

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Desert Mountain School

Deer Valley Unified District
35959 N. 7th Avenue, Desert Hills, AZ 85086

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Principal: Mr. Ray Manker
Schedule: 7:30 AM to 4:30 PM
Web Address: www.desertmountain.dvusd.org
E-mail: ...@dm.dvusd.org

Grades: Pre-K-8
2002 Enrollment: 917
Phone: (623) 445-3500
Fax: (623) 445-3580

∨ School Overview ∨

Mission

We believe all students can learn and achieve academic and social success. We take responsibility for creating an enriched educational environment emphasizing students' academic learning, while advancing positive self-concepts.

Organization and Philosophy

- w Desert Hills Community Center
- w Team Teaching
- w Departmentalized Classrooms
- w Multiage Classrooms

Instructional Programs

- w Career Pathways
- w Individual Learning Plans
- w On-site Special Education
- w Gifted Programs
- w Multiple Intelligences Classrooms
- w Reading Literacy
- w Exploratory Programs
- w Daily School News Program

School/Academic Goals

- w During the 2002-03 school year, Desert Mountain students will increase their reading comprehension skills by developing strategies that enable them to gain meaning from words.
- w During the 2002-03 school year, all students at Desert Mountain will increase their writing and language proficiency.
- w During the 2002-03 school year, all Desert Mountain students will increase their proficiency in Math Procedures.
- w During the 2002-03 school year, Desert Mountain will improve the instruction process of the On-Campus Reassignment Program.

Enrollment

October 1, 2001 School Year Student Enrollment:	884
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	29

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

w School Goals and Action Plans
 w School Safety Issues
 w School/Community Relations
 w Parent/Educator Relations
 w Campus Improvement Team Budget
 w Supplemental Educational Activities

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	52.00
Other Professional Staff	25.00	Teacher Aide	11.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	6	0	0
4 to 6 years	8	6	0	0
7 to 9 years	3	1	0	0
10 or more years	3	13	0	0

∨ **Shared Responsibilities** ∨

School

We send out periodic newsletters which include specific dates of upcoming activities, meetings, grade reports and PTSA information to parents and patrons. To ensure a safe environment, we have monitors on campus throughout lunch time. We have implemented specific supervised patterns for all student movement on campus. The team concept is maintained in 7th and 8th grade to provide needed articulation between grade levels and enhance a school-within-a-school concept.

Parents

Our parents actively participate in their children's education by making sure these children are in school daily. They support our program goals by volunteering, attending school events, chairing and working on committees and bringing their concerns to school personnel. CIT links parents and staff in the mutual development of school goals and action plans.

∨ **Transportation Policy** ∨

K-6 boundaries are north of Dove Valley Road to Circle Mountain Road; east of 99th Avenue to west of 40th Street excluding the area between 7th Avenue west of I-17 to east of 40th Street. Grades 7-8 boundaries are north of Dove Valley Road to Maricopa County Line; east of 99th Avenue to west of 40th Street excluding the area between Desert Hills Road to Honda Bow and I-17 to 7th Avenue. Students attending our school on a variance are responsible for their transportation.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/22/02
Average Daily Instruction Time:	6 hrs. 15 min.	Last Day of School:	5/29/03

Operates on Traditional Schedule

Report Card Release Dates

10/18/02	12/20/02	3/14/03	5/29/03
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Additional Calendar/Report Card Information

Teachers use Easy Grade Pro and good news post cards to keep parents informed of academic progress. The Student Study Team process is a more formal way of informing parents and solving individual student learning or behavioral problems. Team and Parent Conferences also assist with addressing student needs. Desert Mountain also utilizes e-report cards. Students also receive progress reports every two weeks.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Three Computer Labs	W State-of-the-Art Gymnasium
W Classroom Computers	W TV, VCR Monitors in Classrooms

Extracurricular Activities

W Sports	W Community Schools After School Programs
W Yearbook	W GREAT Sports Program
W National Junior Honor Society	W Student Government
W School Broadcasting System	

School/Community Resources

W Breakfast Program	W Lunch Program
W Counseling Services	W Crisis Intervention/Prevention Programs
W Health Service	W Community Classes
W Recreational Activities	W Afterschool Programs

