

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Pearce Elementary School

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

Pearce Elementary District  
1487 E. School Road, Pearce, AZ 85625

**Superintendent:** Mrs. Sandra Allen  
**Schedule:** 7:00 AM to 5:00 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** pearceelem@vtc.net

**Grades:** K-8  
**2002 Enrollment:** 131  
**Phone:** (520) 826-3328  
**Fax:** (520) 826-3531

## ∨ School Overview ∨

### Mission

The mission of the district is to provide comprehensive, success-oriented learning activities for students. These opportunities must be designed to develop the students' potential in the areas of academic ability and vocational awareness, cultural appreciation, physical well-being, social development and community contribution.

### Organization and Philosophy

- w Traditional K-3 Phonics based
- w Self-contained K-5 Classrooms
- w Departmentalized 6-8 Classrooms
- w Collaborative Instruction 6-8

### Instructional Programs

- w Title I Reading and Math (1st thru 8th)
- w Gifted
- w On-site Special Education
- w Tutoring (Middle School Math)
- w Accelerated Reader Program
- w 504 Individual Student Plans
- w Individual Language Ed. Program
- w SRA and Lexia Reading Programs

### School/Academic Goals

- w To educate each student both academically and socially. To help students be responsible for their actions. To help prepare students for the future.
- w To provide equal educational opportunities for all students in order that each student may reach his/her individual potential.
- w To involve parents in the educational process as much as possible.

### Enrollment

October 1, 2001 School Year Student Enrollment:	137
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	5

<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:

Position	Number	Position	Number
Administrator	1.00	Teacher	12.00
Other Professional Staff	3.00	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	3	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	4	3	0	0
10 or more years	9	3	0	0

∨ **Shared Responsibilities** ∨

**School**

Parents are given an enrollment packet which includes school discipline policy, dress code, available insurance for students, request for administering medicine to students by personnel, school visitor procedures, fee schedule, free/reduced lunch application, information on special programs, board meetings, promotion/retention, extra-curricular policy, food service, instructional supplies, length of school day, confidentiality of student records, educational philosophy and student dismissal.

**Parents**

Parents are required to report student absences to the school (reasons); parents are required to see that students follow the school dress code; parents are asked to support the school's discipline policy. Parents are required to pay for students' daily lunches as provided by the school lunch program.

∨ **Transportation Policy** ∨

The Board authorizes the administration to provide school bus transportation to and from school for the following categories: Students with disabilities who require transportation as indicated in their respective IEPs; students living within a one-mile radius of the school where hazardous or difficult routes exist and where other arrangements cannot be provided; students who are residents within a school attendance area and who live more than one mile from school; students on open enrollment.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	178	<b>First Day of School:</b>	8/14/02
<b>Average Daily Instruction Time:</b>	6 hrs. 30 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	1/10/03	3/13/03	5/22/03
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### Additional Calendar/Report Card Information

The school reports student progress at midterm, quarterly and at two annual parent/teacher conferences. In addition, standardized achievement test scores and school report cards are provided for parents annually.

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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 - No      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 Full-sized Gym
W New Library	W New Cafeteria

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#### Extracurricular Activities

W Student Council	W Volleyball
W Basketball	W Softball
W Yearbook	

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#### School/Community Resources

W Lunch Program	W Counseling Services
W Health Services	W Recreational Activities

## ∨ 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 AIMS and Stanford 9 Achievement Test were given during the 2001-02 school year. AIMS was given to the 3rd, 5th and 8th grades. The students met the standard in Reading with 68.8% and 51.4 in writing on AIMS. Math was lower than expected.
- W Stanford 9: Grades 2, 3, 4, 5, 7 and 8 scored at or above the National average in Reading with 57.09%. In Math, 44.6% met or exceeded the National average. Language Arts scores were lower with 32.25% meeting or exceeding the Standard.
- W The District purchased new math books for the 2002-03 year which should help the scores go up. New Science books were purchased in 2001-02. Title I Math and Reading along with SRA and Lexia programs are available to any student that needs extra help.

