

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6010 East Acoma Road, Scottsdale, AZ 85254

Paradise 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	Excelling
2002-03	Excelling
2001-02	Improving

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

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 Overview

Principal/Administrator : Ms. Linda Hough
 Schedule : 7:30 AM to 4:00 PM
 Grades : Pre-K-6
 2004 Enrollment : 450
 Web Address :
 Phone Number : (602) 493-6090
 Fax Number : (602) 493-6095
 E-mail : lhough@pvusd.k12.az.us

Mission

Desert Springs, in partnership with its families and community, provides each child with a strong academic and technological foundation. We strive to establish a safe learning environment which accepts and encourages each student as a unique individual. In addition, we foster self confidence, self motivation and self discipline needed for all students to maximize their potential. Our students learn in a caring and accepting environment which creates a sense of joy and excitement for learning.

School / Academic Goals

- ü Continued improvement of the curriculum and implementation of Arizona State Standards, integration of technology in all academic areas. Emphasis on positive test results on State Standardized Tests - this includes SAT 9 and AIMS.
- ü Continue to improve successful student behavior with an emphasis on school-wide safety, responsible citizenship, character education, school communication and parent/community involvement.

Enrollment

October 1, 2003 School Year Student Enrollment : 467
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 53

Instructional Programs

- ü Gifted/Enrichment Classes
- ü Special Education Resources
- ü Computer/Technology Classes
- ü Pre-kindergarten (Core Knowledge Based)
- ü Pre-School (Special Needs)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

We believe education requires the planning and leadership of administration and staff in conjunction with the involvement and active participation of parents and community. The enriched education for our students mandates Desert Springs' staff to work cooperatively with parents. It is the staff and parent team, working together, that will maximize the academic, social and emotional potential of all our students.

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 encourage parents to become actively involved and by visiting the school often.

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.

School Honors

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

Award/Honor	Year
ü Teacher Venture Awards	1996
ü Environmental Awards	2002
ü UPC Teacher of the Year	2004
ü State Teacher Recognition Winner - PTA	2002

