

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Elfrida Elementary School

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

Elfrida Elementary District  
4070 E. Jefferson Road, Elfrida, AZ 85610  
Mailing Address: P.O. Box 328, Elfrida, AZ 85610-0328

Superintendent: Mrs. Ann S. English  
Schedule: 7:00 AM to 3:30 PM  
Web Address: Unpublished or Unavailable  
E-mail: [elfridaelem@vtc.net](mailto:elfridaelem@vtc.net)

Grades: K-8  
2002 Enrollment: 185  
Phone: (520) 642-3428  
Fax: (520) 642-3236

## ∨ School Overview ∨

### Mission

Our school philosophy is to give every child an equal opportunity to learn. We want to provide opportunities and challenges for each student to grow academically, socially and emotionally. We realize that each student is an individual who learns differently; and as educators, we strive to meet the needs of every child. Our goal is to create a safe, learning-rich environment for all children.

### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms

### School/Academic Goals

- w Reading--Students will achieve vocabulary and comprehension level at an 8.0 reading level by graduation from the eighth grade. Students will read for enjoyment.
- w Math--Students will add, subtract, multiply and divide whole numbers, decimals and fractions and will use these skills to problem solve.
- w Language--Students will write in complete thoughts using correct grammar and spelling in order to communicate in a manner where they will be understood. Students will be able to speak in complete sentences with clarity and understanding.
- w Students will gain knowledge about technology, develop skills to use technology, and apply and interact with technology in the classroom in order to reach their academic goals.

### Instructional Programs

- w ESL Student Tutoring
- w Afterschool Tutoring
- w On-site Special Education
- w Full-day Kindergarten
- w 4 Blocks Balanced Literacy Framework

### Enrollment

October 1, 2001 School Year Student Enrollment:	189
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	15

<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**

- 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:

<b>Position</b>	<b>Number</b>	<b>Position</b>	<b>Number</b>
Administrator	1.00	Teacher	10.00
Other Professional Staff	4.00	Teacher Aide	4.00

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

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

∨ **Shared Responsibilities** ∨

**School**

Parents can expect the school to provide their children with a safe environment conducive to learning and the appropriate materials to complete assignments. Certified teachers and qualified support staff will provide comprehensive instruction to promote curriculum standards. The school will maintain an open dialogue with parents and community members to promote quality education.

**Parents**

Parents need to be sure children are prepared for school with adequate nourishment, proper clothing, good attendance and a positive attitude toward school and teachers. Parents and school officials should work cooperatively in matters of discipline. Parents should visit school and attend school functions. Parents need to teach children to respect themselves and others. All parents, students, teachers will sign a Parent/Student/School Compact to reinforce their commitment to education.

∨ **Transportation Policy** ∨

We share transportation services with the adjoining high school district. This enables both districts to run fewer routes, saving money. We transport 90% of our students. We have three bus routes; round-trip distances are 76 miles, 55.4 miles and 76 miles. Our district encompasses 144 square miles. Students are allowed to ride the bus as long as behavior is acceptable. If a student's behavior is less than expected, parents are responsible for alternative transportation.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/14/02
<b>Average Daily Instruction Time:</b>	6 hrs. 45 min.	<b>Last Day of School:</b>	5/22/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/15/02	12/20/02	3/7/03	5/22/03
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### Additional Calendar/Report Card Information

Student progress reports are available to parents at any time and they are sent home to the parents every 4.5 weeks. Student portfolios of current standards mastery and progress are kept in the classroom for parents and students to see at all times. With password, parents can check their student's work history and grades.

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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 - No

<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 Library

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#### Extracurricular Activities

W Sports (Grades 6-8)

W Student Council

W Yearbook

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#### School/Community Resources

W Lunch Program

W Breakfast Program

W Counseling/Psychological Services

W Before School Study Hall

## ∨ 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 Yearly improvements in standardized testing scores.
- w Small Schools Conference Championship, Boys basketball, softball, volleyball. Small Schools Conference Championship, Girls volleyball, softball.
  
- w District Science Fair winners.
- w Compete in county spelling bee.

