



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

35959 N. 7th Avenue, Desert Hills, AZ 85086

Deer Valley 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)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

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

School Overview

Principal/Administrator : Mr. Ray Manker
Schedule : 8:00 AM to 4:30 PM
Grades : Pre-K-8
2004 Enrollment : 878
Web Address : www.dvUSD.k12.az/desertmountain/index.html
Phone Number : (623) 445-3500
Fax Number : (623) 445-3580
E-mail : ...@dm.dvUSD.org

Mission

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

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 / Academic Goals

- By Spring 2014, 100% of 3rd, 5th, and 8th grade students will meet or exceed the standard on the AIMS test for reading.
By Spring 2014, 100% of 3rd, 5th, and 8th grade students will meet or exceed the standard on the AIMS test for math.

Enrollment

October 1, 2003 School Year Student Enrollment : 833
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 117

Instructional Programs

- ü Honors Classes
- ü Individual Learning Plans
- ü On-site Special Education
- ü Gifted Programs
- ü Student Mentoring
- ü English Learner Instruction

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/19/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

We send out monthly newsletters including specific dates of upcoming activities, meetings, grade reports and PTSA information to parents and patrons. We have monitors on campus. We implement supervised patterns for all student movement on campus. We set goals and expectations for our students and parents receive a handbook of policies and procedures. We promote community use of our facilities.

Parents

Our parents actively participate by ensuring daily attendance. They volunteer, attend school events, chair and work on committees and bring concerns to school personnel. They provide homework support. Parents support school behavior policies. The Campus Improvement Team links parents and staff in the development of school goals and expectations.

Transportation Policy

Please see DVUSD boundary map for school boundary areas. Students living within the boundary area are transported to school by bus. Students attending on a variance are responsible for transportation.

School Honors

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

Award/Honor	Year
ü Student took 1st place in Elks Club Writing Essay	2004
ü Teacher named Who's Who Among American Teachers	2003
ü Student as District Spelling Bee Winner	2003
ü Teacher named Teacher of the Year	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	92	2528	75509	99	99	100	506	532	521	15	7	13	26	19	23	35	38	33	24	36	31
All Students (Prior Year)	96	2543	75372	100	100	100	520	538	523	1	2	9	28	19	25	55	40	36	16	39	30
Female	45	1212	37013	98	99	100	496	530	522	17	7	12	34	19	24	29	39	33	20	35	31
Male	47	1311	38430	100	99	99	515	533	521	14	7	14	19	18	22	40	37	33	28	37	31
African American	--	92	3660	--	100	99	--	515	496	--	13	24	--	28	31	--	31	28	--	28	18
Hispanic	NC	360	30486	NC	98	99	NC	519	505	NC	10	18	NC	23	29	NC	39	32	NC	28	21
Asian/Pacific Islander	NC	90	1780	NC	97	98	NC	542	549	NC	3	5	NC	14	13	NC	44	33	NC	39	50
American Indian/Alaskan Native	--	19	4075	--	86	100	--	509	486	--	19	28	--	31	34	--	25	26	--	25	12
White	84	1956	35192	100	99	99	509	534	534	10	6	8	29	18	19	38	38	35	23	38	39
Students with Disabilities	12	347	9708	92	100	100	462	499	489	25	24	32	75	26	27	0	29	24	0	21	17
Students without Disabilities	80	2181	65801	100	99	98	508	535	525	15	5	11	24	18	23	36	39	34	25	38	33
Limited English Proficient Students	NC	133	16928	NC	80	100	NC	485	485	NC	31	29	NC	31	33	NC	23	26	NC	15	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	12	604	36411				486	513	503	36	16	19	18	25	29	27	32	32	18	27	20
Non-Economically Disadvantaged	80	1924	39040				509	537	534	12	5	8	27	17	19	36	40	34	25	39	39

