



Complex Solutions

A Community Approach

April 14, 2008



Alternate Option for the Coronado Complex

- The SUSD has projected serious financial shortfalls for its upcoming budget cycles
- Pima has been targeted as an option for closing in an effort to save money
- The Protect Pima Team has fully immersed itself into the situation and has formulated the following solution

Overview

- One of the key issues facing the Coronado Complex is a temporary declining student population caused by past market factors that are currently correcting themselves in our southern Scottsdale community
- To rally around this correction and to solve some of the SUSD budget issues, a Kindergarten-through-Eighth Grade (K-8) configuration should be implemented right away
- A return to the original K-8 model and a plan to revert/rebuild Hohokam, Pima, Tonalea, and Yavapai to "green" K-8 facilities
- This provides both short-term and long-term solutions to SUSD and our southern Scottsdale schools with **zero student displacement**
- The plan includes the transition of Supai Middle School to a K-8 facility that will reduce the significant loss of SUSD students that has historically been seen in our complex's middle school transitions
- This plan will also ease District financial concerns and enhances the community focus/interest in our neighborhood schools



Step 1:

- Begin modification to Hohokam, Pima, Tonalea and Yavapai to conform to K-8. These minimal modifications can begin as early as this summer and throughout the 2008/2009 school year



Step 2:

- Starting in 2009/2010 Supai will only house 8th grade students
- Hohokam, Pima, Tonalea and Yavapai will retain their 7th graders
- Work begins on Supai to adjust to K-8 configuration

Step 3:

- Starting in 2010/2011 the entire administration staff, teachers and students of Tonalea move into Supai making it a model Tonalea–Supai K-8 facility

Step 4:

- In 2010/2011 the entire administration staff, teachers and students of Hohokam will utilize Tonalea as a holding school
- Hohokam is razed and rebuilt as a K-8 elementary school similar in model to Tonalea-Supai



Step 5:

- In 2011/2012 Hohokam moves back into their new K-8 facility
- Revenue generating options for the former Tonalea site are explored
- Pima shares Hohokam's facility for sports
- Yavapai continues to share Tonalea-Supai's sports facilities



Outcome

- The solution is viable with significant financial and community benefits, both short and long-term
- Closing an elementary school in southern Scottsdale is NOT viable and will reap minimal cost savings when considering the overall scope of such a drastic measure
- K-8 is a real solution at the right time that our community overwhelmingly supports



Positive Impacts –

- Provides excellent schools in redeveloping area
- Ensures neighborhood schools
- Return of our own children from private, charter and home school education
- Provides stability by focusing on teaching and learning vs. declining resources
- Enhances educational programs in the Coronado complex



Community- Neighborhood School

What is a "Community-Neighborhood" School?:

- By definition: An elementary school that draws the majority of its students from the surrounding area

The Benefits of Community–Neighborhood schools?

- Build strong communities that reflect the standards and interests of its families
- Create environments that make it easier for families to be involved with their child's education, find support, and create lasting bonds
- Develop a true sense of community and neighborhood pride



SUSD's Goal

- 100% EXCELLING SCHOOLS!

Where students thrive, they EXCEL

- The State of Arizona uses a rating system for schools called Arizona LEARNS (AZ LEARNS). The overall performance levels for each school are described by profiles. The profiles for elementary and middle schools are based on multiple indicators:
 - AIMS test results indicated through percent of students passing the AIMS test and improvement or decline of AIMS scores over three years
 - Measure of Academic Progress (MAP) results indicating percent of students in each grade making year-to-year academic progress
 - Adequate Yearly Progress (AYP) status

Terms

- **Excelling** — Significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.
- **Highly Performing** — Above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.
- **Performing Plus** — Above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.
- **Performing** — Meets state performance goals.
- **Underperforming** — Needs to meet state performance and state progress goals.
- **Failing**

Coronado Complex Elementary Schools' Ratings

- **Pima Elementary School** 2008 Excelling, 2007 Excelling, 2006 Excelling, 2005 Excelling
[2007 Report Card](#)
- **Tonalea Elementary School** 2008 Highly Performing, 2007 Performing Plus, 2006 Performing Plus, 2005 Performing
[2007 Report Card](#)
- **Hohokam Elementary School** 2008 Performing Plus, 2007 Performing Plus, 2006 Performing, 2005 Performing
[2007 Report Card](#)
- **Yavapai Elementary School** 2008 Performing, 2007 Performing Plus, 2006 Performing Plus, 2005 Performing
[2007 Report Card](#)

