

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Las Sendas Elementary School

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

Mesa Unified District  
3120 N. Red Mountain Road, Mesa, AZ 85207-1068

**Principal:** Mrs. Julia B. Kelly

**Schedule:** 7:20 AM to 3:40 PM

**Web Address:** [www.mpsaz.org/las\\_sendas/](http://www.mpsaz.org/las_sendas/)

**E-mail:** Unpublished or Unavailable

**Grades:** K-6

**2002 Enrollment:** 785

**Phone:** (480) 472-8750

**Fax:** (480) 472-8735

## ∨ School Overview ∨

### Mission

The mission of Las Sendas Elementary School is to promote and provide a secure and safe environment for the learning and growth of all our students. While emphasis is placed on academics along with the arts and sciences, physical and character development are also stressed. Parents, school and community interact to encourage children to be active, positive members of our society.

### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Collaboration with Special Education

### School/Academic Goals

- w Students will demonstrate mastery of a variety of types of reading material at their grade level as measured by the district reading CRT test, AIMS, and by the Stanford 9 Achievement Test.
- w Students will master basic math facts and concepts as measured by the district math CRT test, AIMS, and by the Stanford 9 Achievement Test.
- w Students will communicate in written and oral form as measured by appropriate performance and standardized evaluations including the district writing evaluation, AIMS and the Stanford 9 Achievement Test.
- w Students and staff will continue to develop their skills with technology by incorporating such usage into all areas of the curriculum in meaningful ways.

### Instructional Programs

- w On-site Gifted Education
- w On-site Special Education
- w Technology-enhanced instruction

### Enrollment

October 1, 2001 School Year Student Enrollment:	737
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	83

<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)  
 0 Student(s)

**Council Duties**

w Student Discipline  
 w Attendance  
 w Homework  
 w School Safety Issues  
 w Extracurricular Funding  
 w Student Recognition

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	36.30
Other Professional Staff	1.40	Teacher Aide	4.60

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	4	4	0	0
7 to 9 years	1	2	0	0
10 or more years	5	14	0	1

∨ **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 assuring that high standards for academic performance and behavior are maintained.

**Parents**

Parents need to take responsibility for getting their child to school on time, dressed appropriately, with the necessary materials and ready to learn. Parental responsibility also includes communicating with the school in a manner which fosters problem solving. From monitoring 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 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

- |  |  |
|--|--|
| <p>W Students achieved at high levels in language, as measured by AIMS testing, district writing evaluations, the number of writing awards received and by Stanford 9 scores.</p>  | <p>W Students, in all grade levels, scored well above state and district averages on the Stanford 9 Achievement Test in reading, as well as on AIMS in 3rd and 5th grades.</p>   |
| <p>W Students, in all grade levels tested, scored well above state and district averages on the Stanford 9 Achievement Test in math. In addition, students demonstrated their achievement on district testing and on AIMS.</p> | <p>W Students experience performing and fine arts opportunities through performance in various musical programs, participation in several community art contests, and the development of production and videography skills in our televised announcements.</p> |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	15.1 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.6 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	8.5 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	97.8 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	2.2 %	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
District Writing Awards (9)	2002
District Honor Band & Honor Orchestra (8 students)	2002
MLK Art Contest Winners for Mesa (5)	2002
Pupil Personnel Award Winners - (1 student, 1 teacher)	2001

## ∨ 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>103</b>	<b>562</b>	<b>0%</b>	<b>4%</b>	<b>28%</b>	<b>68%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>101</b>	<b>593</b>	<b>0%</b>	<b>2%</b>	<b>50%</b>	<b>49%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>106</b>	<b>570</b>	<b>1%</b>	<b>3%</b>	<b>26%</b>	<b>70%</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>96</b>	<b>529</b>	<b>8%</b>	<b>10%</b>	<b>46%</b>	<b>35%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>99</b>	<b>561</b>	<b>3%</b>	<b>9%</b>	<b>49%</b>	<b>38%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>100</b>	<b>546</b>	<b>1%</b>	<b>16%</b>	<b>10%</b>	<b>73%</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	--	--	--	--	--	--	--	--	--	89	85	60	--	--	--
2	Reading	--	--	--	58	80	50	100	81	52	87	85	53	88	83	57
	Language	--	--	--	100	71	40	100	80	43	94	77	44	91	76	48
	Mathematics	--	--	--	100	83	51	100	90	55	91	90	57	88	90	61
3	Reading	--	72	47	100	73	47	98	77	48	100	79	50	92	80	50
	Language	--	78	49	100	77	51	100	77	54	100	85	56	94	80	57
	Mathematics	--	74	46	100	69	49	100	83	52	99	88	54	95	89	56
4	Reading	--	73	53	100	78	54	100	76	54	85	84	55	94	81	55
	Language	--	63	47	100	71	49	100	70	48	86	76	50	97	78	50
	Mathematics	--	68	51	100	82	54	100	79	55	86	88	57	95	90	58
5	Reading	--	67	51	100	75	51	92	81	51	97	77	51	92	80	53
	Language	--	57	42	100	61	44	89	74	45	100	67	45	94	72	47
	Mathematics	--	74	51	100	81	54	84	90	55	100	79	57	94	87	59
6	Reading	--	83	53	100	75	54	99	76	53	99	78	54	96	79	56
	Language	--	80	41	100	69	44	99	68	44	99	74	45	99	72	47
	Mathematics	--	91	57	100	89	59	100	86	60	100	90	63	100	90	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>64</b>	<b>88</b>
<b>Grades 3-4</b>	<b>90</b>	<b>90</b>
<b>Grades 4-5</b>	<b>69</b>	<b>78</b>
<b>Grades 5-6</b>	<b>81</b>	<b>93</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

Positive and appropriate school behavior is stressed. Students receive a handbook of behavioral rules and expectations yearly. Students and parents sign a form indicating receipt. Teachers and staff respond consistently to violations and consequences are given. Parents are notified of infractions. Positive behavior is recognized. All visitors must sign-in at office/wear a badge. Aides and teachers assist with traffic and other safety issues before and after school. A separate bus area is used.

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 ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,930	\$1,990,415
Classroom Supplies	\$37	\$25,210
Administration	\$383	\$260,219
Support Services-Students	\$116	\$78,583
Other Support Services and Operations	\$606	\$411,472
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,071</b>	<b>\$2,765,899</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 ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Sandi Ciaramitaro	(480) 472-8750	
<b>Transportation Policy</b>	Michael Yonkers	(480) 472-0178	
<b>Community Resources</b>	Julia B. Kelly	(480) 472-8750	
<b>School Nutrition Programs</b>	Lucy Wormsbaker	(480) 472-8745	
<b>Parent Organization</b>	Kay Hensel	(480) 472-8750	
<b>Student Health/Nurse</b>	Jane Sutcliffe	(480) 472-8737	

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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