

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Desert Foothills Middle School

Washington Elementary District
3333 W. Banff, Phoenix, AZ 85053-4723

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

Principal: Mr. Kenneth C. Wamsley
Schedule: 8:00 AM to 4:00 PM
Web Address: www.wesd.k12.az.us
E-mail: kwamsle@df.wesd.k12.az.us

Grades: 7, 8
2002 Enrollment: 920
Phone: (602) 896-5500
Fax: (602) 896-5520

∨ School Overview ∨

Mission

Desert Foothills provides an effective 7th and 8th grade instructional program which prepares students for high school. Our instructional program teaches students to read, write, think, communicate and be responsible. An experienced teaching staff provides for the delivery of the core academic and elective classes. A program of services meets the special learning needs of students including Learning Disabled, Emotional Disabled and Gifted. We also provide speech, vision and hearing resources.

Organization and Philosophy

- w Departmentalized Classrooms
- w High Expectations for Learning
- w Ability Level Classes
- w Exploratory Elective Classes

Instructional Programs

- w Comprehensive Curriculum
- w Drug/Alcohol/Tobacco Prevention Programs
- w Programs for English Language Learners
- w Gifted Programs
- w Technology Programs
- w Skills Classes
- w On-site Special Education Classes
- w Research Skills Taught and Emphasized

School/Academic Goals

- w To initiate the implementation of the renewed Science curriculum by demonstrating an understanding of the meaning of the objectives and tasks and selecting materials that focus on an inquiry-based process.
- w To continue the implementation of district and state assessments by accurately administering them, interpreting their results to plan/modify instruction, and developing and utilizing efficient record keeping strategies.
- w To continue the implementation of appropriate instruction for English Language Learners by utilizing assessment results to plan and make instructional decisions and by using the strategies of co-teaching and peer modeling to provide instruction.
- w To continue to design and implement lesson plans and classroom activities that address the needs of the diverse learner.

Enrollment

| | |
|--|-----|
| October 1, 2001 School Year Student Enrollment: | 913 |
| Accepting New Students in 2002-03 Under Open Enrollment Law ² : | Yes |
| Number of Students Attending Under Open Enrollment in 2001-02: | 19 |

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)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w To facilitate school improvement
- w To address short-term needs
- w To develop increased communication
- w To facilitate budget development
- w To engage in team growth
- w To facilitate staff selection

∨ **Staffing Information** ∨

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

| Position | Number | Position | Number |
|--------------------------|--------|--------------|--------|
| Administrator | 2.00 | Teacher | 52.00 |
| Other Professional Staff | 6.00 | Teacher Aide | 8.00 |

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

| Experience | Degree | | | |
|------------------|------------|----------|-----------|-------|
| | Bachelor's | Master's | Doctorate | Other |
| 3 or fewer years | 8 | 1 | 0 | 0 |
| 4 to 6 years | 4 | 2 | 0 | 0 |
| 7 to 9 years | 0 | 1 | 0 | 0 |
| 10 or more years | 12 | 24 | 0 | 0 |

∨ **Shared Responsibilities** ∨

School

Desert Foothills is committed to providing environments in which all children can learn and where decisions are made in the best interests of children. We will uniquely exhibit the following qualities: A positive, productive, clean, safe environment; supportive, consistent leadership; focused, effective instructional practices; consistent, systematic monitoring of student progress; a parent and community service orientation; and opportunities for professional and personal development.

Parents

Parents have the responsibility to show a genuine interest in their student's progress each day and praise them for progress shown. Parents need to encourage the qualities of responsibility, self-discipline, and love of learning by example and practice. Parents need to work cooperatively with our teachers to see that students are accountable for their homework.

∨ **Transportation Policy** ∨

The safe transportation of students to and from school is the primary function of the Transportation Department. Bus riding is a privilege extended to students through Board policy. Students are to conduct themselves while on the bus, before boarding the bus, and after leaving the bus, in a manner consistent with established bus safety standards. Students shall conform with all policies and regulations relating to conduct on school buses.

∨ Calendar Information ∨

| | | | |
|--|---------------|-----------------------------|---------|
| Number of Instruction Days: | 177 | First Day of School: | 8/19/02 |
| Average Daily Instruction Time: | 6 hrs. 9 min. | Last Day of School: | 5/30/03 |

Operates on Traditional Schedule

Report Card Release Dates

| | | | |
|----------|---------|---------|---------|
| 10/23/02 | 1/15/03 | 3/26/03 | 5/30/03 |
|----------|---------|---------|---------|

Additional Calendar/Report Card Information

Mid Term Grades are released at the midpoint of each 9 week grading period. Our midterms are mailed home on the following dates. September 20th, November 20th, February 14th, April 25th.

