

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Desert Winds Elementary School

Marana Unified District  
12675 W. Rudasill Road, Tucson, AZ 85743-9724

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

**Principal:** Mrs. Carolyn Dumler

**Schedule:** 7:30 AM to 4:00 PM

**Web Address:** [www.maranausd.org/DW](http://www.maranausd.org/DW)

**E-mail:** [C.M.Dumler@maranausd.org](mailto:C.M.Dumler@maranausd.org)

**Grades:** K-3

**2002 Enrollment:** 539

**Phone:** (520) 616-4000

**Fax:** (520) 616-4049

## ∨ School Overview ∨

### Mission

Our mission is to motivate students to achieve their maximum potential and become lifelong learners. We will inspire staff, families, community and students to communicate and collaborate in developing and implementing a comprehensive educational program. We dedicate ourselves to providing a secure, nurturing and attractive environment for all.

### Organization and Philosophy

- w Looping Classrooms
- w Self-contained Classrooms
- w Child-centered
- w Collaborative Teaching

### Instructional Programs

- w On-site Special Education
- w Title I Program
- w Intensive Tutoring
- w Reading Lab
- w Gifted Education
- w Sheltered English Immersion
- w Preschool for 3- and 4-year-olds
- w Counseling Services

### School/Academic Goals

- w We will continue to support literacy through a variety of appropriate activities, emphasizing improvement in oral language. Specific strategies will be implemented in each classroom. Training and discussion sessions will be provided for teachers.
- w Various activities will be implemented to develop mathematical language at all grade levels. Students will progress from oral to written mathematical language. The language of problem solving will be a particular emphasis.
- w We will increase knowledge of technological opportunities in order to enhance student learning. Students will have opportunities to acquire knowledge of operating technology and to access a variety of technologically-based learning experiences.
- w We are committed to motivating students through attendance awards, Ernie coupon drawings, and "Hero of the Month" recognition. We will also provide motivational assemblies and guest speakers.

### Enrollment

October 1, 2001 School Year Student Enrollment:	542
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	14

<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)
- 6 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Surveying Parents and Staff
- w Writing School Goals
- w Providing Parent and Staff Training
- w Writing School Improvement Plan
- w Increasing Parental Involvement
- w Improving School Pride

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.50	Teacher	29.70
Other Professional Staff	1.83	Teacher Aide	6.00

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

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

∨ **Shared Responsibilities** ∨

**School**

Staff is committed to providing a learning environment in which academic, social and physical skills are developed. Students are prepared to be responsible, productive and competent in those areas needed for further academic and vocational study. Services will be provided to meet the varied needs, interests and abilities of students. The school has the responsibilities to set high academic standards, to set goals and expectations for students and to provide regular home/school communications.

**Parents**

Parents of Desert Winds students are responsible for reporting student attendance and providing proper clothing and nourishment for their children. Parents are expected to maintain a line of communication with their child's teacher by attending Open House and Parent/Teacher Conferences, by responding to weekly reports, and by returning the school folder each day. Parents should reinforce classroom and school policies and procedures, discussing any areas of concern with appropriate personnel.

∨ **Transportation Policy** ∨

The safe transportation of school children is a vital concern to parents, school officials, district employees, the public and the students themselves. We are dedicated to the selection, training, supervision and retention of professional staff members committed to the operation of a modern, efficient and safe transportation system. The district provides bus transportation to students not within walking distance of the school.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/15/02
<b>Average Daily Instruction Time:</b>	5 hrs. 15 min.	<b>Last Day of School:</b>	5/22/03

**Operates on Trimester Schedule**

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#### Report Card Release Dates

11/13/02	2/26/03	5/28/03
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### Additional Calendar/Report Card Information

We have adopted a standards based reporting system for grades K-6. The purpose of the Standards Report is to inform parents of their student's progress on the Arizona Academic State Standards. The three major subject areas--reading, writing and math--include specific performance objectives to be mastered at each grade level. Reports will be marked using the FAME scale. Separate scores will be given for effort and other behaviors that promote learning.

