

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Santa Fe Elementary School

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

Peoria Unified School District
9880 N. 77th Avenue, Peoria, AZ 85345

Principal: Mrs. Jewell Blair
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: santafe@peoriaud.k12.az.us

Grades: Pre-K-8
2002 Enrollment: 960
Phone: (623) 486-6475
Fax: (623) 486-6487

∨ School Overview ∨

Mission

Santa Fe is culturally diverse and child-centered in its policies/procedures. Our K-8 setting allows the development of academic growth and positive relationships. Teachers are trained and empowered to make sound decisions that reflect the educational and behavioral needs of students. Grade levels work together to ensure consistent instruction and integration of the curriculum. Santa Fe believes all children can and will learn when they are taught, challenged, and prepared to become responsible.

Organization and Philosophy

- w Team Approach to Traditional Learning
- w Departmentalized (Grades 6, 7 & 8)
- w Integration of Content and Programs
- w Consistent Parent Involvement (300+)

Instructional Programs

- w 3- & 4-year-olds Preschool
- w After School Tutoring 4 Days a Week
- w Title I Services in Reading and Math
- w Kindergarten Enrichment for Half-day
- w Project Ideal - Gifted Services
- w Collaborative Special Education Model
- w Technology Life Careers Program
- w Literacy/Language Enrichment Classes

School/Academic Goals

- w Increase overall student achievement by analyzing test data, developing plans to address individual student needs and implementing strategies to affect change. A comprehensive professional development program for teachers and staff supports the goal.
- w Continue to use curriculum maps to guide teachers in reaching goals and outcomes. Monthly grade level meetings and classroom observations by administrators help to monitor progress so changes that benefit student learning can be made as needed.
- w Provide extended-day and enrichment instruction for students in all grades with emphasis on increased academic achievement in literacy and math. Continue to provide early intervention for at-risk students in preschool, kindergarten and first grade.
- w Promote academic and behavioral success of special education students in the regular program by using a collaborative model for teachers. Special education teachers work with homeroom teachers to integrate their activities in the regular classroom.

Enrollment

October 1, 2001 School Year Student Enrollment:	1011
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	115

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

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

Council Duties

w School/Business/Community Partnerships
 w Parent/Educator Relations
 w School Climate
 w School Safety Issues
 w Positive Incentives for Students
 w Volunteers

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	56.00
Other Professional Staff	4.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	10	1	0	0
7 to 9 years	3	3	0	0
10 or more years	15	14	1	0

∨ **Shared Responsibilities** ∨

School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment and the best opportunities to learn. In addition to providing safe, attractive school campuses, each school invites and maintains high parent involvement. There are many opportunities for parents to be informed and active in their child's education.

Parents

Parents have the responsibility to act in partnership with the school and work cooperatively with staff members to educate their children. This includes supporting student's attendance; monitoring student's completion of assignments; modeling positive attitudes toward learning; attending conferences and fostering respect of rules and property.

∨ **Transportation Policy** ∨

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Santa Fe Elementary School.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 8/14/02
Average Daily Instruction Time: 6 hrs. 30 min. **Last Day of School:** 5/20/03
Operates on Traditional Schedule

Report Card Release Dates

10/24/02 1/8/03 3/12/03 5/20/03

Additional Calendar/Report Card Information

Progress reports are sent to parents approximately four weeks before the report card. In addition to that, teachers send home notices to parents as needed to keep them aware of students that are falling behind. Parent-teacher conferences are held in October and February to monitor student progress.

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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 Special Services Resource Center
- W Technology Demonstration Classroom
- W Three Computer Labs
- W Music/Band/Art/Media Rooms

Extracurricular Activities

- W Student Council
- W National Junior Honor Society
- W Outdoor Education
- W DARE Program
- W Athletics
- W Yearbook Club
- W Summer School
- W Student Assistants

School/Community Resources

- W Truancy Program
- W Before/After School Program
- W Parent/Teacher/Student Association
- W Community Preschool Partnership
- W Health Screenings
- W Community Classes
- W Scouting Programs
- W Summer Recreation

