

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Las Lomas Elementary School

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

Miami Unified District  
5791 S. Maple Leaf Road, Claypool, AZ 85523  
Mailing Address: Drawer H, Miami, AZ 85539-0737

Principal: Ms. Carol O'Connor  
Schedule: 7:30 AM to 3:30 PM  
Web Address: Unpublished or Unavailable  
E-mail: [coconnor444@hotmail.com](mailto:coconnor444@hotmail.com)

Grades: 2-4  
2002 Enrollment: 242  
Phone: (928) 425-3271 x 555  
Fax: (928) 425-0111

### ∨ School Overview ∨

#### Mission

Las Lomas is a traditional school with self-contained classes. We stress basic values, academic achievement and proper behavior. Respect is our key to behavior-respect for staff, students and for property. We believe all students can learn and we hold high expectations for learning. We provide enrichment opportunities for all students and special assistance for students with disabilities and special needs. Vision: Safe, orderly, trusting, caring, challenging and inviting.

#### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Back-to-Basics
- w Special Education Inclusion/Gifted

#### Instructional Programs

- w Schoolwide Title I Reading/Math
- w Special Education, Inclusion Model
- w Gifted Education Enrichment/Challenges
- w Art
- w Music
- w Physical Education
- w Law-related Education/Safe Schools
- w Accelerated Reader/Math

#### School/Academic Goals

- w All students will demonstrate at least one-year of growth on achievement tests.
- w All teachers will stress the writing process in conjunction with our literature-based reading curriculum. By grade three or age eight, all students will be successful readers and writers.
- w All students will learn in their least restrictive environment, using the general curriculum for that grade level. All students will learn in the same classroom with their age-appropriate peers to every extent possible.
- w All curriculum materials and goals in reading, language arts, math, social studies and science will be aligned with the Arizona Academic Standards.

#### Enrollment

|  |     |
|--|-----|
| October 1, 2001 School Year Student Enrollment:                            | 278 |
| Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> : | Yes |
| Number of Students Attending Under Open Enrollment in 2001-02:             | 280 |

<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**

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

**Council Duties**

- w Student Achievement
- w School Safety Issues
- w Curriculum Development
- w Parent/Educator Relations
- w Budget and Purchasing Decisions
- w Gifted/Extracurricular Activities

∨ **Staffing Information** ∨

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

| Position                 | Number | Position     | Number |
|--------------------------|--------|--------------|--------|
| Administrator            | 1.00   | Teacher      | 13.00  |
| Other Professional Staff | 0.50   | Teacher Aide | 8.00   |

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

| Experience       | Degree     |          |           |       |
|------------------|------------|----------|-----------|-------|
|                  | Bachelor's | Master's | Doctorate | Other |
| 3 or fewer years | 1          | 0        | 0         | 0     |
| 4 to 6 years     | 0          | 0        | 0         | 0     |
| 7 to 9 years     | 3          | 1        | 0         | 0     |
| 10 or more years | 5          | 8        | 1         | 0     |

∨ **Shared Responsibilities** ∨

**School**

We emphasize the basic curriculum and basic academic skills while providing variety for the total development of the child. We protect all children through fair, firm and consistent classroom and general school discipline. We provide children with a safe, orderly and pleasant school atmosphere. We provide consistent positive reinforcement to promote healthy attitudes, societal values, proper behavior and academic achievement.

**Parents**

Parents are responsible for student school attendance and must notify the school in case of student absences. Parents are expected to encourage and reinforce high expectations of behavior and achievement. They are welcomed and encouraged to volunteer for various school functions and activities.

∨ **Transportation Policy** ∨

Laidlaw Transportation contracts with our district for student transportation. Laidlaw provides eight buses plus a Special Education bus. Regular buses are available for field trips and special events.

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### ∨ Calendar Information ∨

|  |                |                             |         |
|--|----------------|-----------------------------|---------|
| <b>Number of Instruction Days:</b>     | 180            | <b>First Day of School:</b> | 8/12/02 |
| <b>Average Daily Instruction Time:</b> | 5 hrs. 55 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 | 1/8/03 | 3/7/03 | 5/22/03 |
|----------|--------|--------|---------|

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#### Additional Calendar/Report Card Information

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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 Josten's Networked Computer Lab      | W Media Center             |
| W On-line Computers in Every Classroom | W Big-screen Cable TV Room |

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#### Extracurricular Activities

|                        |                                      |
|------------------------|--------------------------------------|
| W Student Council      | W After-school Computer Club         |
| W State Poetry Contest | W Weekly Gifted Activity Enrichments |
| W Science Fair         | W County Fair Participation          |

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#### School/Community Resources

|   |  |
|---|--|
| W Counseling Services                     | W Lunch/Breakfast Program              |
| W Arizona Children's Association Services | W DES/Health Services                  |
| W Law-related Education                   | W Afterschool Title I Reading Tutoring |