∨ 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 Art/music/PE facilities | W Computer/technology/science labs |
| W Library/media center | W Multipurpose facility |

Extracurricular Activities

| | |
|---------------------------------|--------------------------|
| W After-school Remedial Classes | W Student Council |
| W Yearbook | W Honor Choir |
| W Cheerleading | W Interscholastic Sports |
| W Pom Line | W School Newspaper |

School/Community Resources

| | |
|------------------------|-------------------------------|
| W Lunch Program | W Breakfast Program |
| W PTO | W Health Services |
| W Counseling Services | W Recreational Activities |
| W Afterschool Programs | W Community Education Classes |

∨ 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 During the 2000-01 school year, Desert Foothills implemented the seven strands of the Language Arts Curriculum: Reading, writing, spelling, handwriting, speaking, listening, and critical viewing.</p> | <p>W During the 2000-01 school year, Desert Foothills implemented activities designed to teach the appropriate administration of the new reading assessment.</p> |
| <p>W During the 2001-02 school year, Desert Foothills implemented instructional strategies appropriate for teaching English Language Learners.</p> | <p>W During the 2001-02 school year, Desert Foothills designed and implemented lesson plans and classroom activities to meet the needs of the diverse learners.</p> |

Student Information: 2001-02 Student Activity Rates

| | School | Arizona | | |
|--|--------|---------|--------|--------|
| | | K-6 | 7-8 | 9-12 |
| Attendance Rate | 94.0 % | 95.0 % | 94.0 % | 94.0 % |
| Transfers Out ⁴ | 13.4 % | 19.6 % | 19.5 % | 20.5 % |
| Transfers In ⁵ : Within District | 3.7 % | 2.7 % | 2.2 % | 2.0 % |
| Transfers In ⁵ : Out-of-District | 8.9 % | 9.7 % | 9.6 % | 9.5 % |
| Promotion Rate ⁶ | 97.6 % | 98.4 % | 97.8 % | 94.8 % |
| Retention Rate ⁷ | 2.4 % | 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 |
|-----------------------------|------|
| Golden Gator Award | 2001 |
| Golden Gator Award | 2000 |
| Knowledge Masters Champions | 1998 |
| Renaissance School | 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

| Grade 8 | | Number Tested | MS | FFB | A | M | E |
|-------------|--------|---------------|-----|-----|-----|-----|-----|
| Reading | School | 405 | 512 | 12% | 23% | 49% | 17% |
| | State | 57484 | 504 | 24% | 20% | 40% | 16% |
| Writing | School | 411 | 494 | 12% | 45% | 42% | 1% |
| | State | 55420 | 493 | 15% | 42% | 41% | 2% |
| Mathematics | School | 421 | 456 | 38% | 48% | 11% | 2% |
| | 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 |

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 |
| 7 | Reading | 94 | 59 | 52 | 74 | 62 | 53 | 91 | 59 | 52 | 92 | 64 | 53 | 88 | 60 | 55 |
| | Language | 93 | 65 | 52 | 77 | 58 | 54 | 94 | 54 | 54 | 93 | 64 | 55 | 88 | 57 | 58 |
| | Mathematics | 91 | 67 | 53 | 74 | 66 | 55 | 92 | 60 | 56 | 95 | 68 | 58 | 89 | 65 | 60 |
| 8 | Reading | 89 | 61 | 54 | 77 | 63 | 54 | 89 | 59 | 53 | 93 | 58 | 55 | 96 | 58 | 56 |
| | Language | 90 | 58 | 46 | 80 | 50 | 49 | 96 | 46 | 49 | 97 | 48 | 50 | 96 | 50 | 52 |
| | Mathematics | 87 | 69 | 52 | 78 | 69 | 54 | 90 | 63 | 56 | 94 | 62 | 58 | 95 | 66 | 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 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 6-7 | 75 | 73 |
| Grades 7-8 | 66 | 76 |
| *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

Washington School District schools have crisis management guidelines and a comprehensive safety plan designed to inform and assist staff and students in the event of a crisis or an emergency. Our District's Crisis Manual contains vital information necessary to assist in any emergency situation from Africanized bees to bomb threats. Each school and the district office have trained Crisis Response Teams that can be mobilized in the event of an emergency to assist students, staff, and families.

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

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 | \$3,454 | \$2,947,829 |
| Classroom Supplies | \$40 | \$34,249 |
| Administration | \$449 | \$383,174 |
| Support Services-Students | \$137 | \$117,291 |
| Other Support Services and Operations | \$617 | \$526,347 |
| Total Expenditures- All Categories 2000-2001 | \$4,698 | \$4,008,890 |

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 |
|----------------------------------|-----------------|----------------|-----------|
| School Site Council | Kenneth Wamsley | (602) 896-5500 | |
| Transportation Policy | Bob Allen | (602) 896-5270 | |
| Community Resources | Nedda Shafir | (602) 896-2669 | |
| School Nutrition Programs | Dave Caldwell | (602) 896-6803 | |
| Parent Organization | Terri Uthe | (602) 896-5500 | |
| Student Health/Nurse | Susan Murphy | (602) 896-5510 | |

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.

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