

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

North Ranch Elementary School

Paradise Valley Unified District
16406 N. 61st Place, Scottsdale, AZ 85254

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

Principal: Dr. Sarah S. Hartley

Schedule: 8:00 AM to 4:00 PM

Web Address: nres.pvUSD.k12.az.us/

E-mail: Unpublished or Unavailable

Grades: K-6

2002 Enrollment: 552

Phone: (480) 367-5810

Fax: (480) 443-9355

∨ School Overview ∨

Mission

Our students' education is of primary importance to our future. We encourage an attitude of curiosity and a high degree of competence; create a community of readers and writers through literature and publishing student-authored writing; develop decision-making and problem-solving skills; realize students learn best in an atmosphere which promotes positive and secure interactions; promote a safe environment; and develop students who are responsible for their own actions. Motto: Roping up success.

Organization and Philosophy

- w Encourage Curiosity & Competence
- w Create High-level Readers & Writers
- w Develop Problem Solving/Decision Making
- w Promote Safety in Our School

School/Academic Goals

- w Math/Science/Technology Instruction: Encourage an attitude of curiosity and a high degree of competence in math, science and technological skills.
- w Student Literacy: Create a community of readers and writers through the use of a variety of literature and publishing student-authored writing.
- w Community and Global Citizenship: Prepare students for the future with an appreciation for the history, arts and societal value of our own and other cultures.
- w Health and Wellness: Develop wise problem-solving and decision-making abilities to promote healthy and safe life skills.

Instructional Programs

- w Arizona Academic Standards
- w Technology Integration
- w Cooperative Learning
- w Honors Classes
- w Band/Strings/Chorus
- w On-site Special Ed/Uniquely Gifted
- w Character Counts
- w Before/After School Care

Enrollment

October 1, 2001 School Year Student Enrollment:	574
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	47

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

Council Duties

- w School Improvement Planning
- w Oversight of School Goals
- w School Safety Issues
- w Parent/Educator Relations
- w Community Relations
- w Parent/Community Survey

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	1.00	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	3	1	0	0
4 to 6 years	0	1	0	0
7 to 9 years	2	0	0	0
10 or more years	7	22	2	0

∨ **Shared Responsibilities** ∨

School

We at North Ranch believe that parents are active and important partners in the educational process. Parental involvement is encouraged by attendance at parent conferences and special school events; daily monitoring and ongoing support of student attendance and learning; awareness and support of school and district policies, goals and procedures; participation in our PTA and family learning activities; and ongoing communication with staff regarding questions, concerns and ideas.

Parents

North Ranch's faculty and staff are committed to providing students with a safe learning environment; setting and promoting high academic standards; creating opportunities for family involvement in the learning process; maintaining ongoing communication with parents regarding student progress and recommending areas for continual parental support.

∨ **Transportation Policy** ∨

The district transportation policy allows for bus service to Kindergartners who live more than one-half mile from the school; first through sixth graders who live more than one mile from the school and seventh through twelfth graders who live more than one and one-half miles from the school. Transfer students who live outside this radius must supply their own transportation. Special education students are accommodated according to their IEP.

∨ Calendar Information ∨

Number of Instruction Days:	180	First Day of School:	8/19/02
Average Daily Instruction Time:	5 hrs. 20 min.	Last Day of School:	5/30/03

Operates on Traditional Schedule

Report Card Release Dates

10/25/02	1/8/03	3/21/03	5/30/03
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Additional Calendar/Report Card Information

Staff development/in-service days: September 10, 2002; October 1, 2002; November 5, 2002; January 14, 2003; March 4, 2003; and April 1, 2003.