## ∨ 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

- |  |   |
|--|---|
| <p>w Title I Reading Recovery program in use. Eight teachers trained to tutor emergent readers. All emergent readers demonstrated significant gains.</p>   | <p>w Title I Accelerated Reader Program in use. Students in grades 2-4 read books at appropriate level and demonstrated comprehension. All students experience success by moving up reading levels.</p> |
| <p>w Intervention Specialist-conducted peer mediation program. Student conflicts are mediated at beginning stages and discipline referrals remain low. This program helps with bullying, teasing, family changes and anger management.</p> | <p>w Networked 33-station computer lab with Internet capability. Students work at individual ability levels. Thematic curriculum units/research information using the Internet.</p>                     |

### 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>                  | 21.3 % | 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 | 11.2 % | 9.7 %   | 9.6 %  | 9.5 %  |
| <b>Promotion Rate</b> <sup>6</sup>                 | 99.6 % | 98.4 %  | 97.8 % | 94.8 % |
| <b>Retention Rate</b> <sup>7</sup>                 | 0.4 %  | 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

| Grade 3     |        | Number Tested | MS  | FFB | A   | M   | E   |
|-------------|--------|---------------|-----|-----|-----|-----|-----|
| Reading     | School | 76            | 514 | 9%  | 21% | 51% | 18% |
|             | State  | 58840         | 524 | 9%  | 17% | 45% | 29% |
| Writing     | School | 78            | 531 | 5%  | 23% | 63% | 9%  |
|             | State  | 57282         | 541 | 10% | 12% | 63% | 16% |
| Mathematics | School | 78            | 499 | 13% | 40% | 37% | 10% |
|             | 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   |

<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 |
| 2     | Reading      | --        | --    | -- | 100       | 58    | 50 | 100       | 57    | 52 | 86        | 52    | 53 | 91        | 56    | 57 |
|       | Language     | --        | --    | -- | 100       | 38    | 40 | 100       | 56    | 43 | 96        | 44    | 44 | 91        | 55    | 48 |
|       | Mathematics  | --        | --    | -- | 100       | 59    | 51 | 100       | 69    | 55 | 96        | 67    | 57 | 90        | 73    | 61 |
| 3     | Reading      | 100       | 34    | 47 | 100       | 31    | 47 | 80        | 43    | 48 | 84        | 40    | 50 | 83        | 35    | 50 |
|       | Language     | 100       | 28    | 49 | 100       | 34    | 51 | 82        | 47    | 54 | 89        | 44    | 56 | 86        | 45    | 57 |
|       | Mathematics  | 100       | 39    | 46 | 100       | 45    | 49 | 79        | 41    | 52 | 86        | 46    | 54 | 82        | 41    | 56 |
| 4     | Reading      | 100       | 47    | 53 | 100       | 49    | 54 | 74        | 46    | 54 | 77        | 57    | 55 | 82        | 45    | 55 |
|       | Language     | 100       | 44    | 47 | 100       | 43    | 49 | 77        | 35    | 48 | 89        | 42    | 50 | 83        | 46    | 50 |
|       | Mathematics  | 100       | 51    | 51 | 100       | 42    | 54 | 82        | 38    | 55 | 92        | 40    | 57 | 81        | 47    | 58 |

## ∨ 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<br/>One Year's Growth</b> | <b>Percentage of Students Achieving<br/>One Year's Growth</b> |
| <b>Grades 2-3</b> | <b>33</b>   | <b>22</b>   |
| <b>Grades 3-4</b> | <b>75</b>   | <b>66</b>   |
| <b>Grades 4-5</b> | <b>***</b>  | <b>***</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

There is a coordinated staff-wide effort to encourage good behavior among students in all settings. We also have effective decision-making and anger management programs operated by our Intervention Specialist. We encourage students to exhibit maturity, consideration for others and civility in all aspects of their lives.

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).

3

**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                                   | \$2,653                             | \$778,917                       |
| Classroom Supplies                                      | \$71                                | \$20,858                        |
| Administration  | \$743                               | \$218,184                       |
| Support Services-Students                               | \$147                               | \$43,268                        |
| Other Support Services and Operations                   | \$554                               | \$162,655                       |
| <b>Total Expenditures-<br/>All Categories 2000-2001</b> | <b>\$4,168</b>                      | <b>\$1,223,882</b>              |

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>       | Carol O'Connor    | (928) 425-3271 | 356       |
| <b>Transportation Policy</b>     | Lori Galvan       | (928) 425-3271 | 351       |
| <b>Community Resources</b>       | Carol O'Connor    | (928) 425-3271 | 356       |
| <b>School Nutrition Programs</b> | Deborah Steele    | (928) 425-3271 | 335       |
| <b>Parent Organization</b>       | Shelly Rompolotto | (928) 425-3271 | 355       |
| <b>Student Health/Nurse</b>      | Armida Dixon      | (928) 425-3271 | 326       |

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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