Coronado Complex Middle School Rating

- **Supai Middle School** 2008 Performing (AYP not met)**, 2007 Performing (AYP not met, warning year)**2006 Performing, 2005 Performing

[2007 Report Card](#)

Where are SUSD enrollment numbers decreasing

- The declining enrollment from 6th grade (in a K-6 school) in one year to 7th grade (in a middle school) in the subsequent year. In the Coronado complex the attrition rate averages over 15% a year based on statistics from the last three years. That translates to an average of 47 students per year (61 in total from 06/07 to 07/08)

Transitional Enrollment Analysis 6th Grade to Middle School 7th Grade Coronado Complex

School	2007/2008	2006/2007	2005/2006	2004/2005
Hohokam 6th Grade Enrollment		77	66	56
Pima 6th Grade Enrollment		90	108	69
Tonalea 6th Grade Enrollment		68	61	62
Yavapai 6th Grade Enrollment		109	94	74
Total 6th Grade Enrollment		344	329	261
Supai 7th Grade Enrollment	283	300	211	
	↓	↓	↓	
Decline in Enrollment	61	29	50	
Decline in Enrollment as a %	18%	9%	19%	
3 Year Average Decline in Enrollment:		47	Per Year	
3 Year Average Decline in Enrollment:		15%	Per Year	

Statistics based on student numbers from AIMS and Stanford 9 Test Results

Projected Cost Analysis

- Using the Blue Ribbon Advisory Council's numbers there is a projected loss of 130 students each year by implementing the consolidation of Pima into Hohokam and Navajo
- Assuming these 130 go outside the district (private, charter, or home), that is a projected **loss** of **\$780,000** in revenue (using approx \$6,000 per student in State funding) to save *\$950,000* in operating costs.
- Realizing in a net saving of only **\$170,000** per year

Comparative Analysis- Projected Enrollment Numbers With Consolidation of Pima vs. Without Consolidation of Pima

School	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
Renovated w/Consolidation of Pima:					
Navajo/Pima	760	745	742	741	745
Hohokam/Pima	752	735	745	738	751
Total	1512	1480	1487	1479	1496
Without Consolidation (as is)					
Pima	662	662	645	626	623
Navajo	471	457	462	472	490
Hohokam	509	491	510	511	513
Total	1642	1610	1617	1609	1626
 Decline in Enrollment with Consolidation of Pima	 130	 130	 130	 130	 130

Sixth Grade

the turning point...

- Approximately 50% of Hohokam 6th graders attend Mohave
- Approximately 50% of Pima's 6th graders attend Mohave
- The entire self contained gifted program moves to Mohave
- Informal parent polling suggests that more students would remain in the Coronado Complex if a K-8 system was adopted
- End result = significant increase in enrollment and success of Coronado High School

