

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Towne Meadows Elementary School

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

Gilbert Unified District
1101 N. Recker Road, Higley, AZ 85236

Principal: Mrs. Barbara Osland
Schedule: 8:00 AM to 4:30 PM
Web Address: towne-es.gilbert.k12.az.us
E-mail: barb_osland@gilbert.k12.az.us

Grades: Pre-K-6
2002 Enrollment: 815
Phone: (480) 854-1545
Fax: (480) 854-1641

∨ School Overview ∨

Mission

Our mission is to nurture and promote academic, social competency, and self-esteem in a safe and positive environment while striving to meet the individual needs of every student. To fulfill this mission, the Towne Meadows staff is committed to improving decision making, problem solving and thinking skills while encouraging and supporting partnerships in our school community and developing an acceptance and appreciation for individual differences and cultural diversity.

Organization and Philosophy

- w Traditional Classrooms
- w School Partnerships with Community
- w Multiage Classrooms - available 2/3
- w Inclusive Classrooms

Instructional Programs

- w On-site Special Education
- w Integrated Curriculum/Instruction
- w Gifted Classes
- w Student to Student Mentors
- w Differentiated Instruction
- w Character Counts! School
- w Special Education Preschool
- w Full-day Kindergarten, Optional

School/Academic Goals

- w To apply mathematics to real-world experiences using Gilbert District curriculum, the Arizona Academic Standards, and the tools and life skills which will allow our students to speak the international language of mathematics.
- w To integrate the CHARACTER COUNTS! six pillars of character (Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship) into all aspects of our curriculum.
- w To improve instruction by focusing on state standards and curriculum configurations with an emphasis on assessment.
- w To build a school community partnership which involves parents, teachers, students and our business community.

Enrollment

October 1, 2001 School Year Student Enrollment:	803
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	55

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

Council Duties

- w School Information Network
- w School Safety Issues
- w Extracurricular Activities
- w School Improvement
- w Liaison to PTSO and Dads' Club
- w School/Business/Community Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	43.25
Other Professional Staff	3.75	Teacher Aide	17.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	3	2	0	0
7 to 9 years	4	7	0	0
10 or more years	4	15	0	0

∨ **Shared Responsibilities** ∨

School

We adhere to high academic standards for all students. We emphasize a school-community partnership. School safety and activities to enhance self-esteem are given high priority. Special education, special reading, differentiated groupings in classrooms, advanced learning program and ESL assist students in meeting their goals. Weekly progress reports, classroom newsletters and school newsletters inform parents of academic achievement and school activities.

Parents

Parents are encouraged to participate with their children at Towne Meadows through the PTSO, Dads' Club and the classroom volunteer program. It is the parents' responsibility for ensuring their children arrive on time, in appropriate attire, with completed assignments--ready to learn. Art and Math Night as well as music and drama performances provide avenues for quality family activities.

∨ **Transportation Policy** ∨

Towne Meadows Elementary serves an attendance area which is approximately two square-miles in size. The square-mile adjacent to the school is densely populated and students walk or ride bicycles to school. Five crossing guards assist students at four locations before and after school. Five buses serve students who live outside a one-mile range or live along a major street. Student expectations for getting to and from school are included in the Elementary School Family Handbook.

∨ **Calendar Information** ∨

Number of Instruction Days: 176 **First Day of School:** 8/15/02
Average Daily Instruction Time: 5 hrs. 30 min. **Last Day of School:** 5/22/03

Operates on Traditional Schedule

Report Card Release Dates

10/23/02 1/8/03 3/26/03 5/22/03

Additional Calendar/Report Card Information

First through sixth grade teachers provide weekly progress reports to parents. Kindergarten teachers provide midquarter reports. School events are publicized through classroom newsletters and a monthly school newsletter. The internet is now being used for classroom and school communication. A District Handbook is provided yearly to each student.

