



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. Ray Manker
 Schedule : 08:00 AM to 04:30 PM
 Grades : Pre-K-8
 2005 Enrollment : 983
 Web Address : www.dvUSD.k12.az/desertmountain/index.html
 Phone Number : (623) 445-3500
 Fax Number : (623) 445-3580
 E-mail : ray.manker@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)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü By Spring 2014, 100% of 3rd, 5th, and 8th grade students will meet or exceed the standard on the AIMS test for reading.
- ü By Spring 2014, 100% of 3rd, 5th, and 8th grade students will meet or exceed the standard on the AIMS test for math.
- ü By Spring 2014, 100% of 3rd, 5th, and 8th grade students will meet or exceed the standard on the AIMS test for writing.
- ü The positive pro-social choices of students related to bullying, threats, and intimidation will increase by 5%.

Enrollment

October 1, 2004 School Year Student Enrollment : 905
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 55

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We send out monthly newsletters including specific dates of upcoming activities, meetings, grade reports and PTSA information to parents. 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 implement regular home/school communication through agendas as well as bi- monthly progress reports. 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 schooldress and behavior policies. The Campus Improvement Team links parents and staff in the development of school goals and expectations. Parents are encouraged to communicate concerns to the school.

Transportation Policy

Please see DVUSD boundary map for school boundary areas. Students living within the boundary area are transported to school by bus unless they are deemed close enough to walk. Students attending on a variance are responsible for their own transportation. Students are expected to adhere to school rules and policies while on buses and at the bus stops.

School Honors

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

Award/Honor	Year
ü 6th gr. placed in top ten of AZ schools in AIMS writing	2005
ü 3 Teachers named in Who's Who Among American Teachers	2005
ü Student took 1st place in Elks Lodge Writing Contest	2004
ü Student named as District Spelling Bee Winner	2003

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	106	2698	79306	98	99	99	458	462	445	10	6	10	9	12	18	57	54	51	24	29	20
All Students (Prior Year)	92	2528	75509	99	99	100	506	532	521	15	7	13	26	19	23	35	38	33	24	36	31
Female	42	1299	38691	100	99	99	454	462	446	8	5	10	10	12	18	63	55	52	20	28	20
Male	64	1398	40583	97	99	99	460	462	445	12	6	11	8	12	18	53	52	50	27	30	21
African American	--	85	4041	--	98	99	--	449	426	--	7	17	--	16	23	--	57	50	--	20	10
Hispanic	NC	374	32869	NC	100	99	NC	442	429	NC	11	15	NC	21	25	NC	55	51	NC	13	10
Asian/Pacific Islander	NC	110	1935	NC	100	99	NC	477	474	NC	2	3	NC	6	9	NC	53	48	NC	39	40
American Indian/Alaskan Native	--	19	4264	--	95	100	--	443	419	--	11	19	--	26	30	--	42	45	--	21	6
White	97	2110	36197	99	99	99	459	465	463	11	5	5	7	10	11	57	53	53	26	31	31
Students with Disabilities	10	411	10321	91	100	100	381	411	389	70	24	30	20	24	27	10	39	34	0	13	9
Students without Disabilities	96	2289	69060	99	98	98	466	471	454	3	2	7	8	10	17	62	56	54	27	31	22
Limited English Proficient Students	--	157	15509	--	100	100	--	396	406	--	18	20	--	28	30	--	45	45	--	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	257	39415	NC	88	96	NC	445	431	NC	9	15	NC	22	25	NC	54	50	NC	16	10
Non-Economically Disadvantaged	99	2443	39966	99	100	100	459	463	459	10	5	6	7	11	12	59	54	52	25	30	30