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	65	2710	75509	100	100	100	569	538	521	2	7	13	0	17	23	35	34	33	63	42	31
All Students (Prior Year)	71	2687	75372	96	100	100	555	538	523	0	4	9	15	19	25	30	36	36	55	42	30
Female	35	1339	37013	100	100	100	569	538	522	3	7	12	0	17	24	37	36	33	60	39	31
Male	30	1369	38430	100	99	99	568	539	521	0	8	14	0	16	22	33	32	33	67	45	31
African American	NC	84	3660	NC	100	99	NC	510	496	NC	15	24	NC	33	31	NC	33	28	NC	19	18
Hispanic	--	599	30486	--	99	99	--	512	505	--	16	18	--	25	29	--	34	32	--	24	21
Asian/Pacific Islander	NC	73	1780	NC	96	98	NC	561	549	NC	2	5	NC	12	13	NC	30	33	NC	57	50
American Indian/Alaskan Native	--	29	4075	--	100	100	--	519	486	--	12	28	--	23	34	--	42	26	--	23	12
White	62	1908	35192	100	99	99	565	543	534	2	6	8	0	14	19	37	34	35	61	46	39
Students with Disabilities	NC	393	9708	NC	100	100	NC	511	489	NC	20	32	NC	22	27	NC	30	24	NC	28	17
Students without Disabilities	59	2317	65801	100	99	98	571	542	525	2	6	11	0	16	23	34	34	34	64	44	33
Limited English Proficient Students	--	315	16928	--	89	100	--	NA	485	--	NA	29	--	NA	33	--	NA	26	--	NA	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	871	36411	NC	--	--	NC	513	503	NC	16	19	NC	24	29	NC	37	32	NC	23	20
Non-Economically Disadvantaged	62	1839	39040	--	--	--	569	546	534	2	5	8	0	14	19	35	33	34	63	48	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	65	2702	75492	100	100	100	535	528	519	2	7	12	5	12	16	62	49	47	32	32	24
All Students (Prior Year)	71	2699	75221	96	100	100	542	532	523	0	4	8	5	11	16	59	57	56	36	28	21
Female	35	1335	37014	100	100	100	536	531	523	3	6	10	6	10	15	54	49	48	37	35	27
Male	30	1365	38400	100	99	99	534	525	516	0	9	14	3	13	17	70	49	47	27	30	21
African American	NC	84	3665	NC	100	99	NC	515	505	NC	16	20	NC	11	22	NC	54	43	NC	18	14
Hispanic	--	595	30438	--	98	99	--	511	508	--	16	17	--	18	21	--	50	47	--	16	15
Asian/Pacific Islander	NC	73	1773	NC	96	98	NC	546	534	NC	3	4	NC	8	10	NC	35	50	NC	53	36
American Indian/Alaskan Native	--	29	4081	--	100	100	--	519	498	--	11	25	--	26	26	--	33	40	--	30	8
White	62	1906	35177	100	99	99	534	531	528	2	6	8	5	10	13	63	49	49	31	35	31
Students with Disabilities	NC	390	9707	NC	100	100	NC	505	495	NC	24	33	NC	17	21	NC	41	33	NC	18	13
Students without Disabilities	59	2312	65785	100	99	98	536	531	522	2	5	10	5	11	16	59	50	49	34	34	26
Limited English Proficient Students	--	312	16905	--	88	100	--	461	489	--	100	34	--	0	28	--	0	32	--	0	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	867	36302	NC	--	--	NC	511	507	NC	16	18	NC	18	21	NC	50	46	NC	17	14
Non-Economically Disadvantaged	62	1835	39164	--	--	--	535	533	528	2	5	8	5	10	13	61	49	48	32	37	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	65	2688	75053	100	99	99	676	634	597	0	4	7	5	8	12	75	74	72	20	14	9
All Students (Prior Year)	71	2644	73654	96	99	99	552	541	530	0	4	9	3	8	13	85	78	70	12	10	7
Female	35	1334	36872	100	100	99	680	656	621	0	3	5	6	6	9	74	72	74	20	19	12
Male	30	1352	38109	100	98	99	671	611	573	0	4	10	3	10	14	77	76	69	20	10	6
African American	NC	84	3636	NC	100	99	NC	604	568	NC	4	12	NC	11	16	NC	72	67	NC	13	6
Hispanic	--	591	30235	--	98	98	--	586	575	--	6	9	--	12	14	--	78	70	--	4	6
Asian/Pacific Islander	NC	73	1768	NC	96	98	NC	663	651	NC	3	3	NC	10	5	NC	65	72	NC	22	19
American Indian/Alaskan Native	--	29	4044	--	100	99	--	616	550	--	4	13	--	8	17	--	77	66	--	12	4
White	62	1896	35028	100	99	99	673	642	613	0	3	6	5	7	10	76	74	73	19	16	11
Students with Disabilities	NC	385	9625	NC	100	100	NC	574	530	NC	12	21	NC	19	21	NC	62	55	NC	7	4
Students without Disabilities	59	2303	65428	100	98	98	679	642	604	0	3	6	5	6	11	73	76	73	22	15	10
Limited English Proficient Students	--	309	16765	--	87	100	--	563	525	--	0	17	--	0	20	--	100	60	--	0	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	860	36077	NC	--	--	NC	581	566	NC	8	10	NC	14	16	NC	72	69	NC	6	5
Non-Economically Disadvantaged	62	1828	38950	--	--	--	676	651	618	0	2	5	5	6	9	74	75	73	21	17	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	2756	76019	100	100	100	522	513	499	4	9	14	29	32	39	11	16	14	56	43	33
All Students (Prior Year)	74	2748	76230	100	100	100	555	513	498	2	7	12	8	32	38	15	13	12	76	49	37
Female	26	1336	37207	100	99	100	521	511	499	8	9	12	23	34	41	8	16	14	62	41	33
Male	49	1408	38677	100	99	100	522	515	498	2	9	15	33	31	38	12	15	13	53	45	34
African American	NC	84	3817	NC	95	100	NC	492	475	NC	14	23	NC	43	47	NC	16	11	NC	27	18
Hispanic	NC	539	29458	NC	98	100	NC	476	480	NC	26	20	NC	42	48	NC	12	12	NC	19	20
Asian/Pacific Islander	NC	75	1673	NC	99	99	NC	536	531	NC	3	4	NC	25	29	NC	15	14	NC	57	53
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	493	466	NC	22	28	NC	28	49	NC	9	10	NC	41	13
White	69	1990	35880	100	99	100	525	521	515	4	5	7	28	30	32	9	16	16	59	49	45
Students with Disabilities	NC	371	9786	NC	100	100	NC	469	457	NC	29	39	NC	45	40	NC	11	7	NC	14	13
Students without Disabilities	68	2385	66233	100	99	99	529	517	503	1	7	11	25	31	39	12	16	14	62	46	35
Limited English Proficient Students	NC	271	15206	NC	89	100	NC	448	459	NC	43	31	NC	42	53	NC	8	7	NC	7	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	805	35714				NC	481	480	NC	22	20	NC	42	47	NC	14	12	NC	22	20
Non-Economically Disadvantaged	70	1951	40266				522	524	513	4	5	9	29	29	33	10	16	15	57	50	43

