

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Desert Trails Elementary School

Paradise Valley Unified District  
4315 E. Cashman Drive, Phoenix, AZ 85050

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

**Principal:** Ms. Kathleen Wiebke  
**Schedule:** 8:00 AM to 4:00 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** [kwiebke@pvusd.k12.az.us](mailto:kwiebke@pvusd.k12.az.us)

**Grades:** K-6  
**2002 Enrollment:** 872  
**Phone:** (480) 419-5630  
**Fax:** (480) 419-5635

## ∨ School Overview ∨

### Mission

We pledge that, in partnership with our community, we will develop lifelong learners by implementing curriculum in which basic skills, problem solving and critical thinking are emphasized; providing opportunities to explore new technologies; providing hands-on experiences and active learning; fostering a cooperative spirit that includes tolerance and respect for others. We are committed to celebrating each student's successes and maintaining his/her dignity in a warm and safe environment.

### Organization and Philosophy

- w Self-contained Classrooms
- w Independent and Cooperative Learning
- w Integrated Instruction
- w Active Student Participation

### School/Academic Goals

- w Increase student achievement in all areas, with an added emphasis in reading and writing.
- w Implement the new Harcourt and Glencoe math programs.
- w Integrate technology standards with the Arizona Academic Standards to maximize student academic achievement.
- w Establish and implement a study skills program to maximize student achievement.

### Instructional Programs

- w Third-Sixth Honors Classes
- w Technology Laboratory
- w Band/Strings
- w Art
- w On-site Special Education
- w Speech Therapy
- w Physical Education
- w General Music

### Enrollment

October 1, 2001 School Year Student Enrollment:	896
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	No
Number of Students Attending Under Open Enrollment in 2001-02:	20

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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**

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

**Council Duties**

- w Instruction
- w School Safety Issues
- w Other Issues as Determined by Principal

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	46.00
Other Professional Staff	2.00	Teacher Aide	8.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	2	0	0
4 to 6 years	5	4	0	0
7 to 9 years	0	4	0	0
10 or more years	4	24	0	0

∨ **Shared Responsibilities** ∨

**School**

Desert Trails School provides the students and staff with a safe, healthy environment conducive to learning, which enables all students to develop to their full potential academically, socially, emotionally and physically. Students become sound decision makers and productive members of our democratic society. To keep parents informed, the school publishes a monthly newsletter. Parents are apprised of the Arizona Academic Standards being taught through weekly teacher updates.

**Parents**

Desert Trails School encourages parent participation as a partner in school programs and activities. All parents are encouraged to be members of the Parent Teacher Association. Parent participation includes, but is not limited to, the following: parent-teacher conferences, open house, parent-teacher group meetings, educational programs, field trips, student functions and classroom assistance. It is expected that parents will work as partners with the school for improved student learning.

∨ **Transportation Policy** ∨

Desert Trails Elementary School serves the Desert Ridge and the Tatum Highlands communities. Students in the Desert Ridge community living east of Tatum Boulevard and all those students within the Tatum Highlands community are bused to school. Transportation is a privilege, not a right; and proper bus behavior is expected. Misbehavior may result in suspension from the bus.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	180	<b>First Day of School:</b>	8/19/02
<b>Average Daily Instruction Time:</b>	5 hrs. 20 min.	<b>Last Day of School:</b>	5/30/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/25/02	1/10/03	3/21/03	5/30/03
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### Additional Calendar/Report Card Information

Twice per year, October and January, parent-teacher conferences are scheduled and held. Some students and parents also participate in student-led conferences with portfolio assessment in addition to, or in lieu of, these traditional parent-teacher conferences.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> 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.

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#### Special Facilities

W Media Center	W Computer Lab
W Publishing Lab	W Humanities Forum

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#### Extracurricular Activities

W Homework Club	W Student Council
W Before/After School Reading Program	W Chorus
W Afterschool Sports Activities	W Student Assistance Program
W Mascot Club	

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#### School/Community Resources

W Health Services	W Before School Program
W Extended-day Kindergarten	W Breakfast Program
W Recreational Activities	W Afterschool Program
W Crisis Intervention	W Lunch Program

## ∨ 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 As a result of daily and long-range planning with a focus on the Arizona Academic Standards, students continue to exceed national, state, and district averages in reading, mathematics, and language.</p>                | <p>W Learning activities that promote physical and active participation were achieved through the use of Kagan Cooperative Learning Strategies. Teachers have been, and continue to be, trained in methods that engage all learners.</p> |
| <p>W Working in collaboration with grade-level teams, teachers integrated technology with the Arizona Academic Standards. Students created PowerPoint presentations, multimedia shows, and used the Internet for research.</p> | <p>W A foundation has been established that enables staff and parents to plan together, work together and celebrate successes together.</p>  |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	11.5 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.1 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	6.2 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.2 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.9 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

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

<sup>8</sup> 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.

