

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Tavan Elementary School

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

Scottsdale Unified District
4610 E. Osborn Road, Phoenix, AZ 85018-6018

Principal: Ms. Margaret Serna
Schedule: 7:00 AM to 3:30 PM
Web Address: www.susd.org/schools/elem/Tavan/Tavan.htm
E-mail: mserna@susd.org

Grades: Pre-K-5
2002 Enrollment: 657
Phone: (480) 484-3500 x 3510
Fax: (480) 484-3501

∨ School Overview ∨

Mission

As members of the Tavan Community, we share a commitment and common vision to promote the success and value of each child. We believe that Tavan Elementary School is a safe, well-maintained environment conducive to learning. At Tavan, we are committed to working together in a respectful and collegial manner and to providing programs of the highest quality which are well-planned and based on sound research and methodology.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Multiage Classrooms
- w Team Teaching

School/Academic Goals

- w To improve student achievement in the areas of reading and language arts.
- w To improve student achievement in the areas of mathematics concepts, problem solving, and computation.
- w To create a safe, comfortable environment conducive to student learning and achievement.
- w To prepare our students for the future by teaching them to use technology independently and proficiently.

Instructional Programs

- w Language Acquisition
- w Panda Preschool
- w On-site Special Education
- w Schoolwide Title I
- w Gifted
- w At-risk Preschool
- w Native American Program
- w Reading Recovery

Enrollment

October 1, 2001 School Year Student Enrollment:	648
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	80

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)
 7 Teacher(s)
 3 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

w Coordinating and Curriculum Team
 w School Improvement
 w Discipline
 w Technology
 w Parent Involvement
 w Facilities Committee

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.50	Teacher	44.00
Other Professional Staff	9.50	Teacher Aide	15.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	9	1	0	0
7 to 9 years	7	3	1	0
10 or more years	4	13	0	0

∨ **Shared Responsibilities** ∨

School

The most important responsibility the school has is to provide a safe learning environment for all children. The Tavan faculty strives to make each child feel safe and secure while attending school. Tavan offers many academic and social opportunities for each child to flourish in the school setting. Tavan recognizes the importance of parental involvement and keeps its parents notified by providing information and newsletters in Spanish and English.

Parents

Tavan staff and parents are equal partners in the education of all students at Tavan. Parents ensure their children are well-rested, clean, and have proper nutrition. Tavan parents have the responsibility to encourage their children to attend school regularly and punctually. Parents share in the educational processes of their children by attending Site Based Shared Decision Making meetings. The parent is the strongest component in the formation of the child's attitude and self-esteem.

∨ **Transportation Policy** ∨

Transportation is a privilege. All Tavan students who use transportation are required to follow school rules. The job is to transport them to and from school safely and in a timely manner. The maximum distance is three miles, the minimum distance is one-half mile. The boundaries are Thomas to the south, 68th Street to the east, Indian School to the north and 40th Street to the west.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/13/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/28/03

Operates on Traditional Schedule

Report Card Release Dates

10/11/02	12/20/02	3/7/03	5/28/03
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Additional Calendar/Report Card Information

∨ 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 Media Center/Computer Lab/Broadcasts	W Title I Preschool/Parent Class
W Band & Chorus Rooms	W Multipurpose/PE Facility

Extracurricular Activities

W Odyssey of the Mind	W Word Masters
W Computer Lab	W Reading Enrichment
W Student Council	W Battle of the Books
W After-school Tutoring	W Outdoor Education

School/Community Resources

W Health Services	W After-school Program
W Extended-day Kindergarten	W Breakfast/Lunch Programs
W On-site Community Specialist	W Counseling Services
W Parenting Assistance	W Crisis Intervention

∨ 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 Highest reading MAP scores in the East Valley at 82%.</p> <p>w 100% of all classroom teachers are ESL endorsed.</p> | <p>w Trained staff in comprehensive reading strategies and reading assessments. One hundred percent (100%) of staff trained. Successfully participated in SUSD's Individual Pay for Performance IPP Pilot Program.</p> <p>w Completed Phase I, Phase II, and Phase III of Tavan Elementary School construction safely, and without interrupting the education of children.</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	26.3 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.5 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	10.8 %	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
Charros Volunteer of the Year award	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	88	528	6%	14%	50%	31%
	School State	58840	524	9%	17%	45%	29%
Writing	School	86	547	7%	8%	69%	16%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	87	519	6%	28%	41%	25%
	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	99	509	12%	20%	45%	22%
	State	61305	505	21%	20%	43%	15%
Writing	School	95	525	12%	25%	43%	20%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	100	492	13%	39%	17%	31%
	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	--	--	--	--	--	--	--	--	--	65	61	60	--	--	--
2	Reading	--	--	--	100	38	50	73	54	52	76	56	53	62	62	57
	Language	--	--	--	100	35	40	88	50	43	75	49	44	65	50	48
	Mathematics	--	--	--	100	44	51	82	63	55	79	59	57	65	71	61
3	Reading	100	45	47	100	52	47	87	49	48	62	61	50	81	60	50
	Language	100	40	49	100	57	51	92	57	54	62	65	56	81	67	57
	Mathematics	100	51	46	100	58	49	92	64	52	64	64	54	81	69	56
4	Reading	97	53	53	100	64	54	87	53	54	75	62	55	81	57	55
	Language	98	49	47	100	56	49	90	53	48	76	52	50	81	64	50
	Mathematics	98	54	51	100	61	54	90	62	55	76	63	57	84	66	58
5	Reading	100	61	51	100	56	51	84	56	51	87	55	51	77	63	53
	Language	100	51	42	100	47	44	87	47	45	85	54	45	82	57	47
	Mathematics	100	64	51	100	51	54	87	63	55	88	63	57	83	67	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	75	79
Grades 3-4	71	88
Grades 4-5	74	82
Grades 5-6	***	***

*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

Tavan Elementary is committed to keeping our new campus safe and orderly for the new year. The Discipline, Facilities, and Coordinating Teams all work to create a safe, secure, school atmosphere. The Discipline Committee has established rules and standardized procedures in order to maintain an orderly campus. The Facilities Committee provides the leadership in keeping our campus safe, clean, and healthy. The Coordinating Team provides leadership in all areas of school improvement.

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	\$3,075	\$1,954,413
Classroom Supplies	\$20	\$12,909
Administration	\$448	\$284,830
Support Services-Students	\$192	\$122,023
Other Support Services and Operations	\$936	\$594,895
Total Expenditures- All Categories 2000-2001	\$4,672	\$2,969,070

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	Margaret Serna	(480) 484-3500	3510
Transportation Policy	John Biera	(480) 952-6139	
Community Resources	Elizabeth Kloehr	(480) 484-3500	3522
School Nutrition Programs	Barbara Savastio	(480) 661-1126	6707
Parent Organization	Barry Pacey	(602) 952-2247	
Student Health/Nurse	Noreen Gibney	(480) 484-3500	3520

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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