

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Sequoia Elementary School

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

Scottsdale Unified District
11808 N. 64th Street, Scottsdale, AZ 85254-5010

Principal: Mrs. Maureen Booth

Schedule: 7:00 AM to 3:30 PM

Web Address: www.susd.org/schools/elem/sequoya/

E-mail: mbooth@susd.org

Grades: K-5

2002 Enrollment: 654

Phone: (480) 443-7860

Fax: (480) 443-0971

∨ School Overview ∨

Mission

Our mission is to meet the unique needs of each of our children through positive learning experiences which are academically challenging, child-centered and wide in scope. Our Site Improvement Plan's goals are: Maintain a safe and secure school community; improve and meet or exceed standards in reading/writing skills and solve increasingly complex mathematical problems; integrate and increase the use of technology in all classrooms.

Organization and Philosophy

- w Self-contained Classrooms
- w Some Departmentalization Grade 5
- w Grade-level Team Planning
- w Integrate Curriculum Across Content Area

Instructional Programs

- w Learning Resource Centers
- w English Immersion Studies
- w Extended-day Kindergarten
- w Afterschool Enrichment
- w Gifted Program
- w Science Lab
- w Computer Lab
- w Preschool

School/Academic Goals

- w Students will improve their reading and writing skills and performance by using a variety of approaches.
- w Students will solve increasingly complex mathematical problems by using basic skills.
- w We will continue to integrate and increase the use of technology in all classrooms.
- w We will enhance the climate for student learning and maintain a safe, secure learning environment.

Enrollment

October 1, 2001 School Year Student Enrollment:	688
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	42

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)
- 8 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- w School Improvement Plan
- w Parent/Educator Relations
- w School Safety Issues
- w Curriculum Development
- w Budget

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	4.00	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	4	0	0
4 to 6 years	3	4	0	0
7 to 9 years	1	3	0	0
10 or more years	3	21	2	0

∨ **Shared Responsibilities** ∨

School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of all students; to communicate openly and regularly; to encourage parent participation in the life of the school; to ensure the safety of students; to maintain a highly qualified professional staff.

Parents

Parents are urged to show support of their children in several areas by providing a supportive home environment conducive to study and learning; motivating their children to do their best by taking an interest in their work; being role models by valuing education and by participating in the activities of the school and parent organization. Parents are expected to help their children abide by the district's Code of Student Conduct and the school's rules. Parents can help at our school.

∨ **Transportation Policy** ∨

Transportation is provided for K-5 students one mile from school. Mid-day transportation is provided for eligible Kindergarten students. Service is provided for special education students whose IEPs require it. Safety and welfare of student riders is the first consideration. All vehicles are maintained to provide safe and efficient transportation. Bus evacuation drills are conducted for all students and staff.

∨ **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

10/18/02 1/10/03 3/14/03 5/28/03

Additional Calendar/Report Card Information

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No 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 Hands-on Science Lab
- W Fine Arts Classrooms
- W Computer Labs
- W Media Center

Extracurricular Activities

- W Student Council
- W Afterschool Arts & Crafts
- W Fine Arts Enrichment
- W Community Service Groups
- W Afterschool Athletics
- W Afterschool Chess
- W Academic Competitions
- W Afterschool Tutoring

School/Community Resources

- W Afterschool Program
- W Counseling Services
- W Extended-day Kindergarten
- W Afterschool Chess
- W Lunch Program
- W Health Services
- W Afterschool Athletics
- W Afterschool Arts & Crafts

∨ 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 Reading and writing skills increased based on goals set. 28,191 library books were checked out to students, who shared their writing products with class peers, younger buddy classes and during Young Authors' Day.</p> | <p>W Assessment results indicate that over 80% of grades two through five have mastery of basic skills at their grade level. Over 75% demonstrate the ability to solve mathematical real-world problems.</p> |
| <p>W Students have increased their use of technology in the classroom and demonstrated proficiency of appropriate grade-level competencies.</p> | <p>W The frequency of classroom letters and communiques sent to parents has increased to weekly or monthly which has enhanced the school's positive learning climate.</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	11.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	3.8 %	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
National Blue Ribbon/Arizona A+ School	1992
Arizona A+ School	2000
National Blue Ribbon/School of Excellence	2001
Math Olympiad Outstanding School	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	119	552	0%	3%	42%	55%
	School State	58840	524	9%	17%	45%	29%
Writing	School	113	590	0%	4%	51%	45%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	119	564	2%	8%	29%	62%
	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	132	524	4%	9%	50%	37%
	State	61305	505	21%	20%	43%	15%
Writing	School	127	573	2%	6%	40%	52%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	134	538	1%	19%	13%	68%
	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	--	--	--	--	--	--	--	--	--	91	84	60	--	--	--
2	Reading	--	--	--	100	81	50	100	83	52	93	82	53	87	86	57
	Language	--	--	--	100	76	40	100	78	43	94	75	44	90	76	48
	Mathematics	--	--	--	100	85	51	100	85	55	92	84	57	91	88	61
3	Reading	100	76	47	100	80	47	100	80	48	87	84	50	92	82	50
	Language	100	82	49	100	82	51	100	86	54	87	88	56	90	86	57
	Mathematics	100	82	46	100	85	49	100	86	52	89	89	54	91	88	56
4	Reading	100	79	53	100	83	54	89	84	54	92	87	55	90	84	55
	Language	100	72	47	100	76	49	90	74	48	92	79	50	91	77	50
	Mathematics	100	77	51	100	82	54	95	85	55	92	88	57	91	88	58
5	Reading	100	77	51	100	72	51	96	75	51	94	81	51	93	82	53
	Language	100	66	42	100	67	44	95	72	45	96	75	45	89	78	47
	Mathematics	100	79	51	100	74	54	97	80	55	96	85	57	93	87	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	76	78
Grades 3-4	75	77
Grades 4-5	64	80
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

Safety and security issues are taken seriously at Sequoia. Specific safety procedures are in place and practiced so students know what to do in case of fire or a serious situation requiring implementation of lock-down procedures. Safety rules for the cafetorium, playground, buses and campus are clear and implemented. All visitors must sign-in. Our campus is equipped with surveillance cameras and phones in the classroom.

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	\$3,133	\$1,974,822
Classroom Supplies	\$33	\$20,545
Administration	\$468	\$295,066
Support Services-Students	\$273	\$172,076
Other Support Services and Operations	\$918	\$578,716
Total Expenditures- All Categories 2000-2001	\$4,825	\$3,041,225

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	Maureen Booth	(480) 443-7860	6600
Transportation Policy	Maureen Booth	(480) 443-7860	6600
Community Resources	Maureen Booth	(480) 443-7860	6600
School Nutrition Programs	Dawn Trocchiano	(480) 443-7860	6611
Parent Organization	Chris Cook	(480) 443-7860	0
Student Health/Nurse	Nancy Paolilli	(480) 443-7860	2

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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