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	98.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	12.0 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	5.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	96.8 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	3.2 %	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
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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>15</b>	<b>549</b>	<b>0%</b>	<b>7%</b>	<b>33%</b>	<b>60%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>13</b>	<b>588</b>	<b>0%</b>	<b>0%</b>	<b>62%</b>	<b>38%</b>
	School State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>12</b>	<b>658</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>
	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

<b>Reading</b>	<b>School</b>	<b>16</b>	<b>501</b>	<b>31%</b>	<b>25%</b>	<b>38%</b>	<b>6%</b>
	School State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>16</b>	<b>490</b>	<b>25%</b>	<b>44%</b>	<b>19%</b>	<b>12%</b>
	School State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>17</b>	<b>477</b>	<b>18%</b>	<b>53%</b>	<b>6%</b>	<b>24%</b>
	School State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>23</b>	<b>510</b>	<b>17%</b>	<b>22%</b>	<b>43%</b>	<b>17%</b>
	School State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>20</b>	<b>507</b>	<b>5%</b>	<b>45%</b>	<b>40%</b>	<b>10%</b>
	School State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>21</b>	<b>486</b>	<b>29%</b>	<b>33%</b>	<b>19%</b>	<b>19%</b>
	School State	57734	459	39%	40%	14%	7%

<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	--	--	--	--	--	--	--	--	--	90	46	60	--	--	--
2	Reading	--	--	--	100	36	50	100	44	52	93	33	53	73	54	57
	Language	--	--	--	100	41	40	100	35	43	100	20	44	73	40	48
	Mathematics	--	--	--	100	38	51	98	44	55	100	51	57	73	61	61
3	Reading	95	49	47	100	27	47	75	27	48	92	42	50	78	53	50
	Language	95	53	49	100	29	51	95	33	54	92	43	56	78	50	57
	Mathematics	95	45	46	100	27	49	95	36	52	92	40	54	78	85	56
4	Reading	79	48	53	100	39	54	65	43	54	82	36	55	81	48	55
	Language	83	42	47	100	40	49	79	33	48	89	31	50	81	43	50
	Mathematics	83	33	51	100	40	54	83	35	55	89	31	57	81	47	58
5	Reading	91	39	51	100	34	51	88	58	51	100	41	51	64	48	53
	Language	91	42	42	100	33	44	92	52	45	100	41	45	77	42	47
	Mathematics	91	35	51	100	30	54	88	46	55	100	36	57	77	45	59
6	Reading	97	38	53	100	50	54	100	46	53	91	61	54	76	66	56
	Language	97	34	41	100	40	44	100	34	44	95	48	45	81	63	47
	Mathematics	100	36	57	100	56	59	100	54	60	91	59	63	95	58	65
7	Reading	91	54	52	100	45	53	88	52	52	100	54	53	89	67	55
	Language	91	62	52	100	48	54	88	57	54	100	57	55	89	69	58
	Mathematics	91	53	53	100	44	55	84	54	56	100	58	58	85	65	60
8	Reading	90	65	54	100	65	54	100	55	53	95	61	55	77	60	56
	Language	93	55	46	100	57	49	97	44	49	82	52	50	81	63	52
	Mathematics	93	54	52	100	60	54	100	50	56	82	56	58	77	71	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 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>100</b>	<b>100</b>
<b>Grades 3-4</b>	<b>83</b>	<b>92</b>
<b>Grades 4-5</b>	<b>77</b>	<b>60</b>
<b>Grades 5-6</b>	<b>90</b>	<b>90</b>
<b>Grades 6-7</b>	<b>88</b>	<b>81</b>
<b>Grades 7-8</b>	<b>53</b>	<b>78</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

Each student is given a copy of the Student Handbook when they enter school. All teachers go over each item in the book before the book is sent home to the parents. The parents sign a form that they have read the Handbook with the regulations. Rules are specific and consequences are based upon the rule. 'No Touch Policy' and 'Zero-Tolerance for Fighting' lets students know that all fighters will be suspended. Public gates to the street are locked at all times and all visitors wear badges.

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 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	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

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>	NDS		
<b>Transportation Policy</b>	Ann English	(520) 642-3428	
<b>Community Resources</b>	Ann English	(520) 642-3428	
<b>School Nutrition Programs</b>	Rhonda Warner	(520) 642-3492	
<b>Parent Organization</b>	NDS		
<b>Student Health/Nurse</b>	Chiricahua Community Health Center	(520) 642-2222	

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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