

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Erie Elementary School

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

Chandler Unified District
1150 W. Erie Street, Chandler, AZ 85224-4387

Principal: Mrs. Barbara J. Kowalinski
Schedule: 7:30 AM to 4:30 PM
Web Address: ww2.chandler.k12.az.us
E-mail: erie@chandler.k12.az.us

Grades: K-6
2002 Enrollment: 604
Phone: (480) 812-6300
Fax: (480) 812-6320

∨ School Overview ∨

Mission

It is the mission of Erie Elementary School to prepare a community of lifelong learners to be productive, empowered citizens capable of successfully participating in society, by providing a quality education in a caring, challenging and safe environment. It is our goal to provide the opportunity and encouragement for our pupils to develop and excel in language/communication skills, quantitative skills, problem-solving, interpersonal/attitudinal, creative arts and technological skills.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms

School/Academic Goals

- w To meet or exceed state and national scores on standardized tests.
- w To develop and implement a system of authentic assessment which will allow for data comparison from year to year for school improvement.
- w To demonstrate student ownership and responsibility for learning by utilizing portfolios and student-led conferences.
- w To develop and implement technological programs by utilizing community partnerships and resource funding.

Instructional Programs

- w Gifted-Self-contained
- w On-site Special Education
- w Self-contained Special Education
- w Early Entry Kindergarten
- w All-day Kindergarten
- w EL Support Designated Classrooms
- w Technology-based Instruction
- w Orchestra, Band, Music & PE Instruction

Enrollment

October 1, 2001 School Year Student Enrollment:	659
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	100

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)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- w Instructional Strategies
- w Curriculum Development and Technology
- w School Safety Issues
- w Student Discipline
- w Budget
- w Student Assessment

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
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	4	3	0	0
4 to 6 years	4	7	0	0
7 to 9 years	8	10	0	0
10 or more years	0	19	0	0

∨ **Shared Responsibilities** ∨

School

Erie Elementary School provides all of the resources to ensure a high-quality educational experience for its students. The school and district will utilize the best resources, technology and equipment to meet the educational goals of the community. The school will maintain a safe and orderly environment. The school will communicate on a regular basis with parents concerning student progress, and teachers will be available for conferences and meetings to discuss educational issues.

Parents

Parents are expected to have their students attend school every day and on time. They are expected to take an active role in their child's education by participating in homework and family educational opportunities. They are expected to communicate with classroom teachers on a regular basis in order to be aware of their student's progress and educational needs.

∨ **Transportation Policy** ∨

Students who live more than a mile from school or who live near the corner of Dobson and Ray Road, or south of Chandler Boulevard and west of Dobson, are provided bus transportation. Students who are in special education programs and who do not live in the Erie attendance area are provided transportation.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	7/31/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	6/4/03

Operates on Year-round Schedule

Report Card Release Dates

10/4/02	12/18/02	3/6/03	6/4/03
---------	----------	--------	--------

Additional Calendar/Report Card Information

In addition to report cards, Erie Elementary School uses portfolios of student work. All students participate in student-led conferences in the spring. Progress report cards are sent home intermittently throughout the school year. Special Education quarterly progress reports are issued to students and reflect growth of students according to their Individual Educational Plan (IEP).

∨ 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	W Computer Application Lab (Two Labs)
----------------	---------------------------------------

Extracurricular Activities

W Student Council	W Homework Club and Parent Partnerships
W Drama Club	W Running Club
W Spanish Club	W Yearbook and Photography Club
W Chorus Club	W Basketball Club

School/Community Resources

W Before/After School Child Care	W Breakfast Program
W Lunch Program	W Early Entry Kindergarten Program
W Police Assisting Youth in Schools	W Motorola Partnership
W Kiwanis Club Partnership	W Chandler Fire Department Urban Awareness

∨ 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

- W Scored at or above state and national averages on Stanford 9. W Maintained daily attendance above 95% all year.
- W Achieved Customer Satisfaction Goal for the year. W Erie was awarded 40 computers for our school via a partnership with Motorola.

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	21.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	8.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.5 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.6 %	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
A+ School Winner	1990
NASA Teacher Representative/Teachers in Space Receptient	2002
Intel/Hewlett Packard Teacher Award	1998
Clean School Award	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	60	525	8%	17%	42%	33%
	School State	58840	524	9%	17%	45%	29%
Writing	School	60	540	12%	8%	63%	17%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	62	517	15%	21%	34%	31%
	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	64	503	22%	20%	48%	9%
	State	61305	505	21%	20%	43%	15%
Writing	School	61	504	20%	28%	38%	15%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	64	478	17%	56%	12%	14%
	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	42	60	--	--	--
2	Reading	--	--	--	100	43	50	100	56	52	79	66	53	74	58	57
	Language	--	--	--	100	35	40	100	55	43	80	65	44	74	52	48
	Mathematics	--	--	--	100	51	51	100	75	55	80	83	57	75	77	61
3	Reading	87	59	47	100	56	47	87	46	48	72	49	50	82	56	50
	Language	87	68	49	100	62	51	90	55	54	73	54	56	84	63	57
	Mathematics	87	77	46	100	71	49	92	61	52	73	57	54	84	55	56
4	Reading	98	62	53	100	66	54	76	63	54	75	56	55	71	54	55
	Language	98	60	47	100	64	49	75	58	48	76	49	50	70	51	50
	Mathematics	98	68	51	100	71	54	75	70	55	76	54	57	71	56	58
5	Reading	85	59	51	100	49	51	78	55	51	84	63	51	68	58	53
	Language	86	45	42	100	39	44	78	50	45	85	53	45	68	44	47
	Mathematics	85	57	51	100	56	54	79	69	55	85	71	57	68	49	59
6	Reading	92	66	53	100	66	54	95	53	53	84	61	54	74	64	56
	Language	92	56	41	100	55	44	97	49	44	85	50	45	74	56	47
	Mathematics	92	77	57	100	71	59	97	70	60	85	69	63	74	68	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	64	41
Grades 3-4	87	73
Grades 4-5	75	46
Grades 5-6	72	78
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

Gates have been installed to increase weekend and evening security. Staff on duty wear orange vests so students and parents can find them quickly. District security personnel continue to visit the campus frequently to monitor for safety and traffic concerns. Crisis plans are in place and practiced regularly. School has implemented Student Safety Patrol Officers, Peer Mediation Program and teachers have been trained in the Bullies and Victim Program.

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).

3

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	\$2,814	\$1,973,541
Classroom Supplies	\$54	\$38,028
Administration	\$379	\$265,731
Support Services-Students	\$155	\$108,712
Other Support Services and Operations	\$551	\$386,205
Total Expenditures- All Categories 2000-2001	\$3,953	\$2,772,217

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 J. Kowalinski	(480) 812-6300	
Transportation Policy	Cathy Brown	(480) 812-7240	
Community Resources	Terry Locke	(480) 812-7000	
School Nutrition Programs	CUSD	(480) 812-7240	
Parent Organization	Patty Schlueter	(480) 812-6300	
Student Health/Nurse	Peggy Torres	(480) 812-6300	

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.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."