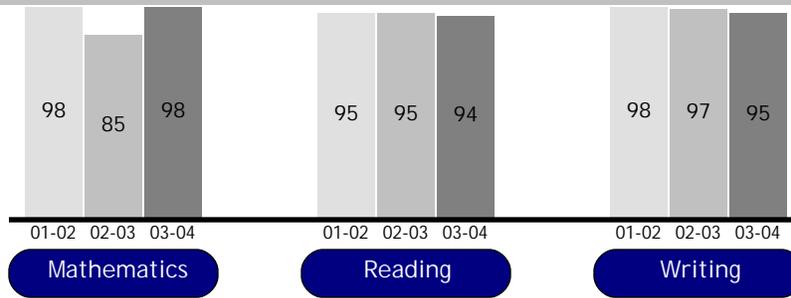
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	2754	76020	100	100	100	513	510	503	12	17	25	15	18	23	55	47	40	19	18	12
All Students (Prior Year)	74	2755	76202	100	100	100	526	513	505	0	11	19	9	20	24	61	51	46	30	18	11
Female	26	1335	37213	100	99	100	520	511	504	4	15	22	23	19	23	46	47	42	27	19	13
Male	49	1407	38666	100	99	100	509	509	501	16	19	29	10	16	22	59	48	38	14	17	12
African American	NC	84	3819	NC	95	100	NC	501	494	NC	24	37	NC	35	26	NC	31	31	NC	9	6
Hispanic	NC	537	29442	NC	98	99	NC	494	494	NC	40	37	NC	23	26	NC	31	31	NC	6	6
Asian/Pacific Islander	NC	75	1672	NC	99	99	NC	512	513	NC	13	12	NC	15	19	NC	48	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	496	489	NC	30	48	NC	21	25	NC	45	24	NC	3	3
White	69	1990	35890	100	99	100	514	514	511	12	11	15	14	16	20	54	52	48	20	21	18
Students with Disabilities	NC	372	9784	NC	100	100	NC	490	485	NC	46	58	NC	24	19	NC	25	19	NC	5	4
Students without Disabilities	68	2382	66236	100	98	99	516	512	504	6	14	23	13	17	23	60	49	42	21	19	13
Limited English Proficient Students	NC	271	15198	NC	89	100	NC	480	483	NC	67	59	NC	22	25	NC	9	14	NC	2	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	802	35703				NC	494	494	NC	37	37	NC	25	26	NC	33	31	NC	6	6
Non-Economically Disadvantaged	70	1952	40274				513	515	509	11	10	17	14	15	20	57	52	47	17	22	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	2748	75673	100	99	100	593	558	530	1	7	12	11	18	25	79	68	58	9	7	4
All Students (Prior Year)	74	2708	74692	100	99	99	546	519	502	2	10	18	3	22	27	70	56	47	25	12	8
Female	26	1333	37099	100	99	100	605	572	548	0	5	8	8	14	22	81	73	64	12	8	6
Male	49	1403	38441	100	99	99	587	543	513	2	9	16	12	22	29	78	64	52	8	5	3
African American	NC	83	3791	NC	94	99	NC	546	506	NC	5	18	NC	27	29	NC	63	50	NC	4	3
Hispanic	NC	535	29305	NC	98	99	NC	508	507	NC	17	16	NC	29	31	NC	51	51	NC	4	2
Asian/Pacific Islander	NC	75	1665	NC	99	99	NC	600	573	NC	0	6	NC	15	16	NC	75	67	NC	10	10
American Indian/Alaskan Native	NC	37	4707	NC	93	100	NC	533	492	NC	13	19	NC	22	33	NC	59	46	NC	6	1
White	69	1989	35760	100	99	99	596	568	550	1	5	9	10	15	21	78	73	64	10	7	6
Students with Disabilities	NC	369	9706	NC	100	100	NC	486	462	NC	22	36	NC	31	32	NC	46	31	NC	1	1
Students without Disabilities	68	2379	65967	100	98	99	605	564	536	0	5	10	6	17	25	84	70	60	10	7	5
Limited English Proficient Students	NC	269	15115	NC	88	100	NC	457	471	NC	30	26	NC	42	38	NC	28	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	800	35541				NC	511	504	NC	15	17	NC	29	31	NC	54	50	NC	2	2
Non-Economically Disadvantaged	70	1948	40091				595	574	550	1	4	9	10	15	21	79	73	64	10	8	6

