

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Aztec Elementary School

Scottsdale Unified District  
13636 N. 100th Street, Scottsdale, AZ 85260

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

**Principal:** Mr. Thomas W. Neuman  
**Schedule:** 7:30 AM to 3:30 PM  
**Web Address:** [www.susd.org/schools/elem/Aztec](http://www.susd.org/schools/elem/Aztec)  
**E-mail:** [tneuman@susd.org](mailto:tneuman@susd.org)

**Grades:** Pre-K-5  
**2002 Enrollment:** 601  
**Phone:** (480) 451-5080  
**Fax:** (480) 661-2104

## ∨ School Overview ∨

### Mission

As a community, we will make decisions in the areas of Governance, Roles, Curriculum, Instruction, and Assessment to create a brain-compatible learning environment where children and adults will seek and construct knowledge, develop positive attitudes and acquire skills essential for lifelong learning. Each classroom has a year-long theme which enables the teacher to organize and incorporate the curriculum and skills into rich, meaningful learning experiences for students.

### Organization and Philosophy

- w Intergrated Thematic Instruction
- w Brain Compatable Learning
- w Multi-grade level classrooms
- w Strong Parent/Community involvement

### Instructional Programs

- w Integrated Thematic Curriculum
- w Individual Growth Plans
- w Differentiated Instruction
- w Full-day Kindergarten
- w Inclusionary Special Education
- w Inclusionary Gifted
- w Life Skills and Lifelong Guidelines

### School/Academic Goals

- w Schoolwide an average of 84% of Aztec students in grades 2-5 will score at or above the 50th percentile on the Stanford 9 Achievement Test in Total Reading, Total Math and Language.
- w Schoolwide, the number of students referred to the administration for Defiant Behavior, Disruptive Behavior and Peer Abuse will decrease in comparison to last year's data.
- w All students will receive regular instruction through our technology personnel to help them meet the requirements for the State Technology Standards for their respective grade levels.
- w To provide Aztec staff a monthly staff development opportunity based on a staff needs assessment.

### Enrollment

October 1, 2001 School Year Student Enrollment:	632
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	172

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

**Council Duties**

- w School Improvement Plan
- w School Policy
- w Yearly Evaluation
- w Parent/Educator Relations
- w Curriculum Development

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
Other Professional Staff	7.00	Teacher Aide	12.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	3	0	0
4 to 6 years	6	4	0	0
7 to 9 years	1	10	0	0
10 or more years	1	8	0	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 assure the safety of students; to maintain a highly qualified professional staff.

**Parents**

Parents are urged to show support of their children in several areas: Provide a supportive home environment conducive to study and learning; motivate their children to do their best by taking an interest in their work; be 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.

∨ **Transportation Policy** ∨

Transportation is provided for students in the following grades who live farther than the radius of the specified following distances from school: K-3 students more than 3/4 of a mile and grades 4-5 students more than 1 mile. Mid-day transportation 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.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/13/02
<b>Average Daily Instruction Time:</b>	5 hrs. 25 min.	<b>Last Day of School:</b>	5/28/03

**Operates on Traditional Schedule**

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#### 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

There are two Parent/Student/Teacher Conferences to discuss each student's individual growth plan, portfolio and progress. Report cards are tied to the conference days. We also provide a third conference time for those parents who wish to participate.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - No      Lunch - Yes      Summer Food - No

<sup>3</sup> 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.

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#### Special Facilities

W Media Center	W Computer Lab
W Multimedia Studio	W City Parks & Recreation Room

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#### Extracurricular Activities

W Band/Chorus	W Leadership Activities/Projects
W Gardening Activities	W City of Aztec (School Service Projects)
W Battle of the Books Contest	W Exploration of the Mind
W Early Bird Reading Program	W DARE

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#### School/Community Resources

W Three- and Four-year-olds Programs	W Before School Program
W Afterschool Program	W Lunch Program
W Counseling Services	W Community Classes
W Recreational Activities	

