



Desert Sun Elementary School
Cave Creek Unified District
 27880 N. 64th Street, Cave Creek, AZ 85331
 P.O. Box 426, Cave Creek, AZ 85327-0426

ARIZONA
 School Report Card
 2000-2001

Principal: Mrs. Nancy Shaver
Schedule: 8:00 AM to 4:30 PM
Web Address: www.ccusd.k12.az.us
E-mail: www.ccusd.k12.az.us

Grades: Pre-K-5
1999 Enrollment: 676
Phone: (480) 575-2900
Fax: (480) 502-2364

∨ School Overview ∨

Mission

2000-01 will be Desert Sun's sixth year as a school. We opened at our new site in January 2000. Our mission is to create an enriching environment that inspires students to develop the skills necessary to accept the academic and social challenges of life. We promote high academic standards in self-contained classroom settings. Our total program includes art, computers, music, Spanish and PE.

Organization and Philosophy

- w Self-contained Classrooms
- w Team Teaching
- w Traditional
- w Parental Involvement

School/Academic Goals

- w Provide positive and safe school climate for students, staff and parents to foster improved student achievement.
- w To improve student achievement assisted by the use of technology.

Instructional Programs

- w Spanish
- w Art
- w Music/Chorus/Band
- w Physical Education
- w ESL/LEEP
- w Gifted
- w On-site Special Education
- w Special Education Preschool

- w Students will demonstrate no less than a year's growth in the areas of math, reading and writing.

Enrollment

2000-2001 School Year Student Enrollment as of 8/21/00:	731
Accepting New Students in 2000-2001 Under Open Enrollment Law ¹ :	No
Number of Students Attending Under Open Enrollment in 1999-2000:	27

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

Council Duties

w School Climate
 w Parent Involvement/Volunteers
 w Technology
 w Instructional Strategies
 w Curriculum Development
 w School Safety Issues

∨ Staffing Information ∨

School administration and instruction for school year 2000-2001 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	3.00	Teacher Aide	13.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ Shared Responsibilities ∨

School

Desert Sun provides a parent handbook outlining the school's programs and procedures. We publish a weekly newsletter highlighting the school and future events. High academic expectations are held and student progress is reported four times during the year. At the end of two of these reporting periods, parent-teacher conferences are held. Desert Sun provides a safe, secure environment in which all students can learn to the best of their ability.

Parents

Desert Sun expects parents to be involved in the education of their children by staying informed of school programs, procedures and events. Parents are responsible for attendance, appropriate dress, a balanced diet and proper immunization. Parents also help by monitoring their student's homework and supporting the discipline program. Desert Sun has an active PTO which encourages parental involvement with the school. Together we shine!

∨ Transportation Policy ∨

Bus transportation is provided for all students residing more than one-half mile walking distance from an elementary campus and more than one 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 40th Street on the west to 136th Street on the east. Special Education transportation is also provided.

∨ Calendar Information ∨

Number of Instruction Days:	175	First Day of School:	8/21/00
Average Daily Instruction Time:	5 hrs. 30 min.	Last Day of School:	5/24/01
Number of Year-round Tracks:	0	Operates on Traditional Schedule	

Report Card Release Dates

10/25/00 1/10/01 3/21/01 5/24/01

Additional Calendar/Report Card Information

Conferences are held twice a year to review student progress with parents. Teachers are always available to discuss student progress with parents.

∨ Resources Available at School Site ∨

Nutrition and Limited English Proficient Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - No

Limited English Proficient programs³ available to eligible students:

Bilingual - No ESL - Yes ILEP - Yes

² 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.

³ Limited English Proficient (LEP) means having a low level of skill in comprehending, speaking, reading and writing the English language because of being from an environment in which another language is spoken. LEP students are eligible to participate in one of the programs that follow. English as a Second Language (ESL): Students are given daily instructions in English language development and cognitive and academic skills development in English, as well as instruction in the history and culture of the United States and the culture associated with their primary home language. Bilingual: Students are given instruction in and through English and their primary home language to increase dual language proficiency and academic achievement. Individual Language Education Program (ILEP): Each school district having nine or fewer LEP pupils in any kindergarten program or grade in any school shall provide these LEP pupils with either a bilingual program or ESL program or shall provide an ILEP for each of these pupils that provides a plan for meeting the cultural and linguistic needs of the pupil. An ILEP consists of a systematic, individualized program of instruction designed to ensure equal educational opportunities for the pupil by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary home language for subject matter instruction.

Special Facilities

W Access to Desert Education Center
W Recreational Activities

W Access to Fine Arts Center
W Counseling Services

Extracurricular Activities

W Community Education Tutoring/Enrichment
W Band
W Geography Bee
W Miler's Club

W Student Council
W Chorus
W Spelling Bee

School/Community Resources

W Day Care
W Breakfast Program
W Recreational Activities
W Kids Count/Volunteers

W Afterschool Program
W Lunch Program
W Scouts
W Parent Teacher Organization

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 1999-2000.

1999-2000 School Achievements/Accomplishments

- W Accomplished a very successful mid-year move to a new school site. W Established the first PTO in the district.
- W One teacher achieved National Board Certification. W School staff qualified for district incentive pay.