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	92	2538	75492	99	100	100	518	528	519	12	7	12	15	12	16	48	52	47	25	30	24
All Students (Prior Year)	95	2540	75221	99	100	100	526	532	523	3	2	8	10	11	16	69	60	56	17	27	21
Female	45	1215	37014	98	99	100	520	531	523	10	6	10	15	10	15	49	52	48	27	33	27
Male	47	1317	38400	100	99	99	517	525	516	14	8	14	16	13	17	47	53	47	23	27	21
African American	--	91	3665	--	100	99	--	519	505	--	11	20	--	18	22	--	45	43	--	27	14
Hispanic	NC	363	30438	NC	99	99	NC	520	508	NC	11	17	NC	14	21	NC	53	47	NC	22	15
Asian/Pacific Islander	NC	90	1773	NC	97	98	NC	532	534	NC	1	4	NC	11	10	NC	65	50	NC	23	36
American Indian/Alaskan Native	--	19	4081	--	86	100	--	516	498	--	19	25	--	13	26	--	44	40	--	25	8
White	84	1956	35177	100	99	99	521	529	528	10	6	8	14	11	13	48	52	49	27	31	31
Students with Disabilities	12	347	9707	92	100	100	488	502	495	25	25	33	50	25	21	25	36	33	0	14	13
Students without Disabilities	80	2191	65785	100	99	98	520	530	522	11	5	10	14	11	16	49	53	49	26	31	26
Limited English Proficient Students	NC	133	16905	NC	80	100	NC	484	489	NC	23	34	NC	46	28	NC	31	32	NC	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	12	606	36302				516	515	507	18	15	18	18	17	21	36	48	46	27	20	14
Non-Economically Disadvantaged	80	1932	39164				519	531	528	11	4	8	15	10	13	49	53	48	25	32	31

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	91	2525	75053	98	99	99	587	625	597	11	4	7	10	8	12	76	76	72	4	12	9
All Students (Prior Year)	93	2511	73654	97	99	99	528	542	530	8	3	9	10	7	13	79	79	70	3	11	7
Female	45	1212	36872	98	99	99	606	651	621	7	3	5	12	6	9	76	75	74	5	16	12
Male	46	1310	38109	98	99	99	568	600	573	14	6	10	7	9	14	76	76	69	2	8	6
African American	--	91	3636	--	100	99	--	634	568	--	6	12	--	8	16	--	71	67	--	15	6
Hispanic	NC	362	30235	NC	99	98	NC	609	575	NC	4	9	NC	9	14	NC	79	70	NC	8	6
Asian/Pacific Islander	NC	89	1768	NC	96	98	NC	663	651	NC	0	3	NC	1	5	NC	79	72	NC	20	19
American Indian/Alaskan Native	--	19	4044	--	86	99	--	584	550	--	13	13	--	13	17	--	69	66	--	6	4
White	83	1948	35028	99	99	99	586	626	613	11	5	6	11	8	10	76	75	73	3	12	11
Students with Disabilities	12	343	9625	92	100	100	598	551	530	0	12	21	0	21	21	100	63	55	0	4	4
Students without Disabilities	79	2182	65428	99	99	98	587	631	604	11	4	6	10	6	11	75	77	73	4	13	10
Limited English Proficient Students	NC	132	16765	NC	79	100	NC	546	525	NC	8	17	NC	0	20	NC	92	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	12	601	36077				592	590	566	0	8	10	9	13	16	91	70	69	0	8	5
Non-Economically Disadvantaged	79	1924	38950				586	634	618	13	4	5	10	6	9	74	77	73	4	13	12