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	106	2697	79395	98	0	99	460	465	446	6	4	9	17	17	25	70	63	55	7	17	11
All Students (Prior Year)	92	2538	75492	99	100	100	518	528	519	12	7	12	15	12	16	48	52	47	25	30	24
Female	42	1298	38743	100	0	100	465	471	451	0	3	7	15	14	24	80	64	57	5	20	12
Male	64	1395	40618	97	0	99	457	459	440	10	5	11	19	19	27	63	62	53	8	14	9
African American	--	85	4052	--	0	100	--	454	434	--	4	11	--	33	29	--	54	54	--	9	6
Hispanic	NC	375	32915	NC	0	99	NC	447	426	NC	7	15	NC	28	35	NC	57	47	NC	8	4
Asian/Pacific Islander	NC	110	1936	NC	0	99	NC	473	468	NC	1	3	NC	11	14	NC	68	63	NC	20	19
American Indian/Alaskan Native	--	19	4271	--	0	100	--	447	420	--	5	15	--	26	42	--	58	41	--	11	2
White	97	2108	36221	99	0	99	461	468	465	7	3	4	16	14	15	70	64	63	8	18	17
Students with Disabilities	10	412	10331	91	0	100	402	413	388	20	16	25	70	38	37	10	37	34	0	8	4
Students without Disabilities	96	2287	69139	99	0	99	467	474	454	4	2	7	11	13	24	76	67	58	8	18	11
Limited English Proficient Students	--	157	15545	--	0	100	--	392	399	--	16	21	--	38	42	--	44	35	--	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	258	39484	NC	0	96	NC	445	429	NC	8	14	NC	28	35	NC	57	47	NC	7	4
Non-Economically Disadvantaged	99	2441	39986	99	0	100	463	466	461	4	4	4	16	16	16	72	63	63	8	17	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	107	2692	78869	99	99	99	455	460	442	4	3	6	19	15	21	72	67	63	5	14	10
All Students (Prior Year)	91	2525	75053	98	99	99	587	625	597	11	4	7	10	8	12	76	76	72	4	12	9
Female	42	1299	38536	100	99	99	473	476	458	3	2	4	13	10	15	80	68	67	5	20	14
Male	65	1392	40302	98	99	99	442	445	428	5	4	8	24	20	26	66	67	60	5	8	7
African American	--	85	4015	--	98	99	--	455	430	--	4	8	--	20	24	--	63	61	--	13	7
Hispanic	NC	372	32606	NC	99	98	NC	441	426	NC	6	8	NC	23	27	NC	63	60	NC	8	5
Asian/Pacific Islander	NC	110	1925	NC	100	99	NC	477	471	NC	2	3	NC	8	11	NC	69	64	NC	21	22
American Indian/Alaskan Native	--	19	4245	--	95	100	--	447	423	--	5	9	--	32	26	--	53	61	--	11	4
White	98	2106	36078	100	99	99	453	462	459	4	3	4	20	14	16	71	68	66	5	15	14
Students with Disabilities	10	409	10246	91	100	100	357	392	367	20	12	18	50	38	39	30	46	40	0	4	4
Students without Disabilities	97	2285	68697	100	98	98	466	472	454	2	2	4	16	11	18	76	71	67	6	16	11
Limited English Proficient Students	--	156	15339	--	100	100	--	385	399	--	11	11	--	35	31	--	47	54	--	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	255	39106	NC	88	95	NC	438	427	NC	8	8	NC	24	28	NC	59	59	NC	10	5
Non-Economically Disadvantaged	100	2439	39837	100	100	100	457	461	457	4	3	4	16	15	14	74	68	67	5	14	15

