

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Mirage Elementary School

Deer Valley Unified District
3910 W. Grovers, Glendale, AZ 85308

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

Principal: Dr. Dee Dee Nevelle
Schedule: 7:30 AM to 4:00 PM
Web Address: www.me.dvusd.org
E-mail: mirage@me.dvusd.org

Grades: Pre-K-6
2002 Enrollment: 762
Phone: (602) 467-5300
Fax: (602) 467-5380

∨ School Overview ∨

Mission

Mirage Elementary School is committed to helping ALL students learn. We will provide a curriculum that meets the individual needs of students academically, socially and physically (Science Lab, relevant and integrated teaching/learning). We will promote an atmosphere of mutual respect and responsibility in preparation for a rapidly changing world. We will be accountable through both formal assessments of student performance and home/school communication.

Organization and Philosophy

- w Individualized Student Learning
- w Relevant and Integrated Learning
- w Developing Responsible Students
- w All Students Can Learn

Instructional Programs

- w Gifted - SAGE Program
- w (CARES) Language Arts Mentoring
- w Math Mentoring Program
- w Integrated Technology Program
- w Kids at Hope
- w Hearing Impaired Mentoring
- w Preschool (Ages 3 and 4)
- w On-site Special Education

School/Academic Goals

- w Student achievement will increase in pre-writing, editing, reading vocabulary and comprehension, math problem solving and procedures.
- w Mirage will establish and maintain a secure campus, respond to parents in a timely manner, foster a positive school climate and the staff will model appropriate school attire.
- w Teachers will enhance their instructional delivery methods and implement a variety of academic and behavioral interventions to assist students in achieving their academic goals.
- w Mirage will increase the number of parents and community members who are involved in or support education.

Enrollment

October 1, 2001 School Year Student Enrollment:	807
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	115

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)
- 3 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w Campus Improvement Plan
- w Student Assessment
- w School Safety Issues
- w Student Behavior
- w Budget
- w Data Gathering

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	52.00
Other Professional Staff	63.00	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	5	2	0	0
4 to 6 years	7	3	1	0
7 to 9 years	3	4	1	0
10 or more years	27	17	4	2

∨ **Shared Responsibilities** ∨

School

Mirage is responsible for a safe, positive environment conducive to student growth and learning. The school provides books and materials for student learning and has high expectations for good citizenship and student academic, social and emotional success. Our school establishes and nurtures positive relationships between home and school, and provides support for families. We have monthly awards assemblies and parents are invited to witness students receiving awards.

Parents

Mirage parents are encouraged to participate in the education of their children by volunteering in classrooms, involvement in on-site council/committees, PTSA and the mentoring program. Additionally, it is expected that parents provide a healthy home environment for their children, including proper clothing and good nutrition. Mirage parents provide transportation for their children to and from school and are expected to follow school attendance policies.

∨ **Transportation Policy** ∨

Mirage is a walking school, however, special needs and morning Kindergarten students are bused.

∨ 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 In an effort to maintain a safe and orderly learning environment, we continued with our Responsible Thinking Center and were able to reduce the number of incidents resulting in referral to the RTC from 2,610 in 2001 to 1,742 in 2002.</p> | <p>W To help students improve achievement test scores, we implemented a HIKE Club (Helping Improve Kids' Education) after school to focus on skills in math, reading and writing. Evidence of improvement was determined by pre- and post-tests.</p> |
| <p>W Mirage has a school web page which is maintained by our webmaster. Many teachers have been trained and are creating their own class web pages.</p> | <p>W Our Campus Improvement Plan is based on the District's Continuous Improvement Planning Model. Goal areas include: Raising Expectations; District Image; Prevention; Parent/Community Involvement; Alternatives, Options, Choices and Growth.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	16.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	0.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.1 %	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
Largest School Team - Komen Race for the Cure	2001
Phoenix Fire Dept. - Crystal Apple Award	2000
Deer Valley Teacher of the Year	2002
Community Awareness Award - PTSA	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	84	534	1%	7%	57%	35%
	School State	58840	524	9%	17%	45%	29%
Writing	School	84	550	1%	11%	73%	15%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	84	534	2%	18%	46%	33%
	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	91	510	5%	14%	55%	25%
	State	61305	505	21%	20%	43%	15%
Writing	School	85	542	4%	18%	52%	27%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	91	510	4%	32%	20%	44%
	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	--	--	--	--	--	--	--	--	--	89	67	60	--	--	--
2	Reading	--	--	--	100	49	50	89	59	52	89	57	53	73	69	57
	Language	--	--	--	100	42	40	90	57	43	89	51	44	74	66	48
	Mathematics	--	--	--	100	59	51	90	69	55	91	74	57	75	70	61
3	Reading	99	53	47	100	64	47	96	64	48	88	57	50	79	59	50
	Language	97	62	49	100	70	51	97	67	54	87	61	56	80	67	57
	Mathematics	100	64	46	100	71	49	98	71	52	89	71	54	81	69	56
4	Reading	94	58	53	100	64	54	97	62	54	83	70	55	87	58	55
	Language	95	50	47	100	52	49	96	58	48	80	62	50	86	53	50
	Mathematics	97	59	51	100	62	54	96	65	55	88	67	57	87	68	58
5	Reading	97	63	51	100	57	51	93	63	51	94	61	51	77	69	53
	Language	99	53	42	100	55	44	93	61	45	92	57	45	75	63	47
	Mathematics	99	64	51	100	67	54	93	75	55	94	72	57	77	77	59
6	Reading	93	62	53	100	66	54	93	66	53	88	72	54	88	66	56
	Language	97	54	41	100	58	44	93	58	44	87	66	45	87	59	47
	Mathematics	92	69	57	100	69	59	94	74	60	89	75	63	87	72	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	66	64
Grades 3-4	74	67
Grades 4-5	63	89
Grades 5-6	85	74
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

Mirage has implemented a schoolwide behavior management program - The Responsible Thinking Process. The purpose of the Responsible Thinking Center is to teach children to respect the rights of others through responsible thinking based on Ed Ford's Perceptual Control Theory. Children must believe and know that adults care about them and have confidence in their ability to solve problems. The program utilizes a series of questions to help students understand the Responsible Thinking Process.

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).

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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	\$2,897	\$2,310,386
Classroom Supplies	\$7	\$5,247
Administration	\$450	\$359,148
Support Services-Students	\$201	\$160,698
Other Support Services and Operations	\$619	\$493,558
Total Expenditures- All Categories 2000-2001	\$4,174	\$3,329,037

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	Dee Dee Nevelle	(602) 467-5300	
Transportation Policy	Cindi Finn	(602) 467-5090	
Community Resources	Robyn Pectol	(602) 467-5300	
School Nutrition Programs	Geoff Habgood	(623) 445-5091	
Parent Organization	Susie Gaquin	(602) 780-9237	
Student Health/Nurse	Jill Prose	(602) 467-5310	

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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