

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Emerson Elementary School

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

Mesa Unified District  
415 N. Westwood Road, Mesa, AZ 85201-5530

**Principal:** Mr. Mark Bankhead  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** [www.mpsaz.org/emerson/](http://www.mpsaz.org/emerson/)  
**E-mail:** [mjbankhe@mpsaz.org](mailto:mjbankhe@mpsaz.org)

**Grades:** Pre-K-6  
**2002 Enrollment:** 1012  
**Phone:** (480) 472-4700  
**Fax:** (480) 472-4744

### ∨ School Overview ∨

#### Mission

Emerson is a traditional neighborhood school. Although our community of parents, students and staff come from different backgrounds, cultures and experiences, we share a common mission to provide students with a solid educational foundation. Our Make Your Day Program promotes good citizenship and taking responsibility for your own actions. We are continually adapting programs to meet the needs of our diverse population. We also host the hearing impaired program for the Mesa District.

#### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Mainstream
- w Some Inclusion

#### School/Academic Goals

- w Emerson's goal is for students to be challenged and show growth. Teachers' goals are to increase students' scores by 1% from previous years' scores in reading, math, and writing. Progress will be measured by Stanford 9, AIMS, CRT and writing samples.
- w Individual grade-level goals are listed below. First grade reading and math scores will be measured by District Criterion-Referenced Tests. Students' writing will be assessed by District Writing Samples. These scores will show at least a 1% growth.
- w Second, fourth, and sixth grade students' growth will be measured by District Criterion-Referenced Tests for reading & math. The language portion will be measured by the Stanford 9. Once again students will obtain at least a 1% growth in these areas.
- w Third and fifth grade scores will be measured by how are students do on AIMS in reading, math, and language. At least a 1% growth will be expected in comparison to school year 2000 scores.

#### Instructional Programs

- w Accelerated Reader Program
- w Hands-on Science
- w Title I (Classroom Instructional Aides)
- w Computer Lab Instruction
- w SEI (Sheltered English Immersion)
- w Waterford Reading Program
- w Before/After School Programs
- w Gifted Classes (ELP)

#### Enrollment

October 1, 2001 School Year Student Enrollment:	992
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	No
Number of Students Attending Under Open Enrollment in 2001-02:	52

<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**

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

**Council Duties**

w School Safety and Student Discipline  
 w Student Achievement  
 w Homework Policy  
 w Citizenship  
 w School/District Policies  
 w Parent/Educator Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	59.00
Other Professional Staff	5.00	Teacher Aide	64.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	1	0	0
4 to 6 years	6	4	0	0
7 to 9 years	0	4	1	0
10 or more years	8	29	1	0

∨ **Shared Responsibilities** ∨

**School**

Emerson's responsibility is to provide a physically and emotionally safe environment in order to promote high levels of student achievement. This is done in part by our 'Make Your Day' program. This is a citizenship program based on the philosophy that no one has the right to interfere with the learning or safety of others. We also promote communication between home and school. This is an ongoing process achieved through newsletters, phone calls, conferences, site council, PTO, and volunteerism.

**Parents**

Emerson's parents are responsible for supporting their children's education by forming a partnership between home and school. Communication and support is the key for students' success. Parents are expected to attend conferences, school activities, and to read newsletters and other important material brought home by their children. It is also important for parents to review homework daily, encourage good attendance, and ensure that students arrive and leave school on time.

∨ **Transportation Policy** ∨

Emerson is a 100% walking school. This means that none of our students ride a bus to school unless they are in self-contained special education classes and require transportation as per their IEP. Busing is not provided for open enrollment students.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	180	<b>First Day of School:</b>	8/15/02
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	5/29/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/16/02	12/22/02	3/7/03	5/29/03
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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 - Yes

<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 Special Education Services	W Computer Lab and Video Production Lab
W Hearing Impaired/Audiology Program	W Library

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#### Extracurricular Activities

W Accelerated Reader Club	W Broadcasting Club
W Service Club	W Computer Club
W Geography Club	W Bell Choir
W Student Council	W Afterschool Football/Soccer/Volleyball

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#### School/Community Resources

W Breakfast/Lunch Programs	W Testing for Special Education Services
W Counseling Services	W Title I Services
W Health Services	W GED Classes - Spanish Speaking
W Literacy Classes	W Mesa Parks & Recreation Programs