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	112	2877	78906	98	100	99	513	510	498	3	6	13	11	14	19	66	58	48	20	22	20
All Students (Prior Year)	75	2572	76019	100	100	100	512	517	499	4	5	14	36	33	39	22	18	14	38	44	33
Female	56	1429	38644	100	100	99	519	511	500	0	4	12	13	14	19	72	60	49	15	22	19
Male	56	1450	40236	97	100	99	506	509	497	6	7	15	10	14	19	60	56	46	25	23	20
African American	NC	97	4087	NC	100	99	NC	500	481	NC	11	20	NC	19	24	NC	56	45	NC	14	11
Hispanic	10	402	31938	100	99	99	512	492	481	0	10	19	22	22	25	67	56	46	11	13	10
Asian/Pacific Islander	NC	84	1805	NC	100	98	NC	542	536	NC	3	5	NC	9	8	NC	43	45	NC	45	42
American Indian/Alaskan Native	NC	26	4593	NC	100	100	NC	451	467	NC	13	26	NC	25	29	NC	54	39	NC	8	6
White	98	2268	36483	98	100	99	512	513	517	3	5	7	11	12	13	65	59	51	21	24	30
Students with Disabilities	NC	412	10664	NC	100	100	NC	442	430	NC	28	42	NC	27	27	NC	39	26	NC	6	5
Students without Disabilities	105	2467	68310	98	98	98	519	522	509	3	2	9	11	12	18	64	61	51	21	25	22
Limited English Proficient Students	NC	152	12573	NC	100	100	NC	411	454	NC	20	27	NC	29	30	NC	44	38	NC	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	235	38679	NC	90	96	NC	496	483	NC	8	20	NC	27	25	NC	51	45	NC	14	10
Non-Economically Disadvantaged	107	2644	40295	99	100	100	513	511	513	3	6	7	10	13	13	66	59	50	21	23	30

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	2878	78908	98	0	99	497	497	484	1	4	10	16	16	23	77	69	58	6	11	9
All Students (Prior Year)	75	2572	76020	100	100	100	504	510	503	24	14	25	24	21	23	49	50	40	4	15	12
Female	56	1429	38648	100	0	99	509	502	489	0	3	8	17	13	22	74	71	61	9	13	10
Male	56	1451	40233	97	0	99	485	492	479	2	5	12	15	19	25	81	67	55	2	9	8
African American	NC	97	4092	NC	0	99	NC	486	473	NC	4	12	NC	29	28	NC	58	54	NC	10	5
Hispanic	10	403	31940	100	0	99	488	478	465	0	9	16	44	25	32	44	61	49	11	4	3
Asian/Pacific Islander	NC	84	1805	NC	0	98	NC	513	507	NC	4	4	NC	9	13	NC	69	65	NC	18	18
American Indian/Alaskan Native	NC	26	4569	NC	0	100	NC	444	457	NC	8	18	NC	29	39	NC	54	41	NC	8	2
White	98	2268	36502	98	0	99	496	501	502	1	3	4	14	14	14	80	71	67	4	12	15
Students with Disabilities	NC	412	10665	NC	0	100	NC	432	423	NC	17	30	NC	40	36	NC	39	31	NC	3	2
Students without Disabilities	105	2468	68312	98	0	98	502	508	493	1	2	7	17	12	21	76	74	62	6	13	10
Limited English Proficient Students	NC	152	12556	NC	0	100	NC	394	436	NC	19	24	NC	40	40	NC	39	35	NC	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	234	38662	NC	0	96	NC	484	468	NC	9	16	NC	26	32	NC	59	49	NC	5	3
Non-Economically Disadvantaged	107	2646	40315	99	0	100	498	498	498	1	4	5	15	15	15	78	69	66	6	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	112	2869	78750	98	100	99	515	514	500	2	3	6	20	23	29	75	70	63	3	4	2
All Students (Prior Year)	75	2565	75673	100	100	100	536	553	530	7	7	12	22	20	25	68	66	58	3	6	4
Female	56	1424	38586	100	100	99	532	530	515	2	2	4	13	14	22	79	78	71	6	6	3
Male	56	1447	40135	97	99	99	497	498	486	2	5	8	27	32	35	71	62	56	0	2	1
African American	NC	96	4081	NC	99	99	NC	506	488	NC	4	8	NC	28	32	NC	66	59	NC	3	2
Hispanic	10	402	31841	100	99	99	504	493	483	11	8	8	22	34	36	56	55	55	11	3	1
Asian/Pacific Islander	NC	84	1802	NC	100	98	NC	551	533	NC	0	2	NC	11	16	NC	78	75	NC	11	7
American Indian/Alaskan Native	NC	26	4586	NC	100	100	NC	466	481	NC	8	8	NC	25	37	NC	67	54	NC	0	1
White	98	2261	36440	98	100	99	514	517	516	1	3	3	20	21	22	77	72	71	2	4	4
Students with Disabilities	NC	408	10622	NC	100	100	NC	432	415	NC	14	21	NC	47	50	NC	37	28	NC	2	1
Students without Disabilities	105	2463	68196	98	98	98	525	528	513	1	2	3	17	19	25	79	75	69	3	4	3
Limited English Proficient Students	NC	151	12504	NC	100	100	NC	401	451	NC	13	12	NC	46	44	NC	40	43	NC	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	234	38558	NC	90	96	NC	493	485	NC	7	8	NC	34	37	NC	58	54	NC	1	1
Non-Economically Disadvantaged	107	2637	40260	99	100	100	515	516	514	2	3	3	19	22	21	76	71	72	3	4	4

