

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Desert Arroyo Accelerated Middle School

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

Cave Creek Unified District  
33401 N. 56th Street, Cave Creek, AZ 85331  
Mailing Address: P.O. Box 426, Cave Creek, AZ 85327

Principal: Ms. Ann Orlando  
Schedule: 7:15 AM to 4:00 PM  
Web Address: [www.ccusd93.org](http://www.ccusd93.org)  
E-mail: [aorlando@ccusd93.org](mailto:aorlando@ccusd93.org)

Grades: 6-8  
2002 Enrollment: 602  
Phone: (480) 575-2300  
Fax: (480) 488-7059

## ∨ School Overview ∨

### Mission

As an Accelerated School, Desert Arroyo Middle School follows a national school improvement model that includes commitment to gifted instructional approaches with all students, reflective practice in teaching and learning, and a data-based model for program improvement. These goals are supported by a respect-centered school culture and strong family and community involvement in education.

### Organization and Philosophy

- w Accelerated Schools Model
- w Middle School Concept
- w Site-based Team Organization
- w Block Scheduling

### Instructional Programs

- w Powerful Learning (Accelerated Schools)
- w Workshop Approach in Reading and Writing
- w Reform Mathematics Program (CMP)
- w Differentiated Learning/Instruction
- w Service Learning
- w Scientific Research Excursions
- w Career Education/Awareness
- w On-site Special Education

### School/Academic Goals

- w To extend our commitment to the Accelerated Schools' goal of using gifted instructional approaches with all students; to refocus on Powerful Learning strategies; to study/use assessment to plan for differentiated instruction that aims 'at the top.'
- w To increase achievement in reading and writing through enhanced facility with a workshop approach; to extend our use of the Six Trait Writing Rubric as an instructional and assessment tool; to use strategies that foster engagement in deep reading.
- w To increase understanding and achievement by using manipulatives and problem-solving to transition to a reform-based mathematics program that is based on mathematical thinking and clear articulation of math concepts that underlie computation.
- w To continue to extend staff and student facility in the use of a respect-centered model for discipline and communication that yields, for students, strong decision-making skills and self-discipline; to extend a parent training series in this model.

### Enrollment

October 1, 2001 School Year Student Enrollment:	544
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	10

<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**

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

**Council Duties**

w Academic Program Issues  
 w Parent/Community Involvement  
 w Technology: Training/Integration  
 w School Climate/Safety  
 w Extracurricular Activities  
 w Parent/Educator Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	32.50
Other Professional Staff	2.60	Teacher Aide	3.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	9	2	1	0
7 to 9 years	3	4	0	0
10 or more years	5	6	0	0

∨ **Shared Responsibilities** ∨

**School**

Desert Arroyo reports regularly to parents through weekly academic progress reports, a daily homework hotline, monthly newsletters, weekly bulletins, semester parent conferences, course selection guides, student daily planners and site-based teams. High academic standards are evidenced through our 'no-fail' policy, which provides multiple support options to ensure academic success. High standards and a respect-centered approach to discipline and communication ensure a secure learning environment.

**Parents**

Desert Arroyo expects parents to be actively involved in their students' education by ensuring regular attendance; volunteering; using our homework hotline and web site; discussing academic reports with students; reading monthly newsletters and annual course guides; attending parent conferences; checking student daily planners; joining PTO and participating on school improvement cadres. We expect parents to learn with us as we undertake new academic initiatives.

∨ **Transportation Policy** ∨

Bus transportation is provided for all students residing more than one-half mile walking distance from an elementary campus and more than a mile from a secondary school. Transportation is provided throughout the district's 144 square miles from Jomax Road on the south to Jenny Lynn Road on the north and from 40th street on the west to 136th Street on the east. Special education transportation is also provided.