## ∨ 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 All classroom teachers incorporate regular practice opportunities related to the content, vocabulary and format of the Stanford 9 test into lessons. The district has provided additional support personnel for supplemental instruction and tutoring.</p> | <p>w All staff and students abide by our Lifelong Guidelines and Lifeskills. These are taught to our primary students and reinforced throughout the grade levels. Parents also receive this information to provide for home continuity.</p> |
| <p>w All students spend a minimum of two class periods per month in the computer lab working on the technology objectives as provided by the district and based on the State Technology Standards.</p>  | <p>w Our school staff development committee is currently devising a plan to meet the needs of our staff. Our parent group is also working with us to provide development opportunities for our staff and our community members.</p>         |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	14.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.2 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	4.6 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	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
Arizona's Lids Calendar Contest Winner	1999
Two National Board Certified Teachers Named	1999
Best of the Vest Yearbook - Top ID in NA	2000
Fire Prevention Week - Second Runner Up	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>80</b>	<b>541</b>	<b>1%</b>	<b>5%</b>	<b>50%</b>	<b>44%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>79</b>	<b>585</b>	<b>1%</b>	<b>0%</b>	<b>66%</b>	<b>33%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>79</b>	<b>552</b>	<b>0%</b>	<b>8%</b>	<b>42%</b>	<b>51%</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>93</b>	<b>521</b>	<b>6%</b>	<b>11%</b>	<b>44%</b>	<b>39%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>91</b>	<b>545</b>	<b>3%</b>	<b>14%</b>	<b>58%</b>	<b>24%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>92</b>	<b>527</b>	<b>2%</b>	<b>22%</b>	<b>12%</b>	<b>64%</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	--	--	--	--	--	--	--	--	--	91	77	60	--	--	--
2	Reading	--	--	--	100	65	50	100	78	52	85	71	53	90	72	57
	Language	--	--	--	100	68	40	100	74	43	93	69	44	90	74	48
	Mathematics	--	--	--	100	66	51	100	83	55	97	73	57	90	76	61
3	Reading	96	73	47	100	67	47	100	74	48	84	76	50	83	76	50
	Language	95	75	49	100	72	51	100	78	54	83	79	56	83	78	57
	Mathematics	96	75	46	100	65	49	100	73	52	84	75	54	84	72	56
4	Reading	100	69	53	100	73	54	98	80	54	92	77	55	83	80	55
	Language	100	64	47	100	70	49	97	73	48	92	67	50	81	74	50
	Mathematics	100	70	51	100	75	54	98	80	55	94	76	57	83	80	58
5	Reading	100	71	51	100	72	51	100	74	51	88	74	51	82	75	53
	Language	100	59	42	100	61	44	100	69	45	88	68	45	82	72	47
	Mathematics	100	75	51	100	76	54	100	82	55	87	84	57	83	83	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 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>80</b>	<b>59</b>
<b>Grades 3-4</b>	<b>80</b>	<b>74</b>
<b>Grades 4-5</b>	<b>67</b>	<b>90</b>
<b>Grades 5-6</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

At Aztec, safety/security is always a concern & an issue that is taken very seriously by staff/parents. Policies/procedures are in place to assure that we are actively working to keep our children safe/secure by providing a safe, orderly learning climate. Safety issues are continually monitored on our campus. The Lifelong Guidelines/Life Skills are integrated into the curriculum to ensure students conduct themselves in a manner that will bring credit to themselves, family, community and 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	\$2,580	\$2,146,878
Classroom Supplies	\$20	\$16,884
Administration	\$402	\$334,523
Support Services-Students	\$159	\$132,111
Other Support Services and Operations	\$720	\$598,923
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,881</b>	<b>\$3,229,319</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 ∨

	Name	Phone	Extension
<b>School Site Council</b>	Tom Neuman	(480) 451-5080	4013
<b>Transportation Policy</b>	Dan Shearer	(480) 451-5050	
<b>Community Resources</b>	Carol Hughes	(480) 484-6188	
<b>School Nutrition Programs</b>	Barbara Savastio	(480) 661-1126	6707
<b>Parent Organization</b>	Nancy Tabar	(480) 451-5080	5104
<b>Student Health/Nurse</b>	C. Reed/M. Cameron	(480) 451-5080	4006

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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