∨ 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 The Santa Fe staff developed curriculum maps aligned to the state standards in grades kindergarten through eighth grade. These maps, written for language and math, drive instruction and help to monitor progress towards school goals.</p> | <p>w An eighth grade technology rich civics/reading classroom uses the latest in cutting edge computer hardware to provide hands-on experiences that enrich and integrate instruction for the students.</p> |
| <p>w Summer school for grades 1-6 extend learning opportunities for 70+ students-at-risk. An afterschool tutoring program for grades 1-8 provides for remediation in core subjects to increase the chances of success during the school year.</p> | <p>w A grant supplied by the city of Peoria to buy playground exercise equipment provided the necessary hardware allowing students to work out physically which increases their ability to meet with success when working out mentally in the classroom.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	12.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	8.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.3 %	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
Kids Voting School & Teacher of the Year	2000
PEEF Fine Arts Grants	2000
Texaco Grant for Preschool	2001
Alpha Smartboard Grant for Technology	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	107	512	9%	19%	56%	16%
	School State	58840	524	9%	17%	45%	29%
Writing	School	107	536	7%	17%	64%	12%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	108	500	12%	32%	42%	14%
	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	118	498	26%	19%	47%	8%
	State	61305	505	21%	20%	43%	15%
Writing	School	117	513	15%	24%	47%	14%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	117	465	21%	61%	8%	11%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	100	497	27%	23%	38%	12%
	State	57484	504	24%	20%	40%	16%
Writing	School	102	489	18%	42%	37%	3%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	101	452	46%	43%	9%	3%
	State	57734	459	39%	40%	14%	7%

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	--	--	--	--	--	--	--	--	--	86	69	60	--	--	--
2	Reading	--	--	--	100	40	50	89	61	52	99	59	53	79	72	57
	Language	--	--	--	100	32	40	93	50	43	99	49	44	81	62	48
	Mathematics	--	--	--	100	53	51	94	71	55	100	71	57	82	83	61
3	Reading	100	45	47	100	40	47	100	41	48	94	55	50	97	49	50
	Language	100	43	49	100	46	51	100	48	54	98	66	56	94	63	57
	Mathematics	100	39	46	100	48	49	100	45	52	97	60	54	97	59	56
4	Reading	97	55	53	100	56	54	93	61	54	96	56	55	93	67	55
	Language	100	46	47	100	50	49	96	51	48	95	57	50	94	65	50
	Mathematics	100	42	51	100	50	54	97	66	55	95	62	57	95	71	58
5	Reading	97	48	51	100	58	51	93	47	51	94	50	51	94	46	53
	Language	100	36	42	100	44	44	97	34	45	94	47	45	93	40	47
	Mathematics	100	35	51	100	49	54	100	49	55	97	59	57	93	50	59
6	Reading	100	55	53	100	53	54	99	49	53	92	52	54	97	55	56
	Language	100	44	41	100	39	44	99	35	44	92	41	45	94	47	47
	Mathematics	100	50	57	100	54	59	100	56	60	93	76	63	98	68	65
7	Reading	93	52	52	100	56	53	99	50	52	91	57	53	94	52	55
	Language	93	56	52	100	56	54	93	49	54	89	56	55	91	58	58
	Mathematics	92	51	53	100	50	55	99	43	56	92	64	58	94	73	60
8	Reading	100	52	54	100	56	54	95	55	53	88	54	55	89	53	56
	Language	100	42	46	100	51	49	90	47	49	83	46	50	90	50	52
	Mathematics	100	45	52	100	60	54	94	49	56	88	42	58	90	53	59

∨ **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	43	43
Grades 3-4	86	83
Grades 4-5	56	53
Grades 5-6	77	87
Grades 6-7	77	78
Grades 7-8	67	45

*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

Continued refinement of our schoolwide discipline matrix, which encourages positive student behavior. Detentions are served on Friday afternoons, a strong deterrent for students. Staff is charged with supervising students at all times, including before/after school. Crossing guard and maintenance staff use walkie-talkies. Safety Committee monitors grounds/equipment for safety hazards. They address issues presented by parents/staff to ensure a safe environment.

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)

3

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	\$2,413	\$2,508,341
Classroom Supplies	\$25	\$25,733
Administration	\$352	\$365,509
Support Services-Students	\$114	\$118,666
Other Support Services and Operations	\$577	\$599,418
Total Expenditures- All Categories 2000-2001	\$3,480	\$3,617,667

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.

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.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Jewell Blair	(623) 486-6475	
Transportation Policy	Steve Highlin	(623) 486-6000	6066
Community Resources	Cheryl Phillips	(623) 486-6000	6063
School Nutrition Programs	Helen Grissom	(623) 486-6475	6480
Parent Organization	Carole Winstead	(623) 486-6475	
Student Health/Nurse	Carolyn Garrard	(623) 486-6475	6479

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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