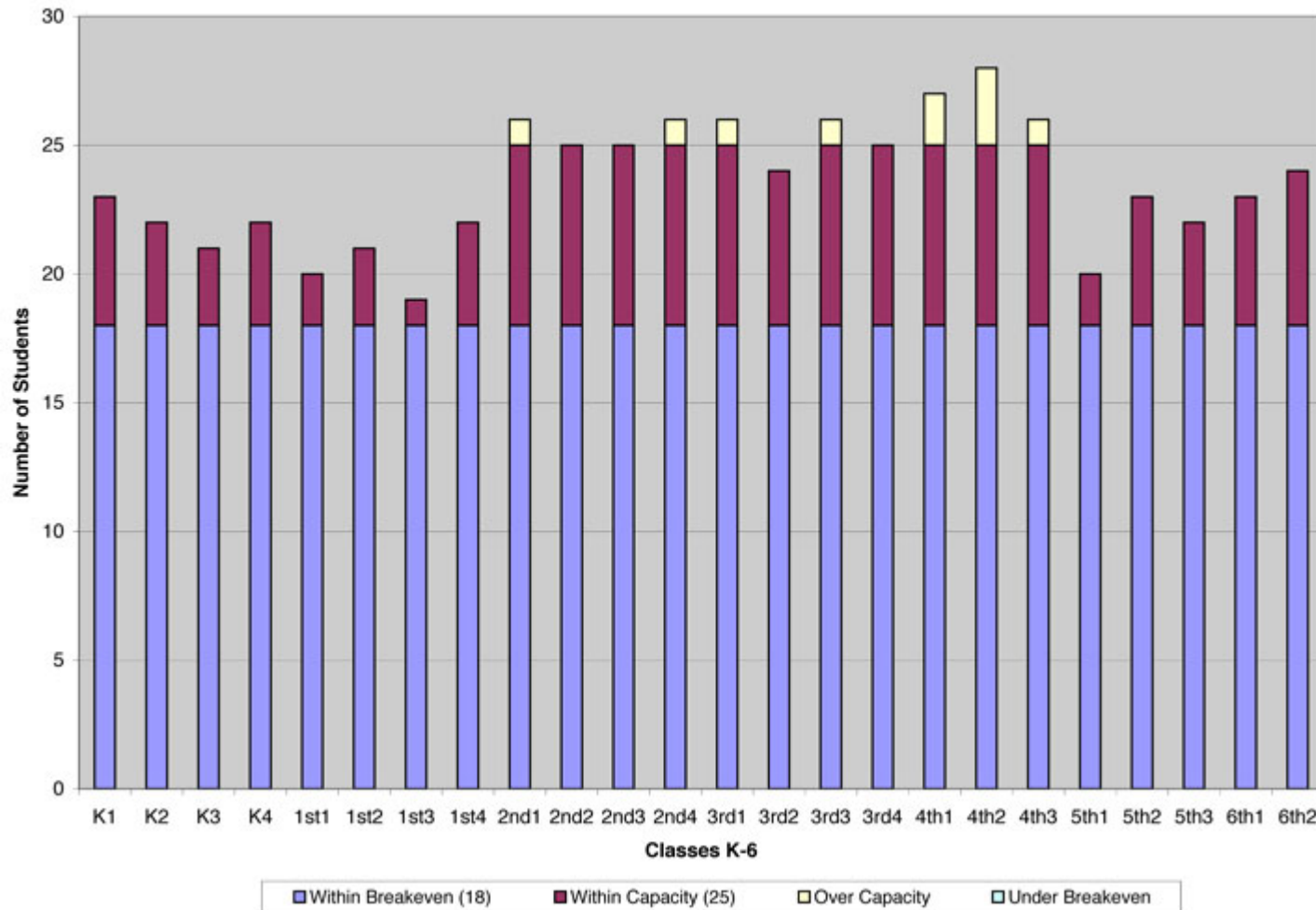
Facility Usage

Pima's Facility Utilization Explained

- Pima's regular K-6 classes are above the financial breakeven point for class size, which is 18 students
- Several classes are above the district capacity number of 25 students
- Classrooms are used efficiently for programs such as Music, Art, English Immersion, Technology, Gifted and Special Education
- The only unused classroom is annexed for SUSD use
- Note: when analyzing the utilization of any elementary school, it is necessary to **distinguish between regular classes and special programs**

Utilization

Pima Elementary Utilization (2007-2008)



Pima Room Usage

Pima Elementary Room List (2007-2008)