∨ 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 Computer Learning Center (32 iMacs)	W Multimedia Library (15 iMacs)
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Extracurricular Activities

W Chorus/Band/Strings	W Student Council
W Fourth Grade Arizona Trip	W Afterschool Science Club
W Afterschool Music/Keyboard Class	W Before School Chess Club
W Afterschool Spanish Class	W Afterschool Computer

School/Community Resources

W Before/After School Child Care	W Banking Savings Program
W Summer School	W Community Activities (e.g., Scouts)
W Recreational Activities	W Health Services
W Breakfast/Lunch Programs	W Afterschool Sports/Music Programs

∨ 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 Through Goals 2000 grants and tax credit monies, 75 intermediate students received tutoring in math and reading. Sixty-five primary students were tutored in reading.</p> | <p>w Primary teachers have fully implemented Marie Cunningham's Four-Block reading approach and new Scholastic Literacy Place implemented. Students' reading skills have improved. I Love to Read month with readers invited to share books with students.</p> |
| <p>w We have encouraged the use of computers in all classrooms. Our computer teacher meets with all classroom teachers to design units that incorporate technology with their academic teaching areas.</p> | <p>w In an attempt to provide students and their families with fun extracurricular activities, we arranged the following events: Family Art Night, Country Fair, Western Night and Family Game Nights. PTA sponsors monthly family nights at North Ranch.</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	15.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	6.6 %	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 Level PTA Reflections Program	2001
United Parents PTA Perfect Attendance	2001
Graduate Teaching Assistant of the Year	2000
District Poetry Contest	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	82	545	1%	7%	43%	49%
	School State	58840	524	9%	17%	45%	29%
Writing	School	82	582	2%	2%	59%	37%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	81	549	2%	11%	36%	51%
	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	74	517	11%	18%	38%	34%
	State	61305	505	21%	20%	43%	15%
Writing	School	70	563	3%	10%	50%	37%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	74	524	1%	28%	16%	54%
	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	--	--	--	--	--	--	--	--	--	87	73	60	--	--	--
2	Reading	--	--	--	100	65	50	87	70	52	95	65	53	100	62	57
	Language	--	--	--	100	64	40	94	66	43	93	64	44	100	62	48
	Mathematics	--	--	--	100	68	51	95	64	55	96	58	57	100	68	61
3	Reading	100	76	47	100	79	47	100	74	48	89	77	50	100	71	50
	Language	100	79	49	100	80	51	100	82	54	90	83	56	100	78	57
	Mathematics	100	78	46	100	81	49	100	81	52	89	82	54	100	71	56
4	Reading	100	73	53	100	81	54	100	81	54	89	75	55	100	75	55
	Language	100	69	47	100	70	49	100	71	48	88	70	50	100	68	50
	Mathematics	100	76	51	100	78	54	100	80	55	86	74	57	100	74	58
5	Reading	95	73	51	100	77	51	100	77	51	84	74	51	80	72	53
	Language	96	69	42	100	75	44	100	72	45	85	68	45	81	69	47
	Mathematics	95	84	51	100	84	54	100	82	55	85	79	57	80	80	59
6	Reading	100	74	53	100	73	54	99	78	53	82	79	54	85	75	56
	Language	100	70	41	100	69	44	97	73	44	84	72	45	85	66	47
	Mathematics	100	83	57	100	80	59	99	83	60	81	81	63	86	81	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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	85	85
Grades 3-4	79	73
Grades 4-5	71	84
Grades 5-6	79	81
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 have monthly fire drills and periodic lock-down practices for our staff and students. Our Health, Safety and Crisis Committee meets regularly to review any safety concerns. Our district is committed to offering trainings and staff inservices to promote 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).

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	\$2,819	\$1,696,266
Classroom Supplies	\$18	\$10,642
Administration	\$310	\$186,525
Support Services-Students	\$247	\$148,817
Other Support Services and Operations	\$649	\$390,772
Total Expenditures- All Categories 2000-2001	\$4,044	\$2,433,022

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	Sarah Hartley	(480) 367-5810	
Transportation Policy	Transportation	(602) 493-6320	
Community Resources	Nan Cavin	(480) 367-5810	
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330	
Parent Organization	PTA	(480) 367-5810	
Student Health/Nurse	Sue Bast	(480) 367-5810	

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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