∨ **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 Rock Climbing Wall
- W Access to Media/Video/Phone/Technology
- W Music/Orchestra/Band Rooms
- W Regulation Indoor Basketball Court

Extracurricular Activities

- W Student Council
- W Character Club
- W Chess Club
- W Bell Choir
- W Battle of the Books
- W Jazz Band
- W Oceanography Club
- W Fun Runs

School/Community Resources

- W Social Worker
- W Parenting Program, Grades K-6
- W Parent Intervention Program, 0-3 Years
- W GED/Literacy Classes
- W Art Masters' Program
- W Breakfast/Lunch Programs
- W Crisis Team
- W School-based Intervention Team

∨ 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 demonstrated high achievement on district and state assessment instruments. The students have high expectations for themselves and regularly achieve recognition.</p> | <p>W A staff member was recognized by the by community as Hero of the Year in Gilbert.</p> |
| <p>W Students were asked to perform on stage for the governor as part of the CHARACTER COUNTS! Day at the capitol. A teacher and a student were recognized by their peers for being role models for CHARACTER COUNTS!</p> | <p>W Students participated in community service projects raising over \$13,000 for the American Red Cross; collecting food for the Canned Food Drive; sponsoring Christmas Angels; participating in Jumprope for Heart, and donating to community charities.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	6.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	7.8 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	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
Comm. Serv. Awd/Canned Food/Christmas Angel/March Dimes	2000
District Poetry and Writing Awards	2000
State and Regional PE Teacher of the Year	2000
Staff Member, Hero of the Year Award for Gilbert	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	97	537	1%	10%	43%	45%
	School State	58840	524	9%	17%	45%	29%
Writing	School	97	556	2%	5%	75%	18%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	100	534	3%	16%	48%	33%
	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	104	520	1%	14%	60%	25%
	State	61305	505	21%	20%	43%	15%
Writing	School	104	556	1%	11%	53%	36%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	105	534	0%	24%	12%	64%
	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	--	--	--	--	--	--	--	--	--	99	68	60	--	--	--
2	Reading	--	--	--	100	61	50	98	59	52	98	60	53	89	63	57
	Language	--	--	--	100	62	40	100	65	43	98	56	44	90	59	48
	Mathematics	--	--	--	100	62	51	100	70	55	95	66	57	89	70	61
3	Reading	100	61	47	100	58	47	100	69	48	60	67	50	89	66	50
	Language	100	71	49	100	68	51	99	83	54	85	77	56	88	71	57
	Mathematics	100	56	46	100	56	49	99	77	52	85	76	54	89	71	56
4	Reading	97	77	53	100	65	54	93	69	54	87	74	55	91	69	55
	Language	97	76	47	100	68	49	95	68	48	89	68	50	93	65	50
	Mathematics	96	81	51	100	72	54	97	75	55	89	75	57	93	75	58
5	Reading	100	75	51	100	72	51	95	76	51	89	70	51	90	71	53
	Language	100	68	42	100	70	44	95	76	45	89	67	45	90	66	47
	Mathematics	100	73	51	100	76	54	95	82	55	90	75	57	90	85	59
6	Reading	100	76	53	100	76	54	95	78	53	85	77	54	84	73	56
	Language	100	63	41	100	71	44	95	69	44	85	71	45	88	63	47
	Mathematics	100	82	57	100	80	59	94	82	60	85	85	63	87	80	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	78	78
Grades 3-4	75	71
Grades 4-5	70	98
Grades 5-6	78	88
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

We are dedicated to providing academic excellence in a safe, orderly and positive environment. Each academic year, students are informed of the school rules and behavior expectations. A school Social Worker is available to all students for individual and group support. D.A.R.E. is a part of our sixth grade curriculum. Intermediate students have been trained in the peer mediation process which helps students peacefully resolve their conflicts. Towne is proud to be a CHARACTER COUNTS! school.

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	\$2,268	\$1,742,647
Classroom Supplies	\$19	\$14,366
Administration	\$276	\$212,208
Support Services-Students	\$140	\$107,394
Other Support Services and Operations	\$625	\$480,180
Total Expenditures- All Categories 2000-2001	\$3,327	\$2,556,795

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	Barbara Osland	(480) 854-1545	
Transportation Policy	Jay Morris	(480) 497-3314	
Community Resources	DeAnn Royster	(480) 854-1545	
School Nutrition Programs	Deb McCarron	(480) 497-3370	
Parent Organization	Holly Miller	(480) 854-1545	
Student Health/Nurse	Arlene Mancuso	(480) 497-3459	

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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