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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 - Yes      Lunch - Yes      Summer Food - Yes

<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 Computer Lab	W Performance Stage
W Preschool on Campus	W Learning Resource Center

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#### Extracurricular Activities

W Library Club	W Afterschool Tutoring
W Community Schools	W Student Council
W Pima County Parks & Recreation	W Peace Patrol

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#### School/Community Resources

W Counseling Services	W Crisis Intervention
W Parenting Classes	W Afterschool Program
W Child Care	W Recreational Activities
W Breakfast/Lunch Program	W Resource/Wellness Center

## ∨ 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 Teachers attended workshops to increase strategies for teaching writing. Topics included the writing process, Six Traits of Writing, and writing portfolios. Implementation resulted in a higher percentage of students passing AIMS.</p>                   | <p>W A Math Advocate presented strategies and materials to teachers. Family Math Night assisted parents in adapting math to real-life situations and promoted critical thinking skills. Students performance on AIMS increased as a result.</p> |
| <p>W A consistent number of computers and printers were made available in each classroom for student use. Teachers attended workshops and implemented the CCC software to increase student achievement. Students learned to create PowerPoint presentations.</p> | <p>W Student attendance continued to improve as a result of programs to target and motivate specific students. Honors Table and Ernie Bucks reinforced positive behaviors and as a result, disruptive behavior decreased.</p>                   |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	21.0 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.2 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	10.3 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.9 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.1 %	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
Two Staff Members recognized as MUSD Heroes	2002
Three Staff Members recognized as MUSD Heroes	2001
3rd Grade Winner in Desert Museum Poetry Contest	2001
3rd Grade State Winner in Poetry Contest	2000

## ∨ 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 3		Number Tested	MS	FFB	A	M	E
Reading	School	155	526	10%	10%	47%	34%
	State	58840	524	9%	17%	45%	29%
Writing	School	154	542	10%	8%	64%	17%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	153	542	5%	14%	37%	44%
	State	59030	517	11%	27%	35%	27%

#### Legend

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

<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												
1	Reading	--	--	--	--	--	--	--	--	--	88	57	60	--	--	--
2	Reading	--	--	--	93	39	50	100	54	52	84	49	53	96	52	57
	Language	--	--	--	95	36	40	100	52	43	88	44	44	91	50	48
	Mathematics	--	--	--	96	37	51	99	60	55	86	57	57	93	62	61
3	Reading	95	47	47	98	53	47	89	50	48	94	51	50	84	51	50
	Language	95	47	49	97	63	51	89	62	54	89	51	56	83	53	57
	Mathematics	94	49	46	97	67	49	95	73	52	96	52	54	87	59	56

## ∨ 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 2-3</b>	<b>64</b>	<b>71</b>
<b>Grades 3-4</b>	<b>***</b>	<b>***</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 Winds is a K-3 school. We promote a safe environment so that learning may take place. Eight life skills are taught, including responsibility, respect, honesty and cooperation. Students earn school Ernie Eagle coupons for positive behavior. Each teacher prepares and follows a classroom discipline plan. A strong district Discipline Policy is in effect. All visitors are required to sign-in and wear a badge. Students are not released except to an authorized adult.

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	\$2,260	\$1,288,651
Classroom Supplies	\$22	\$12,282
Administration	\$387	\$220,722
Support Services-Students	\$307	\$175,130
Other Support Services and Operations	\$828	\$471,903
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,804</b>	<b>\$2,168,688</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>	Carolyn Dumler	(520) 616-4000	
<b>Transportation Policy</b>	Bob Thomas	(520) 682-4707	
<b>Community Resources</b>	Kim Holaway	(520) 616-4509	
<b>School Nutrition Programs</b>	Aramark Food Services	(520) 682-4737	
<b>Parent Organization</b>	Carolyn Dumler	(520) 616-4000	
<b>Student Health/Nurse</b>	Janet Riechers	(520) 616-4012	

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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