

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Falcon Hill Elementary School

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

Mesa Unified District  
1645 N. Sterling Street, Mesa, AZ 85207-2903

**Principal:** Mr. Donald M. Erickson  
**Schedule:** 7:15 AM to 3:45 PM  
**Web Address:** [www.mpsaz.org/falcon/](http://www.mpsaz.org/falcon/)  
**E-mail:** Unpublished or Unavailable

**Grades:** K-6  
**2002 Enrollment:** 639  
**Phone:** (480) 472-8600  
**Fax:** (480) 472-8597

### ∨ School Overview ∨

#### Mission

The mission of Falcon Hill is to have our students master basic skills in reading, written and oral language, and math, as well as to participate in meaningful experiences in science, social studies, art, music, physical fitness and technology. We want to develop lifelong learners, skilled future workers and responsible, contributing citizens. Our vision is to provide quality instruction in a safe and caring environment in which all students master State Standards and District Objectives.

#### Organization and Philosophy

- w Traditional
- w Ability Group for Specific Subjects
- w Instructional Blocks
- w Collaboration with Special Education

#### Instructional Programs

- w Gifted
- w On-site Special Education
- w Extended-day Kindergarten
- w Young Kindergarten
- w Physical Education
- w Media Center - Library Skills
- w Music
- w Art Teacher for Intermediate

#### School/Academic Goals

- w Students will comprehend reading material at their grade level as measured by the district reading CRT test for grade 1, by the AIMS assessment for grades 3 and 5, and by the Stanford 9 Achievement Test for grades 2, 4 and 6.
- w Students will master basic math facts and concepts as measured by the district math CRT test for grade 1, by the AIMS assessment for grades 3 and 5, and by the Stanford 9 Achievement Test for grades 2, 4, and 6.
- w Students will communicate in written and oral form as measured by appropriate performance evaluations offered in classrooms and by the district writing evaluation.
- w Students will use reference materials, technology and organizational skills as measured by appropriate performance on academic goals.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	725
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	176

<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)  
 0 Non-certified Employee(s)  
 4 Teacher(s)  
 4 Parent(s)  
 0 Community Member(s)  
 4 Student(s)

**Council Duties**

w Student Discipline  
 w Homework  
 w Attendance  
 w Topics Group Selects  
 w Parent/Educator Relations  
 w School Safety Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	33.40
Other Professional Staff	1.50	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	1	2	0	0
4 to 6 years	2	4	0	0
7 to 9 years	2	9	0	0
10 or more years	3	19	0	0

∨ **Shared Responsibilities** ∨

**School**

As professional educators, we have the responsibility to keep parents informed of their child's academic and social progress. We must provide a safe environment for children. We must listen to concerns voiced by parents and respond to all those concerns in a professional manner. We are responsible for ensuring that high standards for academic performance and behavior are maintained. We will teach the state standards and students will learn them well.

**Parents**

Parents need to take responsibility for getting their child to school on time, with the necessary materials and ready to learn. Parental responsibility also includes communicating with the school in a manner which fosters problem solving. From homework to signing and returning notes as requested, much can be gained by parents modeling positive attitudes toward school.

∨ **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 their IEPs.

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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

10/21/02	1/21/03	3/13/03	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 - 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 Media Center
W Extended-day Kindergarten	W Young Kindergarten

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#### Extracurricular Activities

W Student Council	W Computer Club
W Accelerated Reader Club	W Band/Orchestra
W Peer Tutoring Program	W Staff Tutoring Program
W Afterschool Sports	W School Chorus

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#### School/Community Resources

W Lunch Program	W Afterschool Sports
W Afterschool Child Care	W Boredom Buster's Summer Program
W WHAM Basketball	W YMCA Sports
W Mesa Parks Rec N' Roll	

## ∨ 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 On an average, students scored 86%, eight percentage points over the district average on the CRT reading test, and 86%, nine percentage points over the district average on the CRT math test.
- W Falcon Hill set 18 academic goals for grades 1-6 in the areas of reading, math and language. Of those goals, 16 were met using the outcomes from the Stanford 9, AIMS and the district writing sample.
- W The spring 2002 Quality Service Survey for parents and students reflected a 97 rating, indicating a high degree of customer satisfaction.
- W The percent of students meeting and/or exceeding expectations on the AIMS assessment in third and fifth grades maintained at least a 90% level or improved over the previous baseline data.

