

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Nadaburg Elementary School

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

Nadaburg Elementary District  
32919 Center Street, Wittmann, AZ 85361-0100  
Mailing Address: P.O. Box 100, Wittmann, AZ 85361-0100

Principal: Mrs. Annie K. Preston

Schedule: 7:30 AM to 4:00 PM

Web Address: [www.nadaburg.com](http://www.nadaburg.com)

E-mail: [anniep.nadaburgpo@maricopa.k12.az.us](mailto:anniep.nadaburgpo@maricopa.k12.az.us)

Grades: Pre-K-8

2002 Enrollment: 548

Phone: (623) 388-2321

Fax: (623) 388-2915

## ∨ School Overview ∨

### Mission

Teachers and staff at Nadaburg Elementary School are committed to teaching excellence. We have instructional programs in place that provide rigorous academics for all children. We provide exceptional resources for teaching children who have special needs, are gifted, or at-risk. Our school also provides programs and activities that encourage more parent and community involvement. In addition to academics, teachers and staff stress the importance of good character.

### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Departmentalized Classrooms
- w Integrated Curriculum

### Instructional Programs

- w Integrated/Thematic Computer Instruction
- w Structure of Intellect (SOI) Lab
- w On-site Special Education
- w Developmental Preschool
- w Gifted
- w Afterschool Tutoring Programs
- w Sheltered English Immersion(SEI) Classes

### School/Academic Goals

- w Provide opportunities for students to be successful in academic and social settings appropriate for their grade level.
- w Provide specific and complete instruction and resources for individual needs of special education students.
- w Provide a safe and secure learning environment where good character, a desire to learn, and strong study habits are emphasized.
- w Provide opportunities for students to stay current with technology advancements as it relates to academic resources, research, and real-world situations.

### Enrollment

October 1, 2001 School Year Student Enrollment:	469
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	27

<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**

- 0 School Administrator(s)
- 0 Non-certified Employee(s)
- 0 Teacher(s)
- 0 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

**Council Duties**

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.50	Teacher	30.00
Other Professional Staff	1.00	Teacher Aide	18.00

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	3	1	0	0
7 to 9 years	4	3	0	0
10 or more years	11	4	0	0

∨ **Shared Responsibilities** ∨

**School**

We strongly support parental involvement in the educational and social development of our students. Our philosophy is that parents are partners with the educational staff and need to be involved with the academic and social progress of their children. We continue to support the development of parental skill programs. We also recognize the importance of communication via newsletters, flyers, and teacher contacts. We continually strive to keep up such communication.

**Parents**

Nadaburg Elem. School subscribes to an equal partnership with parents and expects them to cooperate fully with the policies, rules/regulations involving pupils' daily participation in school. Parents are expected to provide their children with proper clothing and nutrition, and to meet daily transportation and school schedules. We encourage parents to keep in constant communication with teachers and to visit school regularly. Parents are encouraged to provide a good home learning environment.

∨ **Transportation Policy** ∨

Our school district encompasses 117 square miles: Bounded on the north by Stage Coach Pass; south by Pinnacle Peak and Jomax Road; east by 163rd Avenue and west by 259th Avenue. Elementary students living more than one-half mile from school are eligible to ride school buses. Preschool-K students are all permitted to ride buses. High school students may ride buses to either Peoria or Wickenburg high schools. Transportation needs of special education students are fully met.

---

### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/19/02
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	5/29/03

**Operates on Traditional Schedule**

---

#### Report Card Release Dates

11/1/02	1/24/03	4/4/03	5/29/03
---------	---------	--------	---------

---

#### Additional Calendar/Report Card Information

---

### ∨ Resources Available at School Site ∨

---

#### Nutrition Programs

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

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<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.

---

#### Special Facilities

W Computer Lab with Internet Connectivity	W Media Center/Library
W Gymnasium (Carpeted)	W Distant Learning Centers

---

#### Extracurricular Activities

W Instrumental Band (Gr. 7-8) & Chorus	W Student Council
W Builder's Club (Kiwanis)	W Art/Drama/Chess Clubs
W Extracurricular Sports/Cheer	W Peer Mediation
W Computer Club	W School-wide Tutoring