Student Information: 1999-2000 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.5%	94.7%	93.4%	94.1%
Transfers Out ⁴	7.2%	13.2%	12.2%	12.7%
Transfers In ⁵ : Within District	0.3%	2.2%	1.8%	2.1%
Transfers In ⁵ : Out-of-District	6.7%	5.9%	5.5%	5.8%
Promotion Rate ⁶	99.7%	97.7%	95.4%	82.3%
Retention Rate ⁷	0.3%	1.4%	2.4%	5.1%
Dropout Rate ⁸	NA			12.2%
Status Unknown ⁹	NA			7.0%

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 1999-2000 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 1999-2000 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 1999-2000 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 1999-2000 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 1999-2000 school year.
- ⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1998-1999 school year, to include activity during the summer of 1998. 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 1999-2000 is not yet available.
- ⁹ Status Unknown: Percentage of students unaccounted for by any method during the 1998-1999 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

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

<u>Award/Honor</u>	<u>Year</u>
National Board Certification	1999
Employees of the Month (2)	1997
Employees of the Month (2)	1998
HUG Award Winners (4)	1999

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is a test designed to measure each student's progress in learning the Arizona Academic Standards. Effective with the Class of 2002 (tenth graders in 1999-2000), students must meet or exceed the Standard on the reading and writing portions of AIMS in order to be eligible for a high school diploma. Students in the class of 2004 must also pass the math portion as a graduation requirement. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing or math will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5 and 8 will also take AIMS.

AIMS Results, 1999-2000

Grade 3		Number Tested	MS	FFB ¹	A ¹	M ¹	E ¹
Reading	School	104	546	2%	9%	46%	43%
	District	299	541	2%	9%	48%	41%
	State	60290	518	12%	18%	45%	25%
Writing	School	103	559	2%	3%	78%	17%
	District	294	548	3%	7%	77%	13%
	State	59162	524	14%	19%	59%	8%
Mathematics	School	104	517	6%	23%	44%	27%
	District	300	517	5%	23%	47%	25%
	State	60159	497	17%	35%	33%	15%

Legend

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

Grade 5

Reading	School	121	513	3%	17%	60%	21%
	District	345	517	4%	17%	57%	22%
	State	60658	509	16%	20%	46%	19%
Writing	School	116	525	1%	31%	67%	1%
	District	336	524	4%	28%	66%	2%
	State	59560	498	21%	33%	45%	1%
Mathematics	School	118	521	3%	26%	33%	38%
	District	342	509	8%	33%	32%	27%
	State	60981	488	24%	38%	23%	16%

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

²Class of 2002 is the cohort of students who began 9th grade during the 1998-1999 school year.

Items of data containing information about fewer than five 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 2000-01 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 ∨

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores 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 five 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

		1996-1997			1997-1998			1998-1999			1999-2000		
Grade	Content Area	%	Score	AZ									
2	Reading	--	--	--	--	--	--	100	70	50	100	74	52
	Language	--	--	--	--	--	--	100	64	40	100	69	43
	Mathematics	--	--	--	--	--	--	100	74	51	100	83	55
3	Reading	100	63	44	100	65	47	100	69	47	100	68	48
	Language	100	65	45	100	70	49	100	75	51	100	77	54
	Mathematics	100	51	41	100	61	46	100	71	49	100	69	52
4	Reading	100	77	52	100	73	53	100	73	54	100	72	54
	Language	100	61	45	100	64	47	100	61	49	100	63	48
	Mathematics	100	69	48	100	65	51	100	60	54	100	70	55
5	Reading	100	71	50	97	74	51	100	69	51	100	71	51
	Language	100	54	40	98	65	42	100	54	44	100	66	45
	Mathematics	100	70	47	97	79	51	100	71	54	100	74	55

∨ 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 1999 and 2000. 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 2000. Average student growth over the course of the past academic year is compared to a national average in the table below. One hundred percent (100%) indicates that students in a particular grade level at the school have achieved an average amount of growth compared to a national sample. A percentage greater than 100 percent indicates student growth was greater than the national average.

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

	Reading	Math
	Percentage of Expected Gain	Percentage of Expected Gain
Grades 2-3	94	98
Grades 3-4	139	105
Grades 4-5	117	175

*Less than 8 students matched

**Less than 25% of 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 orderly environment for learning. The *2000 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

The citizenship program is designed to promote a positive, safe learning environment for all students. We have counseling services available for students and their families. The DARE Program is used by the fifth grade.

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

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,106	\$1,326,734
Classroom Supplies	\$50	\$31,450
Administration	\$125	\$78,758
Support Services-Students	\$312	\$196,708
Other Support Services and Operations	\$1,005	\$632,907
Total Expenditures- All Categories 1999-2000	\$3,598	\$2,266,558

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 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.

▽ Classroom Enhancement Funds 1999-2000 ▽

For fiscal year 1999-2000, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, Arizona Revised Statutes, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 1999-2000 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$93,456.01 [\$18.48 per Student x Enrollment (ADM)].

Enhancement Programs	Amount Spent
Classroom Teacher Salaries	\$15,887.00
Employing New Teachers	
Teacher Training and Development	
Classroom Technology	
Strengthening K-3 Programs	
Additional School Days	
Support Programs to Meet State Standards	
Reading Clinics	
Achieving/Maintaining School Sizes for Fewer Than 450 Pupils	

Total Amount of Classroom Enhancement Funds Expended at the School Level \$15,887.00

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Nancy Shaver	(480) 575-2900	
Transportation Policy	Tom Elliott	(480) 575-2081	
Community Resources	Jeri Robertson	(480) 575-2063	
School Nutrition Programs	Debbie Silver	(480) 575-2437	
Parent Organization	Debbie Feibus	(480) 575-2906	
Student Health/Nurse	K. Lou Bondietti-Odell	(480) 575-2902	

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 <http://www.ade.state.az.us/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."