

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Adams Elementary School

Mesa Unified District  
738 S. Longmore, Mesa, AZ 85202-1999

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

**Principal:** Mrs. Devon Isherwood

**Schedule:** 7:15 AM to 3:45 PM

**Web Address:** Unpublished or Unavailable

**E-mail:** Unpublished or Unavailable

**Grades:** K-6

**2002 Enrollment:** 1021

**Phone:** (480) 472-4300

**Fax:** (480) 472-4350

## ∨ School Overview ∨

### Mission

Adams School is a safe, loving environment. Each student's uniqueness is recognized appreciated. Differences are respected. Everyone is treated with dignity and understanding. Students learn to make positive choices and resolve differences peacefully. We believe all children can and want to be successful learners. Our high expectations ensure all Adams students become readers, writers, thinkers, problem solvers and doers.

### Organization and Philosophy

- w Traditional
- w Small Group Instruction
- w Continuous Progress Looping Classrooms
- w Multiage Classrooms

### Instructional Programs

- w Comprehensive K-6 Program
- w Conscious Discipline
- w Family Literacy
- w Head Start
- w SEI Classrooms
- w Special Education
- w Technology
- w Project Wisdom

### School/Academic Goals

- w Ensure that students become fluent readers and competent writers and users of language to express thoughts, knowledge and feelings.
- w Ensure that students learn science content and the scientific inquiry process, apply knowledge to form hypotheses and solve problems.
- w Ensure that students learn basic mathematics and are able to think mathematically to solve problems.
- w Establish home-school partnerships to promote family learning opportunities and school participation.

### Enrollment

October 1, 2001 School Year Student Enrollment:	1057
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	No
Number of Students Attending Under Open Enrollment in 2001-02:	131

<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)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Academic Goals
- w Student Discipline
- w School Safety Issues
- w Tardy Policy
- w Homework Policy
- w Quality Service

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	49.00
Other Professional Staff	3.00	Teacher Aide	34.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	2	0	0
4 to 6 years	9	3	0	0
7 to 9 years	7	4	0	0
10 or more years	14	14	0	0

∨ **Shared Responsibilities** ∨

**School**

We work with parents to support student success by having high standards and expectations; providing a safe, positive, loving learning environment; communicating with parents effectively and regularly; providing a family resource center; providing meaningful activities for parents to do with their children at home; and holding family events and classes in the evenings.

**Parents**

Parents can support children's success by working cooperatively with the teacher; modeling a positive attitude toward school and learning; reading to and with children daily; limiting television; providing time and a place to do homework; participating in school events; ensuring children come to school on time and ready to learn; and encouraging peaceful decision making.

∨ **Transportation Policy** ∨

Busing is provided for students living more than a mile from their assigned school. Busing is not provided for open enrollment students. Special transportation for special education students is addressed in the IEP.



## ∨ 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
<b>Attendance Rate</b>	93.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	32.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	6.6 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	12.2 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.2 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.9 %	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
Chase Manhattan School Change Award	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>113</b>	<b>527</b>	<b>1%</b>	<b>17%</b>	<b>51%</b>	<b>31%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>112</b>	<b>538</b>	<b>1%</b>	<b>18%</b>	<b>71%</b>	<b>11%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>114</b>	<b>522</b>	<b>3%</b>	<b>26%</b>	<b>46%</b>	<b>25%</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>98</b>	<b>519</b>	<b>14%</b>	<b>15%</b>	<b>37%</b>	<b>34%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>98</b>	<b>541</b>	<b>7%</b>	<b>20%</b>	<b>44%</b>	<b>29%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>99</b>	<b>534</b>	<b>7%</b>	<b>20%</b>	<b>5%</b>	<b>68%</b>
	State	61760	494	14%	40%	12%	34%

<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	--	--	--	--	--	--	--	--	--	82	57	60	--	--	--
2	Reading	--	--	--	100	39	50	78	35	52	70	33	53	66	56	57
	Language	--	--	--	100	30	40	90	26	43	78	26	44	67	45	48
	Mathematics	--	--	--	100	44	51	96	47	55	79	42	57	66	60	61
3	Reading	86	31	47	100	38	47	79	37	48	73	36	50	76	34	50
	Language	90	30	49	100	34	51	79	41	54	80	36	56	76	40	57
	Mathematics	89	34	46	100	42	49	76	39	52	78	32	54	76	39	56
4	Reading	97	44	53	100	42	54	77	41	54	79	54	55	74	35	55
	Language	96	39	47	100	36	49	79	35	48	79	44	50	75	33	50
	Mathematics	97	58	51	100	49	54	81	47	55	79	60	57	73	46	58
5	Reading	93	42	51	100	46	51	77	43	51	79	39	51	68	53	53
	Language	95	32	42	100	39	44	85	34	45	79	34	45	71	40	47
	Mathematics	94	51	51	100	59	54	90	45	55	81	52	57	72	61	59
6	Reading	92	46	53	100	46	54	85	48	53	85	45	54	76	40	56
	Language	90	31	41	100	32	44	86	37	44	86	35	45	78	29	47
	Mathematics	94	54	57	100	62	59	89	67	60	85	59	63	77	52	65

## ∨ 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>65</b>	<b>58</b>
<b>Grades 3-4</b>	<b>74</b>	<b>86</b>
<b>Grades 4-5</b>	<b>80</b>	<b>84</b>
<b>Grades 5-6</b>	<b>85</b>	<b>71</b>
<b>Grades 6-7</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

Adams School has five major rules, Be Respectful, Be Responsible, Be Kind, Be Helpful, and Be Safe. We use Conscious Discipline. Every adult's job is to keep students safe and the students' job is to help them keep it that way. We concentrate on ways to control anger and not use it as an excuse to hurt others or behave in a violent manner. We use the words helpful and hurtful; asking students, 'Are you being helpful or hurtful? What should you do right now to be helpful and safe. . .?'

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	\$2,719	\$2,549,299
Classroom Supplies	\$24	\$22,048
Administration	\$408	\$382,210
Support Services-Students	\$124	\$116,535
Other Support Services and Operations	\$599	\$561,886
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,874</b>	<b>\$3,631,978</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>	D. Isherwood	(480) 472-4300	
<b>Transportation Policy</b>	Community Relations	(480) 472-0000	
<b>Community Resources</b>	D. Isherwood	(480) 472-4300	
<b>School Nutrition Programs</b>	Jean Freeman	(480) 472-4368	
<b>Parent Organization</b>	NDS		
<b>Student Health/Nurse</b>	Cindi Carter	(480) 472-4364	

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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