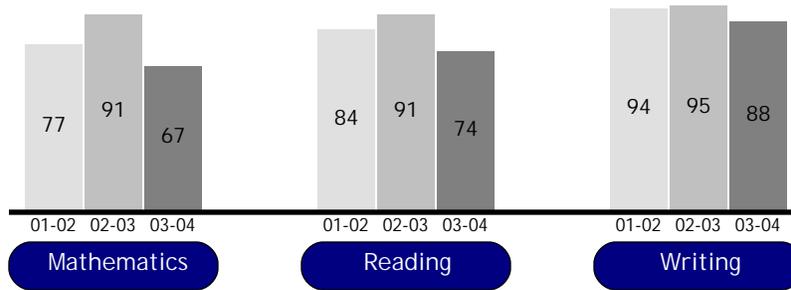
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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	100	73	54	44	93	78	61	50	95	82	NA	58
	Language	100	57	48	39	98	66	54	43	97	81	59	50
	Mathematics	100	70	57	52	100	80	67	57	100	89	68	64
3	Reading	100	70	55	43	99	80	60	47	100	78	NA	55
	Language	100	79	63	50	100	84	64	54	100	84	69	61
	Mathematics	100	79	61	50	97	86	66	54	100	86	69	61
4	Reading	100	75	63	47	100	78	65	52	97	86	NA	56
	Language	100	67	59	45	99	71	60	48	97	77	63	52
	Mathematics	100	77	65	52	99	83	69	57	97	88	72	61
5	Reading	100	76	62	46	99	72	64	50	100	77	NA	55
	Language	100	68	57	43	100	67	58	46	100	71	60	49
	Mathematics	100	81	68	54	100	83	69	57	100	85	72	63
6	Reading	100	82	65	49	99	81	67	53	99	83	NA	56
	Language	100	79	59	42	100	74	60	45	99	80	61	48
	Mathematics	100	91	73	58	100	89	74	62	99	93	76	66

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

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

Council Duties

- Ü Development of School Philosophy
- Ü Development of School Goals
- Ü Evaluation of Goal Progress
- Ü Parent/Educator Relations
- Ü Safety Issues
- Ü Approval of Extra-curricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	4.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	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	1	29	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	27
Core academic classes taught by Highly Qualified (NCLB) teachers.	62
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü High-tech Multimedia Library

Extracurricular Activities

- Ü Student Council (Grades 4-6)
- Ü Chorus (Grades 4-6)
- Ü Band/Strings (Grades 4-6)
- Ü Technology/Art/Drama/Science Club
- Ü After School Homework Help

Social Services

- Ü Pre-K - Core Knowledge Curriculum
- Ü Before/After School Day Care Program
- Ü Lunch Program
- Ü Breakfast Program
- Ü Counselor/Social Worker

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Continued excellent scores on Stanford 9 testing and AIMS. Student academic recognitions at district and state level.
- ü A+ School Achievement-Awarded by the Arizona Education Foundation. Desert Springs is one of 12 schools in the state of Arizona recognized with this distinguished award.
- ü Maricopa County Reading Recognitions. District and Arizona State finalist in Poetry and Art competition. Received first place past several years for environmental program. District, state and national recognition for PTA Reflections Program.
- ü Distinguished Teacher of the Year Recognition awarded by Paradise Valley United Parent Council.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	3	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	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	68	90
Grades 3-4	83	73
Grades 4-5	62	78
Grades 5-6	79	96

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

Desert Springs continues to develop a comprehensive prevention program to promote school safety and healthy living. Character Education is promoted with an emphasis on diversity, peer mediation/conflict resolution and community service.

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) :

1

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	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	W Olmut/D Dietrich	(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 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.

Footnotes

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 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.

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