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	104	2785	78250	97	100	99	553	566	548	13	13	21	21	13	18	54	55	48	13	19	13
All Students (Prior Year)	112	2538	75001	99	100	99	466	482	468	40	24	37	35	43	36	14	19	16	10	14	10
Female	50	1375	38071	100	100	99	558	566	549	15	11	20	20	13	19	54	58	49	11	18	12
Male	54	1409	40126	95	100	99	550	566	547	10	14	23	22	13	17	54	53	46	14	21	14
African American	NC	87	4058	NC	99	99	NC	547	523	NC	24	32	NC	19	22	NC	47	41	NC	10	5
Hispanic	10	343	29129	91	100	99	548	541	527	11	25	32	22	15	23	56	50	40	11	10	6
Asian/Pacific Islander	NC	103	1747	NC	100	100	NC	586	589	NC	6	9	NC	10	9	NC	54	50	NC	30	32
American Indian/Alaskan Native	--	20	4996	--	100	100	--	558	518	--	12	36	--	12	25	--	65	36	--	12	4
White	89	2232	38320	98	100	99	555	570	568	12	11	12	20	12	14	54	56	55	13	20	19
Students with Disabilities	14	402	9329	100	100	100	446	475	454	77	58	64	15	20	18	8	19	16	0	3	2
Students without Disabilities	90	2385	68996	97	99	99	570	582	561	2	5	16	22	12	18	61	61	52	14	22	14
Limited English Proficient Students	NC	100	10133	NC	100	100	NC	446	488	NC	38	45	NC	23	25	NC	33	28	NC	5	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	197	33388	NC	85	94	NC	545	530	NC	22	32	NC	22	22	NC	48	40	NC	8	5
Non-Economically Disadvantaged	100	2590	44937	98	100	100	554	568	561	12	12	13	20	12	15	57	56	54	12	20	18