---

#### School/Community Resources

W Community Technology Classes	W GED Preparation Classes
W Prenatal/Parenting Assistance	W Recreational Activities
W Summer Community Center	W Girl Scouts
W Clothing Banks	W Extra-curricular summer 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 We provide after-school tutoring sessions for all grade levels. We also employ additional paraprofessionals to help in the classroom. This year we have an additional first and second grade teacher to reduce class sizes at each grade level.</p> | <p>w The majority of our professional staff have received extensive computer training via Project Venture. They also attend many teaching-related workshops and conferences throughout the school year and during the summer.</p> |
| <p>w We are diligent in maintaining a safe and secure campus. In addition, we have a fair school-wide discipline code that is geared to positively change students' negative behavior.</p>   | <p>w We provide each classroom with three student computers. Classroom teacher computers include Internet connectivity. School and classroom web sites are available on-line, providing information to parents.</p>               |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	93.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	18.1 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	16.5 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	94.1 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	5.9 %	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
Kindergarten Teacher has been a conference presenter	2002
US Achievement Academy: All American Scholar	2002
Nationally Recognized Tech. Project by Gifted Students	2002
Six Project Venture Teachers	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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E	
<b>Grade 3</b>	<b>Reading</b>	<b>School</b>	<b>50</b>	<b>525</b>	<b>10%</b>	<b>16%</b>	<b>50%</b>	<b>24%</b>
		State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>48</b>	<b>530</b>	<b>8%</b>	<b>15%</b>	<b>71%</b>	<b>6%</b>	
		State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>55</b>	<b>517</b>	<b>11%</b>	<b>22%</b>	<b>49%</b>	<b>18%</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>35</b>	<b>498</b>	<b>20%</b>	<b>29%</b>	<b>43%</b>	<b>9%</b>
		State	61305	505	21%	20%	43%
<b>Writing</b>	<b>School</b>	<b>35</b>	<b>488</b>	<b>29%</b>	<b>29%</b>	<b>40%</b>	<b>3%</b>
		State	59599	512	17%	26%	42%
<b>Mathematics</b>	<b>School</b>	<b>39</b>	<b>473</b>	<b>15%</b>	<b>56%</b>	<b>15%</b>	<b>13%</b>
		State	61760	494	14%	40%	12%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>46</b>	<b>492</b>	<b>28%</b>	<b>20%</b>	<b>39%</b>	<b>13%</b>
		State	57484	504	24%	20%	40%
<b>Writing</b>	<b>School</b>	<b>40</b>	<b>488</b>	<b>15%</b>	<b>48%</b>	<b>38%</b>	<b>0%</b>
		State	55420	493	15%	42%	41%
<b>Mathematics</b>	<b>School</b>	<b>45</b>	<b>452</b>	<b>44%</b>	<b>27%</b>	<b>27%</b>	<b>2%</b>
		State	57734	459	39%	40%	14%

<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	--	--	--	--	--	--	--	--	--	95	30	60	--	--	--
2	Reading	--	--	--	100	60	50	100	32	52	77	39	53	68	40	57
	Language	--	--	--	100	42	40	100	33	43	79	39	44	77	35	48
	Mathematics	--	--	--	100	42	51	100	46	55	86	53	57	77	65	61
3	Reading	73	32	47	100	63	47	94	34	48	80	40	50	89	35	50
	Language	71	34	49	100	73	51	98	30	54	80	43	56	91	41	57
	Mathematics	81	31	46	100	68	49	100	38	52	82	43	54	91	45	56
4	Reading	78	23	53	100	32	54	94	39	54	84	41	55	85	44	55
	Language	81	28	47	100	33	49	96	35	48	84	41	50	85	40	50
	Mathematics	100	30	51	100	39	54	100	50	55	90	63	57	85	57	58
5	Reading	83	38	51	100	31	51	83	34	51	60	41	51	89	37	53
	Language	85	28	42	100	23	44	86	29	45	66	25	45	95	31	47
	Mathematics	85	50	51	100	32	54	88	43	55	71	46	57	100	55	59
6	Reading	88	38	53	100	35	54	83	29	53	72	34	54	69	42	56
	Language	90	21	41	100	28	44	75	20	44	67	20	45	71	31	47
	Mathematics	90	39	57	100	53	59	83	37	60	72	41	63	73	50	65
7	Reading	83	41	52	100	49	53	80	35	52	64	40	53	100	42	55
	Language	80	35	52	100	56	54	78	47	54	59	48	55	94	48	58
	Mathematics	87	44	53	100	59	55	81	49	56	61	63	58	100	42	60
8	Reading	90	47	54	100	50	54	84	43	53	84	46	55	88	48	56
	Language	85	35	46	100	45	49	84	41	49	81	48	50	78	41	52
	Mathematics	83	47	52	100	57	54	82	48	56	84	60	58	86	57	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>58</b>	<b>50</b>
<b>Grades 3-4</b>	<b>66</b>	<b>79</b>
<b>Grades 4-5</b>	<b>65</b>	<b>44</b>
<b>Grades 5-6</b>	<b>68</b>	<b>65</b>
<b>Grades 6-7</b>	<b>76</b>	<b>67</b>
<b>Grades 7-8</b>	<b>63</b>	<b>72</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**

Kindergarten through eighth grade students are required to wear uniforms. Programs such as After school detention, Work Detail, and Saturday Detention all work toward assigning a disposition to a student for unacceptable behavior, yet, allows the student optimum time in class for academics. Students and parents are fully aware of school discipline expectations. We continually discuss and implement ways to promote positive school climate, while maintaining safety and order.

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 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	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

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
<b>School Site Council</b>	NDS		
<b>Transportation Policy</b>	Sara DiPasquale	(623) 388-2321	
<b>Community Resources</b>	Annie K. Preston	(623) 388-2321	
<b>School Nutrition Programs</b>	Martie Lyle	(623) 388-2321	
<b>Parent Organization</b>	Carrie Jones	(623) 388-2321	
<b>Student Health/Nurse</b>	Christine Florendo	(623) 388-2321	

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.

"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."