439	NC	24	35	NC	59	47	NC	18	18	NC	NA	0
Migrant Students	NC	11	629	NC	100	95	NC	460	457	NC	9	22	NC	55	41	NC	36	37	NC	NA	1
Economically Disadvantaged	15	77	37234	100	97	97	491	483	472	7	4	15	13	32	33	80	61	50	NA	3	3
Non-Economically Disadvantaged	74	218	41766	100	100	99	512	510	505	1	1	5	8	15	16	85	72	65	5	12	14

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	88	291	79611	99	99	99	536	526	496	NA	1	7	13	20	37	88	78	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	141	39016	100	100	99	548	540	511	NA	NA	4	7	12	29	93	87	66	NA	1	1
Male	43	150	40519	98	97	98	523	513	482	NA	2	10	19	28	44	81	70	46	NA	NA	0
African American	NC	11	4188	NC	100	98	NC	530	486	NC	NA	9	NC	18	40	NC	82	50	NC	NA	0
Hispanic	10	69	32855	100	97	99	NA	507	481	NA	3	10	NA	30	43	NA	67	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	71	202	36380	99	100	99	540	532	511	NA	0	4	8	17	30	92	82	65	NA	0	1
Students with Disabilities	NC	35	10664	NC	97	94	NC	495	440	NC	3	23	NC	43	54	NC	54	22	NC	NA	1
Students without Disabilities	80	256	68947	99	99	100	536	530	504	NA	1	4	11	17	34	89	82	61	NA	0	1
Limited English Proficient Students	NC	17	10362	NC	100	97	NC	475	438	NC	6	22	NC	59	57	NC	35	21	NC	NA	NA
Migrant Students	NC	11	636	NC	100	96	NC	494	467	NC	9	14	NC	27	47	NC	64	38	NC	NA	0
Economically Disadvantaged	15	75	37626	100	95	98	527	511	479	NA	1	10	27	32	45	73	67	45	NA	NA	0
Non-Economically Disadvantaged	73	216	41985	99	100	100	538	531	511	NA	1	4	10	16	30	90	82	65	NA	0	1

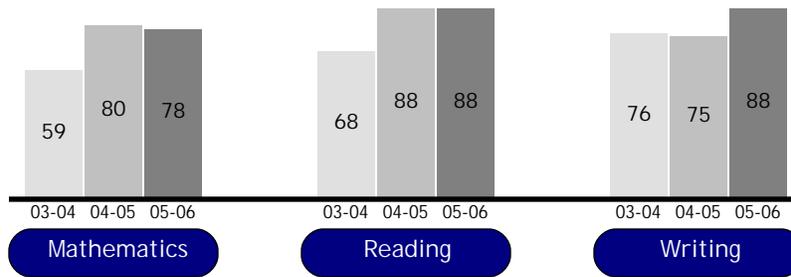
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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?	Not Evaluated
	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
2	Reading	94	75	NA	58	100	62	57	47	100	65	61	46
	Language	100	66	57	50	100	61	62	47	100	76	68	48
	Mathematics	95	77	69	64	100	64	58	50	100	63	65	52
3	Reading	100	68	NA	55	100	60	55	44	100	65	59	46
	Language	100	66	70	61	100	58	56	44	100	68	63	46
	Mathematics	100	81	79	61	100	60	59	51	100	70	67	52
4	Reading	100	77	NA	56	100	61	60	48	99	65	63	52
	Language	100	66	63	52	100	60	61	49	99	63	61	52
	Mathematics	100	75	77	61	100	62	65	53	99	72	70	58
5	Reading	100	68	NA	55	100	65	60	50	100	68	67	56
	Language	100	60	60	49	100	62	60	50	100	67	67	54
	Mathematics	100	72	73	63	100	59	59	49	100	63	63	52

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

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

Council Duties

- ü School Improvement
- ü School Safety Issues
- ü Parent/Educator Relations
- ü Textbook Selection
- ü Extracurricular Activities
- ü Technology Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.00
Other Professional Staff	3.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Multipurpose Room with Stage
- ü Library
- ü Art Room

Extracurricular Activities

- ü Chorus
- ü Video Broadcasting Club
- ü Intramural Sports
- ü After School Tutoring
- ü Games Club
- ü Touch Rugby Club
- ü Hands on Algebra Club

Social Services

- ü Latchkey Kids - Before School Program
- ü Latchkey Kids - After School Program
- ü Recreational Activities
- ü Clothing/Food Banks
- ü School Day Counseling Services
- ü PTO Functions and Events (CoyoteFest)

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Math, language, reading, social studies and science curriculum have been aligned with the Arizona Academic Standards. Young Author's Week, Poetry Contest and Math/Science Fair are opportunities for students to showcase their growth in these areas.

ü AIMS test scores are also improving with special recognition going to 3rd Grade for greater than 90% of their students meeting and exceeding the standards in reading and writing. Greater than 80% met or exceeded the standards in mathematics.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	NA	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	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

Desert Mountain Elementary is proud of the safe and orderly climate on its campus. This has been accomplished by the implementation of positive class and school discipline plans. Students have many chances to receive recognition for good deeds. Students at Desert Mountain are motivated to perform by their own internal drive and a school wide incentive programs that comprehensively addresses academics, behavior and overall development.

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) :

0

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	Bill Schultz	(480) 987-5912
Transportation Policy	Edd Hennerley	(480) 987-5982
Community Resources	Maria Silva	(480) 987-5991
School Nutrition Programs	Sue Marrufo	(480) 987-5983
Parent Organization	Del Caron	(480) 987-5912
Student Health/Nurse	Andra McConnell	(480) 987-5904

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 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.

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** Due to booklet size printing, print copies are produced in multiples of 4.