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	75	2572	76019	100	100	100	512	517	499	4	5	14	36	33	39	22	18	14	38	44	33
All Students (Prior Year)	94	2489	76230	99	100	100	497	516	498	5	4	12	45	32	38	13	14	12	37	50	37
Female	42	1284	37207	100	100	100	505	515	499	7	5	12	40	36	41	21	18	14	31	41	33
Male	33	1284	38677	100	100	100	523	519	498	0	5	15	30	30	38	23	18	13	47	47	34
African American	--	73	3817	--	97	100	--	494	475	--	10	23	--	41	47	--	25	11	--	24	18
Hispanic	NC	299	29458	NC	100	100	NC	502	480	NC	10	20	NC	40	48	NC	23	12	NC	28	20
Asian/Pacific Islander	--	79	1673	--	99	99	--	547	531	--	1	4	--	19	29	--	15	14	--	65	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	504	466	NC	13	28	NC	29	49	NC	13	10	NC	46	13
White	71	2080	35880	100	99	100	513	518	515	4	4	7	38	33	32	19	17	16	38	46	45
Students with Disabilities	NC	338	9786	NC	100	100	NC	482	457	NC	19	39	NC	43	40	NC	13	7	NC	25	13
Students without Disabilities	71	2234	66233	100	99	99	514	519	503	3	4	11	37	33	39	23	18	14	38	46	35
Limited English Proficient Students	--	99	15206	--	79	100	--	476	459	--	25	31	--	42	53	--	25	7	--	8	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	NC	532	35714				NC	495	480	NC	10	20	NC	45	47	NC	20	12	NC	26	20
Non-Economically Disadvantaged	69	2040	40266				516	522	513	3	4	9	36	31	33	20	17	15	41	48	43

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	75	2572	76020	100	100	100	504	510	503	24	14	25	24	21	23	49	50	40	4	15	12
All Students (Prior Year)	92	2490	76202	97	100	100	507	510	505	16	10	19	25	21	24	53	57	46	6	12	11
Female	42	1284	37213	100	100	100	507	510	504	26	12	22	24	22	23	45	52	42	5	15	13
Male	33	1284	38666	100	100	100	499	510	501	20	17	29	23	19	22	53	49	38	3	15	12
African American	--	74	3819	--	99	100	--	500	494	--	24	37	--	28	26	--	41	31	--	7	6
Hispanic	NC	298	29442	NC	100	99	NC	500	494	NC	19	37	NC	26	26	NC	48	31	NC	7	6
Asian/Pacific Islander	--	79	1672	--	99	99	--	516	513	--	6	12	--	12	19	--	54	49	--	28	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	510	489	NC	22	48	NC	9	25	NC	65	24	NC	4	3
White	71	2081	35890	100	100	100	504	511	511	24	14	15	24	20	20	49	51	48	4	16	18
Students with Disabilities	NC	339	9784	NC	100	100	NC	492	485	NC	43	58	NC	19	19	NC	33	19	NC	6	4
Students without Disabilities	71	2233	66236	100	99	99	504	511	504	23	12	23	24	21	23	49	52	42	4	15	13
Limited English Proficient Students	--	99	15198	--	79	100	--	489	483	--	58	59	--	0	25	--	42	14	--	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	NC	533	35703				NC	499	494	NC	25	37	NC	26	26	NC	42	31	NC	7	6
Non-Economically Disadvantaged	69	2039	40274				505	512	509	21	12	17	24	19	20	50	52	47	5	16	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	75	2565	75673	100	100	100	536	553	530	7	7	12	22	20	25	68	66	58	3	6	4
All Students (Prior Year)	94	2460	74692	99	100	99	501	518	502	16	8	18	23	23	27	57	59	47	4	10	8
Female	42	1281	37099	100	100	100	542	570	548	7	5	8	17	15	22	71	71	64	5	8	6
Male	33	1280	38441	100	100	99	527	536	513	7	10	16	30	25	29	63	60	52	0	4	3
African American	--	74	3791	--	99	99	--	509	506	--	15	18	--	32	29	--	50	50	--	3	3
Hispanic	NC	298	29305	NC	100	99	NC	537	507	NC	8	16	NC	27	31	NC	61	51	NC	5	2
Asian/Pacific Islander	--	79	1665	--	99	99	--	597	573	--	6	6	--	12	16	--	65	67	--	18	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	535	492	NC	4	19	NC	21	33	NC	75	46	NC	0	1
White	71	2074	35760	100	99	99	537	556	550	7	7	9	22	19	21	68	67	64	3	6	6
Students with Disabilities	NC	339	9706	NC	100	100	NC	488	462	NC	26	36	NC	31	32	NC	40	31	NC	2	1
Students without Disabilities	71	2226	65967	100	98	99	538	558	536	6	6	10	23	19	25	69	68	60	3	7	5
Limited English Proficient Students	--	98	15115	--	78	100	--	420	471	--	50	26	--	17	38	--	33	35	--	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	NC	532	35541				NC	519	504	NC	14	17	NC	26	31	NC	57	50	NC	4	2
Non-Economically Disadvantaged	69	2033	40091				547	561	550	5	6	9	21	19	21	71	68	64	3	7	6