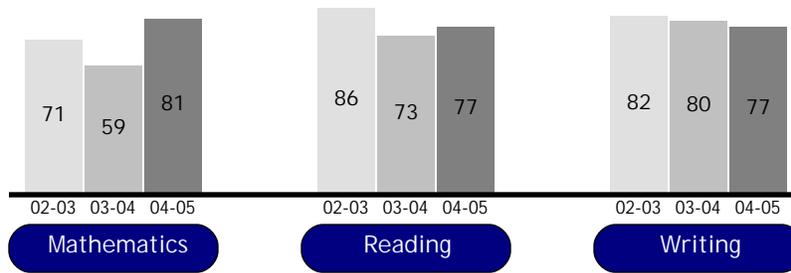
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	2792	78302	97	0	99	517	526	512	6	6	11	25	19	25	64	67	57	5	9	7
All Students (Prior Year)	112	2537	74918	99	100	99	497	509	497	35	21	32	17	20	19	36	40	35	12	19	15
Female	50	1377	38082	100	0	99	519	530	518	11	4	8	22	16	24	67	71	61	0	9	7
Male	54	1414	40166	95	0	99	516	523	507	2	7	14	28	21	26	60	63	54	10	8	6
African American	NC	89	4064	NC	0	100	NC	514	498	NC	12	14	NC	27	29	NC	55	54	NC	5	3
Hispanic	10	343	29152	91	0	99	507	502	492	11	15	17	22	24	34	56	58	46	11	3	2
Asian/Pacific Islander	NC	103	1746	NC	0	100	NC	534	542	NC	6	5	NC	10	13	NC	73	66	NC	11	16
American Indian/Alaskan Native	--	20	4993	--	0	100	--	505	484	--	6	19	--	47	38	--	41	42	--	6	1
White	89	2237	38347	98	0	99	520	530	531	5	4	5	25	18	17	65	68	68	5	9	10
Students with Disabilities	14	407	9353	100	0	100	426	450	429	38	26	40	38	46	38	23	27	22	0	1	1
Students without Disabilities	90	2387	69024	97	0	99	532	539	524	1	3	7	23	14	23	70	74	62	6	10	7
Limited English Proficient Students	NC	100	10140	NC	0	100	NC	407	451	NC	27	28	NC	37	43	NC	34	29	NC	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	197	33398	NC	0	94	NC	509	495	NC	12	18	NC	29	35	NC	55	46	NC	4	2
Non-Economically Disadvantaged	100	2597	44979	98	0	100	518	527	525	5	6	6	24	18	18	66	68	66	4	9	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	107	2785	78094	100	100	99	559	560	545	4	2	3	11	14	18	84	81	77	1	3	2
All Students (Prior Year)	112	2525	74503	99	99	99	533	515	491	2	3	9	31	29	32	50	56	51	18	11	8
Female	50	1374	38025	100	100	99	566	572	558	7	1	2	7	9	13	85	86	82	2	3	2
Male	57	1410	40013	100	100	99	552	549	534	2	3	5	15	19	23	83	76	71	0	2	1
African American	NC	88	4037	NC	100	99	NC	560	532	NC	4	4	NC	14	22	NC	81	73	NC	1	1
Hispanic	10	342	29068	91	100	99	517	527	523	11	5	5	22	24	27	67	70	67	0	1	1
Asian/Pacific Islander	NC	103	1743	NC	100	100	NC	572	577	NC	1	2	NC	11	9	NC	84	82	NC	4	8
American Indian/Alaskan Native	--	20	4981	--	100	100	--	550	526	--	0	4	--	12	25	--	88	70	--	0	0
White	92	2232	38265	100	100	99	563	564	564	4	2	2	9	13	11	86	83	84	1	3	3
Students with Disabilities	15	403	9275	100	100	100	423	466	444	29	11	14	43	42	46	29	47	39	0	0	1
Students without Disabilities	92	2384	68892	99	99	98	581	576	559	0	1	2	6	9	14	93	87	82	1	3	2
Limited English Proficient Students	NC	100	10084	NC	100	100	NC	418	474	NC	11	10	NC	41	39	NC	48	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	195	33296	NC	84	94	NC	540	527	NC	4	5	NC	21	27	NC	72	67	NC	3	0
Non-Economically Disadvantaged	103	2592	44871	100	100	100	563	561	559	3	2	2	10	13	12	86	82	84	1	3	3

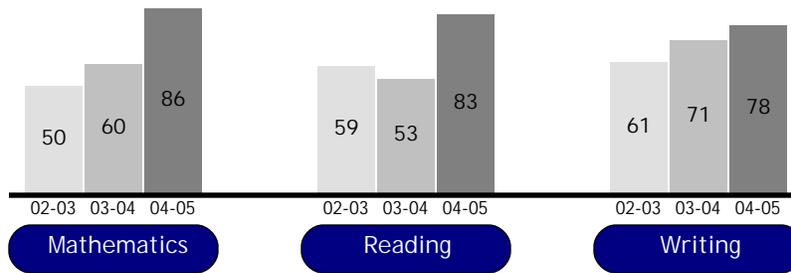
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