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	93.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	15.1 %	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	12.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	96.3 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	3.7 %	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
Small Schools Conference/Girls Basketball 2nd	2001
Small Schools Conference/Boys Basketball 3rd	2002
Coed Softball 3rd Place	2001
Coed Softball 3rd Place	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

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>16</b>	<b>524</b>	<b>0%</b>	<b>25%</b>	<b>50%</b>	<b>25%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>16</b>	<b>518</b>	<b>6%</b>	<b>31%</b>	<b>62%</b>	<b>0%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>16</b>	<b>505</b>	<b>19%</b>	<b>25%</b>	<b>44%</b>	<b>12%</b>
	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>12</b>	<b>505</b>	<b>17%</b>	<b>8%</b>	<b>67%</b>	<b>8%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>12</b>	<b>526</b>	<b>8%</b>	<b>25%</b>	<b>50%</b>	<b>17%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>12</b>	<b>481</b>	<b>8%</b>	<b>83%</b>	<b>0%</b>	<b>8%</b>
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>16</b>	<b>505</b>	<b>12%</b>	<b>31%</b>	<b>44%</b>	<b>12%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>16</b>	<b>484</b>	<b>12%</b>	<b>62%</b>	<b>25%</b>	<b>0%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>17</b>	<b>435</b>	<b>59%</b>	<b>41%</b>	<b>0%</b>	<b>0%</b>
	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	--	--	--	--	--	--	--	--	--	100	62	60	--	--	--
2	Reading	--	--	--	100	69	50	88	66	52	100	66	53	82	30	57
	Language	--	--	--	100	44	40	88	52	43	100	48	44	88	21	48
	Mathematics	--	--	--	100	53	51	88	46	55	100	35	57	88	28	61
3	Reading	100	45	47	100	36	47	100	56	48	86	70	50	100	52	50
	Language	100	38	49	100	43	51	100	67	54	86	66	56	100	55	57
	Mathematics	100	53	46	100	44	49	100	46	52	86	68	54	100	44	56
4	Reading	86	66	53	93	35	54	100	43	54	80	66	55	83	66	55
	Language	86	52	47	93	36	49	100	29	48	93	54	50	83	57	50
	Mathematics	86	45	51	93	29	54	100	34	55	87	43	57	83	41	58
5	Reading	91	57	51	100	60	51	90	57	51	72	50	51	76	57	53
	Language	91	44	42	100	42	44	90	42	45	78	33	45	82	51	47
	Mathematics	95	49	51	100	51	54	90	37	55	78	29	57	65	61	59
6	Reading	100	59	53	88	55	54	99	52	53	82	78	54	100	29	56
	Language	100	43	41	88	41	44	99	42	44	82	53	45	100	16	47
	Mathematics	100	53	57	88	59	59	99	53	60	82	62	63	85	37	65
7	Reading	88	68	52	95	56	53	--	--	52	69	54	53	100	59	55
	Language	88	63	52	95	59	54	--	--	54	63	64	55	100	50	58
	Mathematics	88	70	53	95	59	55	--	--	56	63	48	58	100	55	60
8	Reading	100	61	54	100	60	54	94	52	53	65	50	55	100	59	56
	Language	100	53	46	100	54	49	94	46	49	55	47	50	100	49	52
	Mathematics	100	59	52	100	65	54	94	56	56	65	49	58	100	45	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>42</b>	<b>67</b>
<b>Grades 3-4</b>	*	*
<b>Grades 4-5</b>	*	*
<b>Grades 5-6</b>	*	<b>90</b>
<b>Grades 6-7</b>	*	*
<b>Grades 7-8</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

Pearce Elementary School adopted the ISS Discipline Policy for the 2002-03 school year. The goal of this discipline process is to help children be aware that their actions should demonstrate respect for the rights, safety and learning of others. Students, and all staff have a role in the process. In addition, Pearce Elementary has developed a School Emergency Response Plan for life-threatening situations, potential hazards, minor injuries/damages.

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	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>	Sandra Allen	(520) 826-3328	
<b>Community Resources</b>	Sandra Allen	(520) 826-3328	
<b>School Nutrition Programs</b>	Sandra Allen	(520) 826-3328	
<b>Parent Organization</b>	Sheila Curry	(520) 826-3925	
<b>Student Health/Nurse</b>	NDS		

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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