

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Desert Springs Elementary School

Paradise Valley Unified District
6010 E. Acoma, Scottsdale, AZ 85254-2599

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

Principal: Ms. Linda Hough
Schedule: 7:30 AM to 4:00 PM
Web Address: pvusd.k12.az.us
E-mail: lhough@pvusd.k12.az.us

Grades: Pre-K-6
2002 Enrollment: 560
Phone: (602) 493-6090
Fax: (602) 493-6095

∨ School Overview ∨

Mission

Desert Springs strives to establish a learning environment which accepts and encourages each student as a unique individual. We provide a strong academic and technological foundation that includes language arts, math, science, social studies, music, art, health and physical education. We foster interpersonal skills, self-confidence, self-discipline and the motivation needed for students to maximize their potential as they become sound decision makers and responsible citizens.

Organization and Philosophy

w Traditional Classroom Setting

School/Academic Goals

- w To maintain a positive learning environment to successfully support students' academic, technological and social growth.
- w To continue the use of manipulatives in mathematics and hands-on experimentation in science with an emphasis on the use of higher-level and critical thinking skills.
- w Improve student behavior and school discipline with emphasis on character education and schoolwide safety.
- w Create ongoing implementation of the Arizona Academic Standards in all areas of curriculum.

Instructional Programs

- w Honors Classes
- w Special Education Resources
- w Computer/Technology Classes
- w Pre-School and Kindergarten Enrichment
- w Spanish (Grades 1-6)
- w Band/Strings/Chorus
- w At-risk Reading Assistance
- w Prevention Programs

Enrollment

October 1, 2001 School Year Student Enrollment:	543
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	35

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

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Development of School Philosophy
- w Development of School Goals
- w Evaluation of Goal Progress
- w Parent/Educator Relations
- w Safety Issues
- w Examine Stanford 9 Test and AIMS Scores

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	4.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	9	28	0	0

∨ **Shared Responsibilities** ∨

School

We believe a well-rounded education for our students mandates Desert Springs' staff to work cooperatively with parents. It is this staff and parent team, working together, that will maximize the academic, social and emotional potential of students. We continue to provide students with a safe, healthy environment where learning will occur. Our pledge to parents is to keep all communication lines open to foster this teamwork.

Parents

Desert Springs challenges parents to participate in the education of their children. Academic excellence can only be achieved with the support of parents. We strongly endorse parents supporting the educational process by visiting the school on a regular basis; serving on the site council and other school committees; reinforcing student adherence to school rules and guidelines; and monitoring their student's academic program.

∨ **Transportation Policy** ∨

Bus transportation services are provided for kindergarten students who reside farther than one-half mile and students in grades one through six who reside farther than one mile from the school.

∨ Calendar Information ∨

Number of Instruction Days:	180	First Day of School:	8/18/02
Average Daily Instruction Time:	5 hrs. 20 min.	Last Day of School:	5/30/03

Operates on Traditional Schedule

Report Card Release Dates

10/25/02	1/13/03	3/17/03	5/30/03
----------	---------	---------	---------

Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

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

Special Facilities

W Two Computer Labs	W High-tech Multimedia Library
W Science Lab/Math Lab	W Telecommunications

Extracurricular Activities

W Student Council (Grades 4-6)	W Chorus (Grades 4-6)
W Band/Strings (Grades 3-6)	W Technology/Art/Drama/Science Club
W Chess Club	W Afterschool Homework Assistance
W Afterschool Athletic Programs	W Leadership Program (Grade 6)

School/Community Resources

W Extended Kindergarten Day Care	W Before/After School Day Care Program
W Lunch Program	W Breakfast Program
W Clothing/Food Banks/Habitat for Humanity	W Recreational Activities
W Community Classes	W Leadership Program (Grades 5-6)