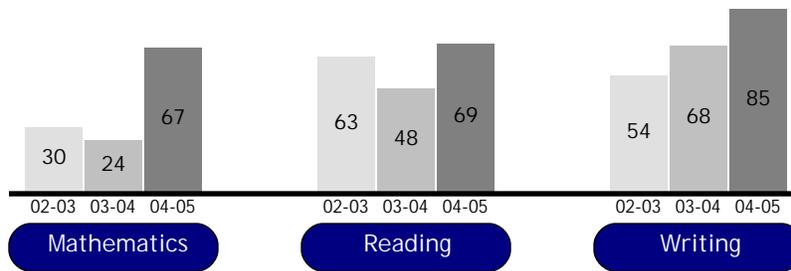
3rd Grade Proficiency



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.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	59	63	50	95	63	NA	58	100	52	57	47
	Language	99	56	58	43	98	61	61	50	100	55	58	47
	Mathematics	98	74	70	57	98	72	72	64	100	58	62	50
3	Reading	99	59	61	47	98	58	NA	55	98	55	55	44
	Language	99	64	67	54	98	60	70	61	98	53	53	44
	Mathematics	99	61	66	54	98	60	69	61	98	60	60	51
4	Reading	98	61	66	52	100	58	NA	56	97	58	57	48
	Language	98	60	61	48	100	59	63	52	97	60	59	49
	Mathematics	98	70	73	57	100	68	74	61	97	60	63	53
5	Reading	94	58	62	50	99	54	NA	55	97	66	60	50
	Language	100	51	57	46	99	57	60	49	97	64	59	50
	Mathematics	100	71	73	57	96	74	75	63	97	59	58	49
6	Reading	99	62	66	53	99	66	NA	56	95	64	61	51
	Language	98	53	60	45	99	59	60	48	95	60	58	47
	Mathematics	99	80	79	62	99	83	79	66	95	68	66	52
7	Reading	97	55	62	51	100	56	NA	54	97	63	59	50
	Language	100	56	66	54	100	61	69	58	97	61	61	52
	Mathematics	99	70	71	58	100	67	76	62	97	55	60	50
8	Reading	99	59	64	53	100	60	NA	55	96	55	58	51
	Language	99	56	63	49	100	57	61	52	96	54	57	50
	Mathematics	99	73	72	58	100	65	70	61	96	56	62	53

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

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

Council Duties

- Ü Raising expectations in reading
- Ü Raising expectations in writing
- Ü Raising expectations in math
- Ü Increasing student pro-social choices
- Ü Parent/community involvement
- Ü Increasing technology understand and use

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	7.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	2	0	0
4 to 6 years	7	8	0	0
7 to 9 years	2	2	0	0
10 or more years	4	14	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	145
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	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 Full Time School Nurse
- Ü Crisis Intervention
- Ü Prevention Programs
- Ü YMCA Before and After School Program
- Ü Preschool Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü During the 2004-2005 school year, Desert Mountain accomplished 100% of the C.I.P. goals set by the school improvement team in 5th and 8th grade reading, writing, and math. 3rd grade accomplished 100% of the C.I.P goals in math.

- ü During the 2003-04 school year, the Desert Mountain teachers participated in over 1,500 hours of professional development.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

We have implemented the Character Counts, STARS, GREAT, GRAV and GRAT programs. We have also implemented school-wide positive reinforcement programs such as Student of the Month. 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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

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	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	Deanna Burton	(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."

ACHIEVEMENT PROFILES

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.

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

Total cost of printing: 16 Pages X .0318 Per page X 25 Copies = \$13.00

** 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.