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	112	2538	75001	99	100	99	466	482	468	40	24	37	35	43	36	14	19	16	10	14	10
All Students (Prior Year)	163	2430	71167	100	100	99	476	476	463	26	24	38	43	49	41	22	19	14	8	8	7
Female	49	1205	36846	98	99	99	457	482	468	50	23	36	32	44	38	11	20	16	7	13	10
Male	63	1328	37974	100	100	99	472	483	467	33	24	39	38	42	34	16	18	16	13	16	11
African American	--	73	3720	--	97	98	--	467	446	--	35	53	--	40	33	--	19	9	--	5	4
Hispanic	NC	282	26675	NC	99	98	NC	468	448	NC	33	52	NC	47	34	NC	13	10	NC	8	4
Asian/Pacific Islander	NC	75	1575	NC	95	99	NC	500	504	NC	17	18	NC	36	33	NC	21	20	NC	26	29
American Indian/Alaskan Native	NC	28	4731	NC	100	98	NC	455	438	NC	33	61	NC	54	30	NC	8	7	NC	4	2
White	105	2074	37785	99	100	99	466	484	482	39	22	25	37	43	39	15	19	21	10	15	15
Students with Disabilities	17	332	8802	100	100	100	427	430	418	82	67	79	18	29	16	0	3	3	0	1	1
Students without Disabilities	95	2206	66199	99	99	99	470	486	472	35	21	34	37	44	38	16	20	17	12	15	11
Limited English Proficient Students	NC	69	11710	NC	81	100	NC	436	429	NC	61	70	NC	39	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	17	464	29814				458	466	448	60	34	53	13	45	33	20	15	10	7	7	4
Non-Economically Disadvantaged	95	2074	45170				467	485	479	37	22	28	39	43	38	13	19	20	11	16	14

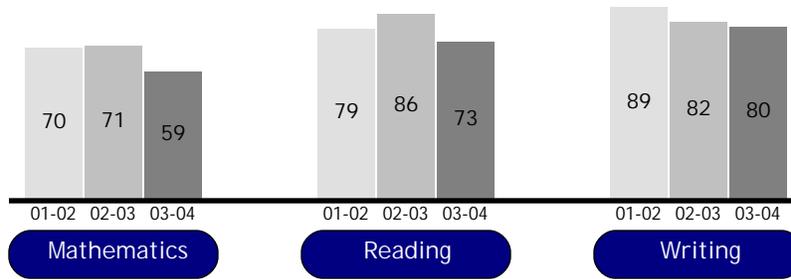
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	2537	74918	99	100	99	497	509	497	35	21	32	17	20	19	36	40	35	12	19	15
All Students (Prior Year)	163	2423	71100	100	99	99	507	514	502	19	14	25	18	18	21	48	49	40	15	19	15
Female	49	1205	36805	98	99	99	493	512	501	29	17	28	23	20	19	35	44	37	13	20	16
Male	63	1327	37936	100	100	99	500	506	493	39	25	35	13	20	18	37	38	33	11	18	14
African American	--	73	3719	--	97	98	--	501	481	--	29	43	--	16	21	--	43	29	--	13	7
Hispanic	NC	282	26645	NC	99	98	NC	496	478	NC	29	46	NC	26	20	NC	35	27	NC	10	6
Asian/Pacific Islander	NC	75	1571	NC	95	99	NC	518	521	NC	9	18	NC	26	15	NC	41	38	NC	24	30
American Indian/Alaskan Native	NC	27	4729	NC	100	98	NC	481	468	NC	48	57	NC	22	19	NC	22	19	NC	9	4
White	105	2074	37773	99	100	99	498	511	511	33	20	20	17	19	18	38	41	41	11	20	21
Students with Disabilities	17	333	8801	100	100	100	447	460	448	94	64	75	6	23	13	0	10	10	0	3	2
Students without Disabilities	95	2204	66117	99	99	99	505	512	501	24	18	28	19	20	19	43	43	37	14	20	16
Limited English Proficient Students	NC	69	11706	NC	81	100	NC	455	454	NC	76	71	NC	24	16	NC	0	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	17	465	29785				471	493	477	50	30	47	19	26	20	25	33	26	6	11	6
Non-Economically Disadvantaged	95	2072	45115				501	512	508	32	19	23	17	19	18	38	42	39	13	20	20

