

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Thomas A. Edison School

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

Phoenix Elementary District
804 N. 18th Street, Phoenix, AZ 85006-3658

Principal: Ms. Patricia Andazola
Schedule: 8:30 AM to 4:30 PM
Web Address: Unpublished or Unavailable
E-mail: Pat_Andazola@phxelem.k12.az.us

Grades: Pre-K-6
2002 Enrollment: 508
Phone: (602) 257-3848 x 3867
Fax: NDS

∨ School Overview ∨

Mission

The mission of the Edison School community is to provide a caring environment which is disciplined, organized and encourages everyone in our school community to strive for excellence and recognize his/her importance in the educational process. Every person is special and every person is needed, in order to create an atmosphere conducive to learning in a multicultural society.

Organization and Philosophy

- w Block Instruction for Reading (Gr. 1-6)
- w Structured English Instr. Classrooms
- w Early Childhood Emphasis
- w Self-contained Special Education

Instructional Programs

- w Success For All Reading
- w Sheltered English Instruction
- w Accelerated Reader Program
- w Law-related Education
- w Technology Instruction
- w Life Skills Education
- w Six Trait Writing Process
- w Cooperative Learning

School/Academic Goals

- w The percentage of continuing students in all English instruction achieving at or above the 50th percentile on the Stanford 9 will increase yearly over the next three years in increments of three percentage points in math, reading and language.
- w Ninety percent (90%) of Kindergarten students at Edison School enrolled for at least 120 days will master 75% of skills as measured by the district Math and Language CRT.
- w Ninety percent (90%) of first grade students enrolled at least 120 days at Edison school will master 75% of the grade-level skills as measured by the district Math and Language CRT.
- w The number of continuing students gaining one level on the English language assessment in grades 1-6 will increase by 10% over the previous year.

Enrollment

October 1, 2001 School Year Student Enrollment:	502
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	12

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

Council Duties

- w School Safety Issues
- w Facilities Planning
- w Budget
- w Parent/Educator Relations
- w School/Business Partnerships
- w Curriculum Development

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	3.00	Teacher Aide	11.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	1	1
4 to 6 years	3	1	0	1
7 to 9 years	4	2	0	1
10 or more years	6	9	0	1

∨ **Shared Responsibilities** ∨

School

The school is responsible for providing all required materials to students. Teachers have high expectations of all students in both academics and behavior. To help students achieve this, the school works closely with the community to provide a safe learning environment for all students.

Parents

Parents are responsible for teaching their children appropriate behavior and supporting the school's guidelines on academics and behavior. They sign a compact in the fall to this effect. Parents are expected to read with their children each night for a set time, ensure that homework is completed and returned each day.

∨ **Transportation Policy** ∨

Phoenix Elementary transports all students who are in self-contained special education classes. These students may be transported from the entire district. Regular education students who live west of 16th Street are transported due to the high volume of traffic on that street. All pre-kindergarten students are transported for their school day.

∨ **Calendar Information** ∨

Number of Instruction Days: 179 **First Day of School:** 8/12/02
Average Daily Instruction Time: 6 hrs. 0 min. **Last Day of School:** 5/23/03
Operates on Traditional Schedule

Report Card Release Dates

10/17/02 1/16/03 3/13/03 5/22/03

Additional Calendar/Report Card Information

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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 Parent Room
- W Multipurpose Room
- W Tutoring Room

Extracurricular Activities

- W Student Council
- W Chorus
- W Basketball
- W Volleyball
- W Band
- W Cheerleading
- W Softball
- W Homework Club

School/Community Resources

- W Family Support Team
- W City of Phoenix Housing
- W Parenting Classes
- W Gleaning Program through St. Mary's Food
- W Asthma Breathmobile
- W Nutrition Program for Parents
- W School-based Dental Clinic
- W DSFC Savings Program/Economics

∨ 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 Grades five and six saw an increase on SAT 9. Fifth grade students had an increase in AIMS over previous years in all areas from 5% to 17%.</p> | <p>w Edison School has made adequate yearly progress and is not considered a school on improvement.</p> |
| <p>w Successfully implemented Success For All Reading Program for students in grades Kindergarten through six.</p> | <p>w E.L.L. Sheltered English program implemented for all K-6 students. 3rd grade scored at same percentile as non E.L.L. students on SAT.</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	26.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	4.9 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	17.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	93.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	6.2 %	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
NAESP/Honor Student Council	2000
Speech Contest Winner	2002
NAEYC Accreditation	2002
Nurse - Nationally Certified	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	29	492	24%	38%	38%	0%
	School State	58840	524	9%	17%	45%	29%
Writing	School	33	497	27%	18%	55%	0%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	32	467	38%	38%	22%	3%
	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	41	487	39%	27%	34%	0%
	State	61305	505	21%	20%	43%	15%
Writing	School	40	468	32%	45%	22%	0%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	41	459	24%	61%	7%	7%
	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	--	--	--	--	--	--	--	--	--	26	71	60	--	--	--
2	Reading	--	--	--	100	38	50	49	62	52	22	27	53	28	22	57
	Language	--	--	--	100	21	40	49	44	43	22	18	44	31	9	48
	Mathematics	--	--	--	100	38	51	55	54	55	22	29	57	31	25	61
3	Reading	76	29	47	100	40	47	63	31	48	28	26	50	67	21	50
	Language	76	21	49	100	46	51	65	41	54	28	47	56	69	31	57
	Mathematics	95	21	46	100	34	49	66	34	52	28	31	54	67	27	56
4	Reading	100	25	53	100	22	54	73	36	54	32	37	55	69	29	55
	Language	100	18	47	100	21	49	74	33	48	32	34	50	69	35	50
	Mathematics	100	18	51	100	21	54	74	43	55	32	34	57	69	29	58
5	Reading	77	18	51	100	26	51	77	17	51	75	17	51	69	27	53
	Language	77	20	42	100	29	44	80	16	45	78	16	45	71	36	47
	Mathematics	77	23	51	100	29	54	84	22	55	79	20	57	71	37	59
6	Reading	63	34	53	100	28	54	74	26	53	83	24	54	70	27	56
	Language	73	22	41	100	22	44	74	26	44	86	16	45	70	19	47
	Mathematics	81	33	57	100	31	59	76	35	60	84	36	63	72	35	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	*	*
Grades 3-4	85	77
Grades 4-5	85	85
Grades 5-6	84	92
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

Thomas A. Edison has taught Lifeskills for several years. All classes work with a Safe Schools Officer who teaches the law-related education curriculum. A Crisis Plan is in place for the school. Edison School also adheres to a strict policy of enforcement regarding violence. These all function under our Safe Schools Committee.

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 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	\$3,708	\$2,085,189
Classroom Supplies	\$27	\$15,023
Administration	\$546	\$307,158
Support Services-Students	\$251	\$140,996
Other Support Services and Operations	\$916	\$515,145
Total Expenditures- All Categories 2000-2001	\$5,448	\$3,063,511

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	Patricia Andazola	(602) 257-3848	3867
Transportation Policy	Tom Weaver	(602) 257-3790	
Community Resources	Elizabeth Martinez	(602) 257-3848	423
School Nutrition Programs	Laura Trujillo	(602) 257-3741	
Parent Organization	Leticia Orozco	(602) 257-3848	
Student Health/Nurse	Sara McWhorter	(602) 257-3850	

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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