

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Bowie Elementary School

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

Bowie Unified District
315 W. 5th Street, Bowie, AZ 85605-0157
Mailing Address: P.O. Box 157, Bowie, AZ 85605-0157

Superintendent: Mr. T.R. Ellis
Schedule: 7:00 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: tredux@aol.com

Grades: Pre-K-8
2002 Enrollment: 100
Phone: (520) 847-2545 x 224
Fax: (520) 847-2546

∨ School Overview ∨

Mission

Bowie is a comprehensive school enabling all students to make appropriate progress toward achieving exit outcomes aimed at developing independent learners; using language and math creatively; solving complex problems; demonstrating leadership and responsibility; exercising responsibility; participating in the arts; speaking a second language and developing plans for the future.

Organization and Philosophy

- w Multiage Instruction
- w Self-contained Classrooms
- w Traditional
- w Small Classes

Instructional Programs

- w ELL
- w On-site Special Education
- w Multiage Grouping
- w Core Curriculum
- w On-site Preschool
- w Full-day Kindergarten
- w Small Classes
- w Individual Attention

School/Academic Goals

- w Move from being a dependent learner to an independent learner.
- w Demonstrate the ability to comprehend, speak, read, write, apply mathematical concepts and access information necessary to make effective decisions.
- w Have the ability to comprehend, speak, read and write English at a level sufficient to participate in social, vocational and postsecondary academic endeavors.
- w Participate in the arts and demonstrate an understanding of the key roles the arts play in life.

Enrollment

October 1, 2001 School Year Student Enrollment:	80
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	18

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

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

Council Duties

∨ Staffing Information ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	6.00
Other Professional Staff	1.00	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	4	1	0	1
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	1	2	0	0

∨ Shared Responsibilities ∨

School

Bowie Elementary provides high-quality, comprehensive academic and extracurricular programs. The school strives to involve and inform parents; enforce high safety standards; provide a well-maintained campus; promote partnerships with parents; hold high expectations for students and provide successful educational experiences for all students.

Parents

Parents should serve as positive role models for their children; be committed to high expectations; participate in partnership with the school and district; and support the district. Parents should support homework responsibilities and assure proper clothing and nourishment is available. They also have responsibility to ensure good attendance and punctuality.

∨ Transportation Policy ∨

We transport eighteen students per school day from all areas in our district. Our district boundary roughly runs north about 15 miles (from Bowie); south about 19 miles; east about 10 miles and west about 12 miles. The most distant student pickup is 22 miles away and our nearest is 2.5 miles away.

∨ Calendar Information ∨

Number of Instruction Days:	156	First Day of School:	8/12/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/29/03

Operates on Traditional Schedule

Report Card Release Dates

10/10/02	12/19/02	3/21/03	5/29/03
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Additional Calendar/Report Card Information

Parent/Teacher Conferences held at the end of every grading period.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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 Two Computer Labs	W Gym (Sports)
W Library	W Science Lab

Extracurricular Activities

W Volleyball	W Basketball
W Softball	W Swimming
W Academic Competitions	W Afterschool Homework Club
W Reading Program	W Equine Science

School/Community Resources

W Friday Activities--Sports/Games	W Public Notary
W Public Swimming	W Community Recreation
W Open Gym Daily Schedule	W GED & Conversational English Classes
W Parenting Assistance	W Counseling

∨ 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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	**	**	**	**	**	**
	School State	58840	524	9%	17%	45%	29%
Writing	School	**	**	**	**	**	**
	State	57282	541	10%	12%	63%	16%
Mathematics	School	**	**	**	**	**	**
	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

Grade 5

Reading	School	13	486	38%	31%	31%	0%
	State	61305	505	21%	20%	43%	15%
Writing	School	13	454	46%	38%	15%	0%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	13	455	31%	46%	15%	8%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	**	**	**	**	**	**
	State	57484	504	24%	20%	40%	16%
Writing	School	**	**	**	**	**	**
	State	55420	493	15%	42%	41%	2%
Mathematics	School	**	**	**	**	**	**
	State	57734	459	39%	40%	14%	7%

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												
1	Reading	--	--	--	--	--	--	--	--	--	100	37	60	--	--	--
2	Reading	--	--	--	100	44	50	58	**	52	67	--	53	86	42	57
	Language	--	--	--	100	16	40	58	**	43	67	--	44	86	36	48
	Mathematics	--	--	--	100	48	51	58	**	55	67	--	57	86	53	61
3	Reading	100	14	47	86	27	47	75	24	48	71	14	50	100	**	50
	Language	100	12	49	86	38	51	75	21	54	71	16	56	100	**	57
	Mathematics	100	10	46	86	23	49	75	34	52	71	16	54	100	**	56
4	Reading	100	40	53	85	32	54	100	24	54	78	45	55	80	**	55
	Language	100	33	47	92	28	49	100	19	48	100	35	50	100	**	50
	Mathematics	100	22	51	92	24	54	100	20	55	100	34	57	100	**	58
5	Reading	78	28	51	100	26	51	83	28	51	75	27	51	100	27	53
	Language	78	24	42	100	28	44	83	30	45	75	19	45	100	31	47
	Mathematics	78	19	51	100	13	54	83	36	55	75	39	57	93	32	59
6	Reading	100	29	53	88	45	54	81	35	53	93	26	54	100	32	56
	Language	100	34	41	88	34	44	81	22	44	93	17	45	100	31	47
	Mathematics	100	37	57	88	33	59	81	38	60	93	38	63	89	36	65
7	Reading	88	22	52	100	40	53	100	**	52	100	16	53	85	35	55
	Language	88	13	52	100	33	54	100	**	54	100	17	55	85	40	58
	Mathematics	88	13	53	100	37	55	100	**	56	100	21	58	85	42	60
8	Reading	100	19	54	100	32	54	82	46	53	100	39	55	--	23	56
	Language	100	15	46	100	23	49	68	51	49	100	44	50	--	22	52
	Mathematics	100	25	52	100	27	54	82	32	56	100	29	58	--	23	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 2-3	*	*
Grades 3-4	*	*
Grades 4-5	*	*
Grades 5-6	*	*
Grades 6-7	90	80
Grades 7-8	**	**

*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

Our tag-line this year is Positive Professionalism which requires faculty and staff to maintain positive interrelations, faculty/student relations and student/student relations. We tolerate no meanness toward others, either verbally or physically. We have hired a full-time counselor to deal with peer pressure problems and conflicts.

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)

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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	\$5,193	\$353,354
Classroom Supplies	\$84	\$5,736
Administration	\$1,727	\$117,554
Support Services-Students	\$122	\$8,272
Other Support Services and Operations	\$2,834	\$192,875
Total Expenditures- All Categories 2000-2001	\$9,960	\$677,791

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	NDS		
Transportation Policy	D. Diaz	(520) 847-2545	242
Community Resources	T.R. Ellis	(520) 847-2545	222
School Nutrition Programs	J. Johnston/K. Grant	(520) 847-2545	228
Parent Organization	Sch. Com. Partnership	(520) 847-2545	
Student Health/Nurse	Pat Johnson	(520) 847-2545	

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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