∨ 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 Continued excelled scores on Stanford 9 testing and AIMS. Student academic recognitions at district and state level.</p> | <p>W Maricopa County Reading Recognitions. District and Arizona State finalist in Poetry and Art competition. Received first place past several years for environmental program.</p> |
| <p>W Arizona state PTA-sponsored program to recognize the following: Volunteer of the Year, Support Staff of the Year, and Teacher of the Year. Desert Springs has been finalists and winners in all three categories for the last three years.</p> | <p>W State and national awards in PTA-sponsored Reflections Program.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	8.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	1.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.2 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

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

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

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

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

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

∨ School Honors ∨

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

Award/Honor	Year
Teacher Venture Awards	1996
Presidential Environmental Award	1995
Honor Society - (Several Teachers)	1996
State Teacher Recognition Winner - PTA	2001

∨ Academic Achievement Indicators ∨

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

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	63	541	0%	5%	54%	41%
	School State	58840	524	9%	17%	45%	29%
Writing	School	64	576	0%	2%	67%	31%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	63	558	0%	2%	46%	52%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	93	526	4%	12%	46%	38%
	State	61305	505	21%	20%	43%	15%
Writing	School	93	563	0%	6%	51%	43%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	93	544	1%	23%	11%	66%
	State	61760	494	14%	40%	12%	34%

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

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

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

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

∨ Mathematics Education and AIMS ∨

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

∨ Academic Achievement Indicators ∨

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

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	92	80	60	--	--	--
2	Reading	--	--	--	100	74	50	100	75	52	91	74	53	100	73	57
	Language	--	--	--	100	56	40	100	72	43	93	65	44	97	60	48
	Mathematics	--	--	--	100	70	51	100	78	55	91	66	57	99	71	61
3	Reading	100	72	47	100	80	47	94	79	48	85	78	50	97	72	50
	Language	100	73	49	100	83	51	94	79	54	85	85	56	97	80	57
	Mathematics	100	72	46	100	81	49	94	83	52	85	87	54	96	81	56
4	Reading	100	84	53	100	82	54	100	85	54	91	81	55	93	77	55
	Language	100	74	47	100	73	49	100	77	48	92	71	50	92	70	50
	Mathematics	100	81	51	100	82	54	100	88	55	92	80	57	93	78	58
5	Reading	100	81	51	100	83	51	98	80	51	92	82	51	94	76	53
	Language	100	73	42	100	78	44	98	74	45	92	74	45	94	68	47
	Mathematics	100	85	51	100	86	54	97	83	55	92	87	57	94	81	59
6	Reading	100	81	53	100	82	54	97	87	53	91	85	54	100	83	56
	Language	100	71	41	100	76	44	97	83	44	91	77	45	100	79	47
	Mathematics	100	87	57	100	86	59	97	93	60	91	89	63	100	91	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 Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

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

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	75	93
Grades 3-4	73	58
Grades 4-5	62	72
Grades 5-6	84	99
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

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

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

Desert Springs continues to develop a comprehensive prevention program to promote school safety and healthy living. Character Education is promoted throughout all grade levels with an emphasis in the area of diversity. In addition, students in grades four through six receive ongoing instruction on Peer Mediation/Conflict Resolution and Diversity. Grade five students attend DARE, while grade six students attend leadership training with ongoing community service within our community.

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	\$3,494	\$1,910,588
Classroom Supplies	\$21	\$11,568
Administration	\$357	\$195,452
Support Services-Students	\$119	\$65,039
Other Support Services and Operations	\$648	\$354,291
Total Expenditures- All Categories 2000-2001	\$4,640	\$2,536,938

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
School Site Council	Linda Hough	(602) 493-6090	
Transportation Policy	Jeff Cook	(602) 493-6320	
Community Resources	Karen Hearn	(602) 867-5110	
School Nutrition Programs	Kathy Glendmier	(602) 493-6330	
Parent Organization	K. Shook/L. Oglesby	(602) 493-6090	
Student Health/Nurse	Marilyn Starrett	(602) 493-6093	

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."