Room	Name	Grade	Title
	1 Front office	Staff	
	2 Erik Hedrick	1	Teacher
	3 Danielle Nowak	1	Teacher
	4 Laura Grigals	K	Teacher
	5 Robin Dikowski	K	Teacher
	6 Ora Amsellem	K	Teacher
	7 Mary Selkirk	K	Teacher
	8 Lorissa Knight	1	Teacher
	9 Heather Preston	1	Teacher
	10 District annex		
	11 Maria Rivera	2	Teacher
	12 Eva Marx	2	Teacher
	13 Toni Johansson	English Immersion	English Immersion Studies Resource
	13 Linda Forrest	Staff	Academic Tech Early Literacy General Aide
	14 Computer lab		
	15 Joan Lahaie-Beren	2	Teacher
	16 Janet Navarro	2	Teacher
(17, 18, 19)			
Library	Jennifer Jewett	Specialized Areas	Teacher Librarian
	20 Alisa Hazeltine	3	Teacher
	21 Paul Schettino	3	Teacher
	22 Melanie Blydenburgh	3	Teacher
	23 Bret Loucks	Gifted	Comprehensive Gifted Program Teacher
	24 Haywood Galloway	Maintenance	Plant supervisor
	24 Demario Turner	Maintenance	maintenance
	25 Judy Lewis	4	Teacher
	26 Shelley Hummon	4	Teacher
	27 Christine Hamilton	4	Teacher
	28 Leslie Johnson	3	Teacher
	29 Sheri Seykora	Special Education	Special Education Instructional Assistant
	29 David Butchin	Special Education	Special Education Teacher
	30 Allison Vredevoogd	Visual Arts	Art Teacher
	31 Suzanne Morgan	Special Education	Special Education Teacher
	32 Christina Smith	5	Teacher
	32 Cindy Tavera	Special Education	Instructional Assistant
	32 Erin Ganier	Special Education	Teacher
	33 Carlene Fairbank	Special Education	Speech Pathologist
	34 Carol Gordon	Staff	Title I Resource Teacher
	35 Travis Benton	Asst Principal / LRC	
	36 Fred Zenner	Physical Education	Physical Education Teacher and School Web
	37 John Selkirk	Physical Education	P. E. Teacher
	Q1 Kim Lansdowne	Gifted	Director
	Q1 Robin Madison	Gifted	Administrative Secretary
	Q2 Rick Sharp	Gifted	Gifted services
	Q3 Chris Bush	6	6th grade Math computers Social Studies
	Q4 Rob Morris	5	Science and Reading Teacher
	Q5 Danielle Brody	6	"Reading" "Language Arts" "Science"
	Q6 Alaa Razoky	5	Math/Computer Teacher
	Q7 Julie Cieniawski	Gifted	Comprehensive Gifted Program Teacher
	Q8 Naomi Goldman	English Immersion	Teacher at Pima and Ingleside
	Q9 Margo West	Specialized Areas	EIS
	S1 Tammi Shultz	5	Writing/Social Studies Teacher
	S2 Computer lab		
M1	Andrea Low	Performing Arts	Music Teacher
M2	Sally Dubensky	Performing Arts	Band Instructor
M3	Allison Hogue	Performing Arts	Orchestra Teacher
MC	Linda Barnwell	Technology	IT Specialist
Health Office:	Carolee Cruse	Staff	School Nurse
Office:	Ken Bauman	Student Services	School Psychologist

K-8 Research

- *Pima School: Expanding Excellence*
- Kathy Kolbe's recommendation to the Scottsdale School Board is to create a situation in which a greater percent of its students are taught in an environment in which they are likely to excel. That is highly likely to happen if Pima School becomes a K-8 school, serving a larger number of students than it does at this time...
- View the entire Kolbe report
http://www.pimпто.com/images/Pima_School_Conative_Synergy.pdf

Assessing the Benefits of K–8 Schools

- **Summary:** This article briefly summarizes some of the latest research on grade school configuration, specifically the benefits of K-8 configurations versus middle school configurations. The article has an extensive bibliography of research studies.

<http://www.nwrel.org/nwedu/11-03/research/>

K-8 Comeback

- Research has shown that K-8 students show higher levels of achievement in math and reading; have higher attendance rates; and display better self-esteem, leadership, and attitudes toward school, all of which affect achievement.
- http://www.dukegiftedletter.com/articles/vol8no1_rb.html

Students thrive

- Old Ideas new results
<http://www.commercialappeal.com/news/2008/feb/21/old-k-8-has-lessons-for-new-era/>
- Why saying no to middle schools makes sense
<http://educationwonk.blogspot.com/2006/02/just-saying-no-to-middle-schools.html>
- Performance enhances <http://educationwonk.blogspot.com/2006/02/just-saying-no-to-middle-schools.html>
- Attempting a Turnaround: Benefits seen putting middle schools into K-8's
<http://www.post-gazette.com/pg/06176/700759-53.stm>



South Scottsdale Revitalization

- The Scottsdale City Council has stated for the past 2 years, and continues to state today, that the revitalization of the southern portion of Scottsdale is their number one priority.
- Visit the City of Scottsdale web site for revitalization
<http://www.scottsdaleaz.gov/reinvestment.asp>

Demographic Profiles:

Forecast for Accelerated Population Growth

- Southern Scottsdale (south of Chaparral) is projected to **grow at a faster rate from 2007 to 2012** than the historical annual rate from 2000 to 2007
- Children in the 5-9 and 10-14 age brackets are expected to increase at 5.2 and 5.1 percent over the historic rates
- Adults in the 25-29 year old bracket are expected show the highest increase of 9% in the 2007 to 2012 projections
- Visit http://www.pimapto.com/images/report_Southern_Scottsdale%202007.pdf for the demographic profile projections the City of Scottsdale

Lasting Benefits

- All facilities continue to be utilized
- Fix to a middle school situation that isn't working
- Both short and long term benefits *and* solutions
- Allows for a gradual transition over 2 years
- Middle school staff can be spread among feeder schools
- ZERO student displacement