## ∨ 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 One of our most gratifying accomplishments is our ESL Parent Class. The classes run 4 days a week and normal attendance is 25 to 30 parents. We know that community bonding has increased and that the parents involved feel more comfortable at school.
- w During the 2001-02 school year, Emerson Elementary students and staff met 18 of 18 district goals for reading, writing, and math. Every grade level was able to meet or exceed the goals set at the beginning of the year.
- w We are also very proud of our Emerson Fiesta that promotes cultural unity. Through joint planning with our parents and businesses we work together to bring our students a memorable night. Attendance for this event is over 1000 students and parents.
- w We are one of only three schools in Mesa to implement the Make Your Day program. This schoolwide program promotes productive behavior, accountability, citizenship and academic success.

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	34.5 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	6.5 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	14.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	93.1 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	6.9 %	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
Widely Recognized Bell Choir	
Award Winning Band and Orchestra	
Spelling/Geography Bee Finalists	

## ∨ 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>126</b>	<b>519</b>	<b>11%</b>	<b>18%</b>	<b>47%</b>	<b>24%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>119</b>	<b>525</b>	<b>16%</b>	<b>13%</b>	<b>62%</b>	<b>9%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>123</b>	<b>520</b>	<b>10%</b>	<b>28%</b>	<b>33%</b>	<b>30%</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>110</b>	<b>504</b>	<b>20%</b>	<b>25%</b>	<b>44%</b>	<b>12%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>108</b>	<b>502</b>	<b>19%</b>	<b>31%</b>	<b>38%</b>	<b>12%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>111</b>	<b>496</b>	<b>13%</b>	<b>42%</b>	<b>10%</b>	<b>35%</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	--	--	--	--	--	--	--	--	--	73	45	60	--	--	--
2	Reading	--	--	--	100	45	50	75	40	52	55	40	53	60	52	57
	Language	--	--	--	100	31	40	84	20	43	65	27	44	65	36	48
	Mathematics	--	--	--	100	44	51	82	44	55	63	42	57	66	43	61
3	Reading	100	30	47	100	43	47	87	42	48	66	40	50	76	41	50
	Language	100	29	49	100	44	51	89	45	54	68	42	56	80	42	57
	Mathematics	100	29	46	100	46	49	89	45	52	70	50	54	80	47	56
4	Reading	86	47	53	100	44	54	76	45	54	71	48	55	77	50	55
	Language	86	44	47	100	34	49	91	37	48	76	38	50	73	52	50
	Mathematics	84	51	51	100	50	54	83	52	55	76	54	57	80	59	58
5	Reading	81	51	51	100	49	51	71	43	51	63	53	51	74	46	53
	Language	85	33	42	100	33	44	76	35	45	75	38	45	75	37	47
	Mathematics	91	48	51	100	46	54	76	48	55	73	54	57	76	54	59
6	Reading	97	52	53	100	57	54	85	53	53	78	48	54	80	48	56
	Language	97	35	41	100	44	44	89	41	44	75	39	45	79	38	47
	Mathematics	98	60	57	100	68	59	90	63	60	80	63	63	79	65	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>78</b>	<b>82</b>
<b>Grades 3-4</b>	<b>89</b>	<b>85</b>
<b>Grades 4-5</b>	<b>75</b>	<b>71</b>
<b>Grades 5-6</b>	<b>79</b>	<b>96</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

We are doing a number of things to ensure students' safety. First, we have joined forces with the city of Mesa Traffic Education Safety Program as a partner to promote student safety. Second, we address safety issues by working closely with the city traffic department and our security department to ensure that our school crossings are safe and efficient. We also have an experienced nursing staff, which provides medical information, treats minor injuries and assist our parents as the need arises.

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).

2

**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	\$2,569	\$2,555,884
Classroom Supplies	\$28	\$27,820
Administration	\$402	\$399,820
Support Services-Students	\$133	\$132,227
Other Support Services and Operations	\$593	\$590,275
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,725</b>	<b>\$3,706,026</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>	Mark Bankhead	(480) 472-4700	
<b>Transportation Policy</b>	Michael Yonker	(480) 472-0178	
<b>Community Resources</b>	Judy Willis	(480) 472-0223	
<b>School Nutrition Programs</b>	Virginia Prange	(480) 472-4706	
<b>Parent Organization</b>	Carmen Guerrero	(480) 472-4700	
<b>Student Health/Nurse</b>	Sharon Paap	(480) 472-4714	

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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