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### ∨ Calendar Information ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/14/02  
**Average Daily Instruction Time:** 6 hrs. 35 min.      **Last Day of School:** 5/24/02  
**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/16/02                      12/30/02                      3/19/03                      5/29/03

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#### Additional Calendar/Report Card Information

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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 - No                      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 20-acre Desert Education Preserve                      W Closed-circuit TV/Computer Network  
 W Library/Media Center                      W Fine Arts Center

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#### Extracurricular Activities

W National Junior Honor Society                      W Student Leadership Organization  
 W Art Club                      W Yearbook  
 W Habitat Club                      W Peer Mediation  
 W Interscholastic Athletic Program                      W Student-Interest Academies

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#### School/Community Resources

W Summer School Program                      W Academic Recovery Programs  
 W Summer Sports/Leisure Camps                      W Parent Teacher Organization  
 W Fine Arts Center Performing Arts Program                      W Annual Teacher Mini-grant Program  
 W Community Athletic Programs                      W Kids Count Volunteers

## ∨ 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 In the seventh year of Accelerated Schools' membership, school improvement cadres with school/community membership researched and implemented initial phase of Differentiated Learning and established first gifted, student-interest Academies.</p> <p>W Extended facility with math manipulatives for increased understanding; selected reform math program to focus on mathematical thinking and expression; developed continuous professional training and support for instruction in reform math program.</p> | <p>W Used Greater Phoenix Writing Project to extend knowledge and facility with workshop model in English; extended staff training in Six Trait model; used Six Trait rubric as instructional, as well as assessment, tool in cross curricular settings.</p> <p>W Extended staff training and facility in respect-centered model for discipline and communication; significantly reduced number of campus disciplinary incidents; offered parent training in this model; designated model as basis for character education.</p> |
|---|---|

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	11.7 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	8.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.3 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.7 %	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
3 National Board Certified Teacher; 2 NBPTS Candidates	2001
3 Teachers Nominated for Disney Teacher of the Year	2002
Community Education/Kiwanis Mini-grants to Teachers	2002
2 Grants: Safe Schools and AEA LIFT	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

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	213	520	12%	15%	52%	22%
	State	57484	504	24%	20%	40%	16%
Writing	School	204	511	4%	34%	59%	3%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	215	480	25%	39%	24%	13%
	State	57734	459	39%	40%	14%	7%

#### 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

<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												
6	Reading	98	75	53	100	70	54	100	75	53	95	68	54	100	75	56
	Language	98	67	41	100	61	44	100	68	44	95	63	45	100	66	47
	Mathematics	99	82	57	100	81	59	100	84	60	96	77	63	100	81	65
7	Reading	100	76	52	100	73	53	100	72	52	97	74	53	100	69	55
	Language	100	76	52	100	74	54	100	74	54	97	78	55	100	70	58
	Mathematics	100	68	53	100	70	55	100	80	56	96	82	58	99	74	60
8	Reading	99	78	54	100	75	54	100	73	53	96	73	55	97	72	56
	Language	99	76	46	100	72	49	100	74	49	96	72	50	97	75	52
	Mathematics	100	71	52	100	68	54	100	75	56	97	77	58	98	80	59

## ∨ 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 5-6</b>	<b>69</b>	<b>77</b>
<b>Grades 6-7</b>	<b>75</b>	<b>67</b>
<b>Grades 7-8</b>	<b>69</b>	<b>73</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

Desert Arroyo Middle School continues to increase staff and student training and facility with a Respect-Centered model for discipline and communication. The goal is to provide students with choices that lead to good decision-making and to the development of self-discipline. The Mini-Town program and Peer Mediation enhance the Respect-Centered model by providing options for conflict resolution. A comprehensive crisis management plan ensures a safe, secure environment for learning.

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	\$3,081	\$1,596,500
Classroom Supplies	\$55	\$28,280
Administration	\$681	\$353,102
Support Services-Students	\$228	\$118,300
Other Support Services and Operations	\$970	\$502,809
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$5,016</b>	<b>\$2,598,991</b>

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.

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.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Ann Orlando	(480) 575-2305	
<b>Transportation Policy</b>	Tom Elliott	(480) 575-2020	
<b>Community Resources</b>	Jeri Robertson	(480) 575-2063	
<b>School Nutrition Programs</b>	Deborah Silver	(480) 575-2437	
<b>Parent Organization</b>	Stephanie Reese	(480) 595-5583	
<b>Student Health/Nurse</b>	Nancy Smith	(480) 575-2302	

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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