

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Faras Elementary School

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

Douglas Unified District
410 W. First Avenue, Pirtleville, AZ 85626
Mailing Address: P.O. Box 1237, Douglas, AZ 85607

Administrator: Ms. Bonnie Lopez

Schedule: 7:30 AM to 3:45 PM

Web Address: Unpublished or Unavailable

E-mail: Unpublished or Unavailable

Grades: K-5

2002 Enrollment: 249

Phone: (520) 364-8461

Fax: (520) 364-7470

∨ School Overview ∨

Mission

We believe that each child is a unique and special individual, capable of developing intellectually, socially, emotionally and physically to his/her greatest potential. We also believe that each child arrives at our doors with a history, a culture and a language that we can utilize to retain and/or develop in each of them a thirst for knowledge that will encourage lifelong learning.

Organization and Philosophy

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

School/Academic Goals

- w Increase achievement level in reading and writing by implementing literature-based Reading/Language Arts Program.
- w Increase achievement level in math by using computers, Saxon Math, manipulatives, Math Tutorial and Family Math.
- w Increase oral, reading and writing skills of ELL students by placing them with ESL/bilingual teachers who provide classroom inclusion.
- w Implement Spanish as Foreign Language Program to provide oral language skills for non-Spanish speakers and enhance oral, reading and writing skills.

Instructional Programs

- w ESL
- w On-site Special Education
- w Off-site Gifted
- w Afterschool tutorial
- w Special Services

Enrollment

October 1, 2001 School Year Student Enrollment:	248
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	6

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

Council Duties

- w Parent/Educator Relations
- w School Safety Issues
- w Extracurricular Activities
- w Advisory

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	12.00
Other Professional Staff	1.00	Teacher Aide	9.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

We hold a Back-to-School Night and give all the parents a Parent Handbook with the safety policies, the procedures, the rules and the regulations of the school. We keep our parents informed at all times with the monthly Parent Information Series, monthly Parent Booster Club meetings, two parent conferences a year, progress reports every three weeks, the Parent Connection, a weekly radio show, a weekly article in the newspaper, and telephone calls and home visits when necessary.

Parents

Parents should keep us current of their address, home phone and emergency #s; should send their children to school on time and pick them up promptly; keep us informed about how the children will get to and from school and send a note to school whenever the routine will be interrupted; should send their children to school well-fed or with enough time for us to feed them. Children should be clean and appropriately dressed for the day's climate and come to school every day to try their best.

∨ **Transportation Policy** ∨

The district provides regular school bus transportation to and from school for special education students whose handicap condition may require transportation and to students living within a one-mile radius of the school where hazardous or difficult routes exist and where other arrangements cannot be provided. District provides vans to transport gifted students to their classes and transports students who need physical therapy to their physical therapy sessions.

∨ **Calendar Information** ∨

Number of Instruction Days: 178 **First Day of School:** 8/14/02
Average Daily Instruction Time: 5 hrs. 25 min. **Last Day of School:** 5/22/03
Operates on Traditional Schedule

Report Card Release Dates

10/11/02 12/20/02 3/13/03 5/22/03

Additional Calendar/Report Card Information

∨ **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 Computer Lab
- W Library
- W Six Computers in Each Classroom

Extracurricular Activities

- W Folklorico
- W Physical Fitness Program
- W Pep Squad
- W Peer Mediation
- W Student Council
- W Chess Club
- W Boy Scouts
- W Girl Scouts

School/Community Resources

- W Breakfast Program
- W Lunch Program
- W Health Services
- W Counseling Services
- W Crisis Intervention
- W DES Services
- W Occupational Therapy
- W Parent Information Series

∨ 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

W NDS

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	16.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	4.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	96.2 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	3.8 %	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
NDS	

∨ 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	29	496	14%	34%	48%	3%
	School State	58840	524	9%	17%	45%	29%
Writing	School	28	511	11%	25%	61%	4%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	29	502	7%	48%	41%	3%
	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	35	502	26%	17%	46%	11%
	State	61305	505	21%	20%	43%	15%
Writing	School	34	520	9%	29%	47%	15%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	35	525	3%	29%	9%	60%
	State	61760	494	14%	40%	12%	34%

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	--	--	--	--	--	--	--	--	--	76	47	60	--	--	--
2	Reading	--	--	--	100	14	50	89	23	52	86	26	53	9	**	57
	Language	--	--	--	100	8	40	96	12	43	89	11	44	9	**	48
	Mathematics	--	--	--	100	19	51	91	17	55	89	20	57	9	**	61
3	Reading	93	12	47	100	16	47	90	19	48	80	19	50	78	22	50
	Language	93	21	49	100	23	51	97	30	54	82	30	56	78	26	57
	Mathematics	93	16	46	100	25	49	88	34	52	82	28	54	81	34	56
4	Reading	86	28	53	100	32	54	100	30	54	68	42	55	80	45	55
	Language	79	35	47	100	35	49	100	34	48	68	45	50	80	51	50
	Mathematics	86	39	51	100	41	54	100	48	55	68	63	57	80	70	58
5	Reading	96	18	51	100	37	51	100	29	51	100	27	51	77	40	53
	Language	91	15	42	100	37	44	100	34	45	100	30	45	77	51	47
	Mathematics	96	11	51	100	51	54	100	39	55	100	41	57	77	68	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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	57	86
Grades 3-4	100	100
Grades 4-5	60	77
Grades 5-6	***	***

*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

School uniforms. Crossing Guards. Crisis Management Plan with city agencies. Crisis Intervention Team. On-going practice of safety drills. New crosswalks painted on north exits.

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

School uniforms are 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	\$2,785	\$723,726
Classroom Supplies	\$14	\$3,743
Administration	\$564	\$146,606
Support Services-Students	\$240	\$62,469
Other Support Services and Operations	\$595	\$154,530
Total Expenditures- All Categories 2000-2001	\$4,199	\$1,091,074

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	Bonnie Lopez	(520) 364-8461	
Transportation Policy	Don Huish	(520) 364-2447	
Community Resources	Bonnie Lopez	(520) 364-8461	
School Nutrition Programs	Mike Lozano	(520) 364-5641	
Parent Organization	Leonor Carrasco	(520) 364-8461	
Student Health/Nurse	Sylvia Valenzuela	(520) 364-8461	

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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