

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Sousa Elementary School

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

Mesa Unified District
616 N. Mountain, Apache Junction, AZ 85220-2303

Principal: Mrs. Cristi B. Denler
Schedule: 7:00 AM to 3:30 PM
Web Address: Unpublished or Unavailable
E-mail: Unpublished or Unavailable

Grades: Pre-K-6
2002 Enrollment: 712
Phone: (480) 472-8900
Fax: (480) 472-8888

∨ School Overview ∨

Mission

Sousa Elementary School strives to teach basic skills and develop problem solving through higher-level learning experiences which meet all pupils' needs; provide a safe and secure environment for each pupil and parent; encourage students to have respect for themselves and others; they are given the opportunity to be the best they can; ensure that our educators are skilled and maintain love and concern for children; develop parent involvement within all areas of the school.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Back-to-Basics

School/Academic Goals

- w Students will acquire skills in reading, math and writing.
- w Students will learn skills that will help them in their everyday living.
- w Students will develop higher-level thinking skills to become responsible and productive citizens.
- w Students will develop a foundation of computer literacy skills to confront modern day issues.

Instructional Programs

- w On-site Special Education
- w Special Education Preschool
- w Occupational Therapy/Physical Therapy
- w Band
- w Orchestra

Enrollment

October 1, 2001 School Year Student Enrollment:	720
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	70

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

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

Council Duties

- w School Safety Issues
- w Attendance
- w Student Discipline
- w Extracurricular Activities
- w Enrollment

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	5.00	Teacher Aide	12.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	5	2	0	0
10 or more years	9	14	0	0

∨ **Shared Responsibilities** ∨

School

Our school's main responsibility is to provide each child with a safe, healthy and positive learning environment. This learning environment will include a solid curriculum for all students of all academic levels. We acknowledge the responsibility to provide a working relationship with each parent, one that will foster compassion in every area of learning. We strive to encourage parents to be involved and provide acknowledgment of their concerns.

Parents

Parents are expected to assist in providing a learning environment for their children by making sure their child attends school regularly and is present during scheduled school hours; providing their child with uninterrupted time each evening to complete homework; reminding their child of the necessity of making wise choices regarding behavior and discipline; and supporting the school by volunteering.

∨ **Transportation Policy** ∨

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

∨ Calendar Information ∨

Number of Instruction Days: 180 **First Day of School:** 8/15/02
Average Daily Instruction Time: 6 hrs. 0 min. **Last Day of School:** 5/29/03
Operates on Traditional Schedule

Report Card Release Dates

10/16/02 12/19/02 3/7/03 5/29/03

Additional Calendar/Report Card Information

Teachers send home progress reports every Friday. Parents return signed reports with students the following Monday to acknowledge they received the report. This is in addition to the quarterly reports.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ 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.

Special Facilities

W Computer Lab

W Desert Study Area

Extracurricular Activities

W At-risk Student Tutoring

W Afterschool Clubs

W Boys/Girls Afterschool Sports

W Phonics Skills Remediation

W Math Skills Remediation

School/Community Resources

W Lunch Program

W Breakfast Program

W Community Classes

∨ 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 START Phonics is taught in grades 1-6. After school tutoring in phonics, reading and math is available to more than 70 students.</p> | <p>W Students integrated learning in the Desert Study area with consumer skills, time management and environmental studies. Study skills are emphasized in the classroom to encourage responsibility, self-motivation and self-discipline.</p> |
| <p>W Students are recognized as Student of the Week and Student of the Month based on behavior, citizenship, completing assignments and effort in the classroom. Students are involved in peer tutoring, reading buddies and student council activities.</p> | <p>W Students participate in computer classes on a weekly basis. Computer instruction is provided in classrooms with direct instruction from teachers. Students produce reports, newspapers and projects using computer technology.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	22.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	7.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.4 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	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.

⁴ 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.

⁵ 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.

⁶ 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.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ 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.

⁹ 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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	87	543	1%	10%	41%	47%
	School State	58840	524	9%	17%	45%	29%
Writing	School	86	553	5%	5%	71%	20%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	86	529	3%	22%	43%	31%
	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

Reading	School	86	507	10%	24%	51%	14%
	State	61305	505	21%	20%	43%	15%
Writing	School	89	509	11%	36%	45%	8%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	88	499	6%	47%	8%	40%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class 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	69	60	--	--	--
2	Reading	--	--	--	100	60	50	100	74	52	100	68	53	91	67	57
	Language	--	--	--	100	36	40	100	58	43	100	49	44	96	51	48
	Mathematics	--	--	--	100	53	51	100	78	55	100	71	57	94	73	61
3	Reading	100	52	47	100	55	47	95	54	48	100	66	50	87	69	50
	Language	100	57	49	100	57	51	100	64	54	100	72	56	83	77	57
	Mathematics	100	57	46	100	65	49	92	67	52	100	75	54	85	77	56
4	Reading	100	49	53	100	61	54	100	64	54	100	56	55	81	75	55
	Language	100	43	47	100	49	49	100	58	48	100	47	50	85	66	50
	Mathematics	100	57	51	100	68	54	100	71	55	100	63	57	85	83	58
5	Reading	93	53	51	100	48	51	93	55	51	91	61	51	99	61	53
	Language	94	47	42	100	42	44	92	48	45	91	48	45	98	53	47
	Mathematics	94	64	51	100	58	54	97	60	55	94	74	57	99	70	59
6	Reading	100	56	53	100	55	54	100	52	53	100	62	54	89	67	56
	Language	100	46	41	100	44	44	100	42	44	99	48	45	89	56	47
	Mathematics	100	66	57	100	69	59	100	65	60	100	70	63	90	81	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 Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	60	80
Grades 3-4	80	79
Grades 4-5	78	83
Grades 5-6	82	86
Grades 6-7	***	***

*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

Students are given clear instructions regarding behavioral expectations which are enforced. Teachers and support staff work together to ensure that the Sousa campus is safe for all students. Supervision of student activities is a priority. Visitors to the site are required to obtain a visitor's pass before entering the classrooms.

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	\$2,658	\$2,205,492
Classroom Supplies	\$32	\$26,547
Administration	\$374	\$310,521
Support Services-Students	\$155	\$128,735
Other Support Services and Operations	\$599	\$496,989
Total Expenditures- All Categories 2000-2001	\$3,818	\$3,168,284

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
School Site Council	Cristi Denler	(480) 472-8900	
Transportation Policy	Michael Yonker	(480) 472-0178	
Community Resources	NDS		
School Nutrition Programs	Loretta Zullo	(480) 472-0909	
Parent Organization	Sue Bartow	(480) 472-8900	
Student Health/Nurse	Lorie Miller	(480) 472-8898	

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/ on the Internet.

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