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	112	2525	74503	99	99	99	533	515	491	2	3	9	31	29	32	50	56	51	18	11	8
All Students (Prior Year)	162	2388	69001	99	98	96	496	499	490	13	9	17	32	36	37	54	54	45	0	1	1
Female	49	1202	36686	98	99	99	553	532	506	2	2	5	23	22	29	55	62	57	20	14	9
Male	63	1318	37644	100	99	98	518	499	476	2	5	13	37	36	36	46	51	45	16	8	6
African American	--	73	3677	--	97	97	--	513	475	--	2	12	--	35	36	--	54	46	--	10	5
Hispanic	NC	281	26500	NC	99	97	NC	498	467	NC	3	13	NC	41	39	NC	48	44	NC	8	4
Asian/Pacific Islander	NC	75	1566	NC	95	99	NC	535	537	NC	2	5	NC	24	23	NC	59	55	NC	15	18
American Indian/Alaskan Native	NC	28	4695	NC	100	97	NC	475	464	NC	13	14	NC	33	39	NC	46	44	NC	8	3
White	105	2062	37606	99	99	99	535	517	508	2	3	6	29	28	28	52	57	56	18	11	10
Students with Disabilities	17	327	8662	100	100	100	465	447	409	14	18	37	57	48	42	14	31	20	14	3	1
Students without Disabilities	95	2198	65841	99	99	98	539	519	499	1	3	7	29	28	32	52	58	53	18	12	8
Limited English Proficient Students	NC	69	11608	NC	81	100	NC	423	430	NC	18	23	NC	65	47	NC	18	28	NC	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	17	461	29587				574	502	465	0	6	14	29	37	40	43	47	43	29	11	4
Non-Economically Disadvantaged	95	2064	44898				527	517	507	2	3	7	31	28	28	51	58	55	16	11	10

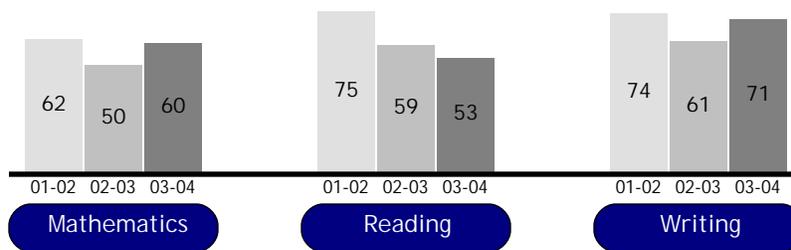
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