<sup>9</sup> 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
Presidential Mental Fitness Awards	2001
Solo and Ensemble Recognition	2002
Poetry Recognition	2002
District Art Fair Recognition	2002

## ∨ 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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>114</b>	<b>544</b>	<b>2%</b>	<b>8%</b>	<b>46%</b>	<b>44%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>113</b>	<b>578</b>	<b>2%</b>	<b>6%</b>	<b>58%</b>	<b>35%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>114</b>	<b>552</b>	<b>1%</b>	<b>8%</b>	<b>36%</b>	<b>55%</b>
	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

<b>Reading</b>	<b>School</b>	<b>117</b>	<b>521</b>	<b>4%</b>	<b>19%</b>	<b>44%</b>	<b>32%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>118</b>	<b>547</b>	<b>2%</b>	<b>15%</b>	<b>51%</b>	<b>32%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>118</b>	<b>513</b>	<b>3%</b>	<b>35%</b>	<b>15%</b>	<b>47%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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	--	--	--	--	--	--	--	--	--	96	75	60	--	--	--
2	Reading	--	--	--	99	62	50	96	71	52	95	71	53	94	75	57
	Language	--	--	--	100	61	40	96	68	43	96	64	44	94	71	48
	Mathematics	--	--	--	100	73	51	97	79	55	96	79	57	94	78	61
3	Reading	--	64	47	100	69	47	100	71	48	96	71	50	96	75	50
	Language	--	54	49	100	74	51	100	76	54	98	77	56	96	80	57
	Mathematics	--	58	46	100	74	49	100	71	52	97	77	54	97	77	56
4	Reading	--	79	53	100	74	54	99	71	54	99	72	55	90	74	55
	Language	--	71	47	100	66	49	99	64	48	99	65	50	95	64	50
	Mathematics	--	74	51	100	66	54	100	71	55	100	72	57	91	73	58
5	Reading	--	75	51	100	75	51	99	78	51	98	74	51	90	70	53
	Language	--	69	42	100	69	44	100	71	45	100	67	45	93	66	47
	Mathematics	--	77	51	100	81	54	100	81	55	100	84	57	93	77	59
6	Reading	--	74	53	100	72	54	99	78	53	91	77	54	92	73	56
	Language	--	67	41	100	67	44	100	70	44	93	73	45	96	67	47
	Mathematics	--	77	57	100	78	59	99	84	60	93	81	63	94	79	65

## ∨ 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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>70</b>	<b>60</b>
<b>Grades 3-4</b>	<b>77</b>	<b>57</b>
<b>Grades 4-5</b>	<b>67</b>	<b>76</b>
<b>Grades 5-6</b>	<b>75</b>	<b>66</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*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

The school Safety Committee and the school Site Council composed of staff, parents, students, and a community member gave input on a Crisis Plan developed by the school Crisis Team. The plan, available in the school office, has the following components: lock-down, bomb threat and air quality. Quarterly, the Safety Committee meets to develop strategies to keep students and adults safe at school. The Make Your Day Citizenship Program is the school's citizenship/behavior program.

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).

0

**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	\$2,669	\$2,163,185
Classroom Supplies	\$23	\$18,630
Administration	\$303	\$245,559
Support Services-Students	\$150	\$121,343
Other Support Services and Operations	\$585	\$473,945
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,730</b>	<b>\$3,022,662</b>

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.

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.

∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Kathleen Wiebke	(480) 419-5630	
<b>Transportation Policy</b>	Jeff Cook	(602) 493-6320	
<b>Community Resources</b>	Kathleen Wiebke	(480) 419-5630	
<b>School Nutrition Programs</b>	Kathy Glindmeier	(602) 493-6330	
<b>Parent Organization</b>	Tammy Heath	(480) 419-5630	
<b>Student Health/Nurse</b>	Diane Carlin	(480) 419-5630	

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/](http://www.ade.az.gov/srcs/) on the Internet.

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