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>W During the 2001-02 school year, Desert Mountain developed a successful and growing After School Activities Program for students.</p> | <p>W During the 2001-02 school year, the students, staff, and community of Desert Mountain School developed a natural habitat area to create hands-on science studies.</p> |
| <p>W During the 2001-02 school year, Desert Mountain School developed a productive and successful On-Campus Reassignment Program as an alternative form of discipline.</p> | <p>W During the 2001-02 school year, Desert Mountain hosted a successful Twilight Tours night as a school open house that partners our community resources with our staff at the beginning of the school year.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	14.6 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	4.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.2 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.8 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Student as District Spelling Bee Winner	2001
Teacher Presented at BER National Reading Conference	2002
Teacher named Teacher of The Year	2001
New Teacher named Rookie of the Year	2000

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	75	525	1%	20%	51%	28%
	School State	58840	524	9%	17%	45%	29%
Writing	School	74	540	4%	7%	82%	7%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	75	515	4%	27%	55%	15%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	86	511	5%	21%	55%	20%
	State	61305	505	21%	20%	43%	15%
Writing	School	83	526	6%	20%	58%	16%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	86	517	2%	36%	13%	49%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	123	505	19%	24%	41%	16%
	State	57484	504	24%	20%	40%	16%
Writing	School	121	486	14%	51%	35%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	123	465	32%	49%	18%	2%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	99	68	60	--	--	--
2	Reading	--	--	--	--	--	50	93	52	52	100	62	53	92	62	57
	Language	--	--	--	--	--	40	96	48	43	100	55	44	92	63	48
	Mathematics	--	--	--	--	--	51	94	69	55	100	67	57	92	71	61
3	Reading	--	--	47	--	--	47	100	54	48	100	55	50	97	56	50
	Language	--	--	49	--	--	51	100	62	54	100	63	56	96	61	57
	Mathematics	--	--	46	--	--	49	100	48	52	100	67	54	99	59	56
4	Reading	--	--	53	--	--	54	99	71	54	100	62	55	84	56	55
	Language	--	--	47	--	--	49	100	57	48	100	53	50	84	55	50
	Mathematics	--	--	51	--	--	54	99	74	55	100	61	57	87	60	58
5	Reading	92	61	51	100	66	51	100	72	51	93	59	51	96	63	53
	Language	91	55	42	100	56	44	100	58	45	93	52	45	94	55	47
	Mathematics	92	76	51	100	83	54	100	81	55	93	79	57	94	73	59
6	Reading	89	67	53	100	62	54	97	63	53	96	65	54	87	65	56
	Language	95	57	41	100	55	44	97	50	44	95	57	45	85	51	47
	Mathematics	96	68	57	100	72	59	97	81	60	94	84	63	86	79	65
7	Reading	100	56	52	100	59	53	95	64	52	94	64	53	93	63	55
	Language	100	57	52	100	56	54	95	66	54	94	65	55	94	67	58
	Mathematics	100	59	53	100	53	55	95	74	56	93	80	58	92	77	60
8	Reading	97	54	54	100	59	54	100	56	53	92	63	55	87	59	56
	Language	92	46	46	100	49	49	100	57	49	90	59	50	92	55	52
	Mathematics	97	50	52	100	53	54	100	57	56	89	73	58	91	72	59

∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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).

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

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	57	49
Grades 3-4	73	64
Grades 4-5	82	85
Grades 5-6	79	75
Grades 6-7	72	68
Grades 7-8	63	59

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Desert Mountain has implemented a peer mediation program. We will implement DARE in the fifth grade classrooms. Desert Mountain has one Resource Officer on campus. Desert Mountain School will also implement a positive reinforcement program for good behaviors seen on campus. The Primary Grades will focus on the use of an I Can Manage Myself Program in each classroom. The 7th and 8th grade programs will learn the GREAT program. The OCR program will focus on the instructional process.

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).

10

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,037	\$2,399,423
Classroom Supplies	\$16	\$12,581
Administration	\$274	\$216,849
Support Services-Students	\$183	\$144,291
Other Support Services and Operations	\$675	\$533,548
Total Expenditures- All Categories 2000-2001	\$4,185	\$3,306,692

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Ray Manker	(623) 445-3501	
Transportation Policy	Karyl Carter	(602) 467-5095	
Community Resources	Tricia Graham	(623) 445-3504	
School Nutrition Programs	Diana Willoughby	(623) 445-3514	
Parent Organization	Kim Troxel	(623) 445-3603	
Student Health/Nurse	Debbie Tamuty	(623) 445-3511	

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.

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