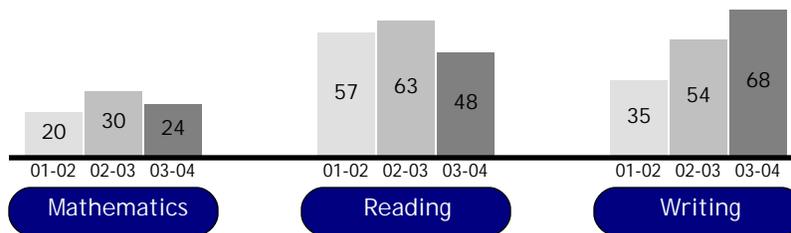
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. 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?	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 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
2	Reading	95	62	54	44	97	59	63	50	95	63	NA	58
	Language	95	62	54	39	99	56	58	43	98	61	61	50
	Mathematics	95	71	60	52	98	74	70	57	98	72	72	64
3	Reading	99	54	53	43	99	59	61	47	98	58	NA	55
	Language	99	59	61	50	99	64	67	54	98	60	70	61
	Mathematics	100	59	61	50	99	61	66	54	98	60	69	61
4	Reading	97	54	57	47	98	61	66	52	100	58	NA	56
	Language	96	54	54	45	98	60	61	48	100	59	63	52
	Mathematics	99	60	64	52	98	70	73	57	100	68	74	61
5	Reading	99	61	57	46	94	58	62	50	99	54	NA	55
	Language	99	52	52	43	100	51	57	46	99	57	60	49
	Mathematics	99	69	68	54	100	71	73	57	96	74	75	63
6	Reading	93	60	57	49	99	62	66	53	99	66	NA	56
	Language	93	44	52	42	98	53	60	45	99	59	60	48
	Mathematics	93	74	68	58	99	80	79	62	99	83	79	66
7	Reading	94	61	60	48	97	55	62	51	100	56	NA	54
	Language	94	66	65	51	100	56	66	54	100	61	69	58
	Mathematics	93	76	66	54	99	70	71	58	100	67	76	62
8	Reading	92	53	58	49	99	59	64	53	100	60	NA	55
	Language	92	53	58	46	99	56	63	49	100	57	61	52
	Mathematics	92	69	62	54	99	73	72	58	100	65	70	61

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)
- 6 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Community Involvement
- Ü Technology
- Ü After School Programs
- Ü Safe Schools
- Ü Drug Prevention/Character Building
- Ü School and Community Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	23.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	3	0	0
4 to 6 years	7	4	0	0
7 to 9 years	2	2	0	0
10 or more years	7	12	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	35
Core academic classes taught by Highly Qualified (NCLB) teachers.	63
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Three Computer Labs
- Ü State-of-the-Art Gymnasium/Fitness Ctr
- Ü Full Band Room
- Ü Large Library

Extracurricular Activities

- Ü Sports
- Ü Community Schools After School Programs
- Ü Yearbook
- Ü GREAT Sports Program
- Ü S.T.A.R.S. program
- Ü National Jr. Honor Soc/ Student Council
- Ü Get Real About Tobacco Program
- Ü Get Real About Violence Program

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Crisis Intervention/Prevention Programs

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü During the 2003-04 school year, Desert Mountain accomplished 100% of the C.I.P. goals set by the school improvement team.

ü During the 2003-04 school year, the Desert Mountain teachers participated in 1,880 hours of professional development.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	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	--			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

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	62	45
Grades 3-4	67	76
Grades 4-5	65	72
Grades 5-6	78	83
Grades 6-7	65	62
Grades 7-8	75	65

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

We have implemented the Character Counts, STARS, GREAT, GRAV and GRAT programs. We have also implemented school-wide positive reinforcement programs. Classroom management focuses on I Can Manage Myself Program and responsibility for actions. We are training teachers in Love and Logic (an effective method of discipline) and we have had presentations on drugs, bullying, prejudice and cliques.

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) :

3

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	Ray Manker	(623) 445-3504
Transportation Policy	Nick Portonova	(602) 467-5090
Community Resources	Patti Atchley	(623) 445-3504
School Nutrition Programs	Diana Willoughby	(623) 445-3514
Parent Organization	Kim Troxel	(623) 445-3500
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. "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 not 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 16 Pages X .0318 Per page X 20 Copies = \$10.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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