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	13.6 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.8 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	6.8 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	97.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	3.0 %	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
Student Service Award - 3 Staff Members	2000
Math Olympiad Highest Team Achievement	2000
Math Olympiad Highest Team Achievement	2002
Math Olympiad Highest Student Achievement	2002

## ∨ 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>86</b>	<b>537</b>	<b>0%</b>	<b>10%</b>	<b>45%</b>	<b>44%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>85</b>	<b>548</b>	<b>0%</b>	<b>7%</b>	<b>82%</b>	<b>11%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>85</b>	<b>537</b>	<b>0%</b>	<b>16%</b>	<b>49%</b>	<b>34%</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>513</b>	<b>12%</b>	<b>16%</b>	<b>45%</b>	<b>27%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>96</b>	<b>521</b>	<b>11%</b>	<b>23%</b>	<b>48%</b>	<b>18%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>104</b>	<b>511</b>	<b>7%</b>	<b>38%</b>	<b>12%</b>	<b>43%</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	--	--	--	--	--	--	--	--	--	85	88	60	--	--	--
2	Reading	--	--	--	88	70	50	93	73	52	91	71	53	99	82	57
	Language	--	--	--	98	50	40	97	63	43	91	60	44	100	70	48
	Mathematics	--	--	--	94	74	51	99	80	55	93	77	57	100	81	61
3	Reading	94	62	47	98	64	47	90	59	48	95	69	50	96	66	50
	Language	93	65	49	100	66	51	90	64	54	95	73	56	95	68	57
	Mathematics	96	63	46	98	68	49	89	61	52	90	72	54	97	66	56
4	Reading	100	71	53	90	68	54	97	70	54	87	63	55	89	74	55
	Language	100	64	47	98	66	49	98	60	48	89	54	50	91	64	50
	Mathematics	100	77	51	96	76	54	96	78	55	81	68	57	88	77	58
5	Reading	93	61	51	87	69	51	91	61	51	92	63	51	75	63	53
	Language	97	54	42	93	58	44	94	57	45	92	59	45	81	57	47
	Mathematics	94	76	51	90	76	54	94	68	55	89	71	57	78	65	59
6	Reading	100	67	53	92	69	54	100	72	53	94	73	54	96	77	56
	Language	100	57	41	94	63	44	100	61	44	92	64	45	97	72	47
	Mathematics	99	84	57	93	85	59	100	83	60	92	85	63	98	88	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>56</b>	<b>55</b>
<b>Grades 3-4</b>	<b>81</b>	<b>79</b>
<b>Grades 4-5</b>	<b>46</b>	<b>62</b>
<b>Grades 5-6</b>	<b>91</b>	<b>97</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 communicate high expectations for safety. Our SIAC has reviewed all safety practices including parking, visitors, lock-downs, access to school classrooms and a Crisis Plan. All staff wear ID cards and visitors are required to check-in at the office. Staff are on duty before/after school. Each driveway is monitored to ensure safe access to school. Our School Discipline Plan is consistently enforced. Respect of all is communicated on a regular basis.

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	\$2,935	\$2,207,919
Classroom Supplies	\$37	\$27,842
Administration	\$390	\$293,136
Support Services-Students	\$128	\$96,393
Other Support Services and Operations	\$603	\$453,523
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,093</b>	<b>\$3,078,813</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>	Donald M. Erickson	(480) 472-8600	
<b>Transportation Policy</b>	Community Relations	(480) 472-0223	
<b>Community Resources</b>	Donald M. Erickson	(480) 472-8600	
<b>School Nutrition Programs</b>	Loretta Zullo	(480) 472-0908	
<b>Parent Organization</b>	Tammy Stewart	(480) 472-8600	
<b>Student Health/Nurse</b>	Jane Sutcliffe	(480) 472-8579	

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.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."