

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Silvestre S. Herrera School

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

Phoenix Elementary District
1350 S. 11th Street, Phoenix, AZ 85034-4535

Principal: Mr. Mark A. Yslas
Schedule: 7:30 AM to 4:00 PM
Web Address: www.phxelem.k12az.us
E-mail: Unpublished or Unavailable

Grades: K-8
2002 Enrollment: 532
Phone: (602) 257-3885
Fax: (602) 257-3952

∨ School Overview ∨

Mission

The mission of Silvestre S. Herrera School is to create and provide for our community of learners an enriched environment characterized by high levels of attainment in both academic and artistic endeavors. Philosophy: As educators, we believe that every child entrusted to us is a unique and worthwhile individual to be accorded the dignity and respect due to his/her human individuality; to be nurtured, protected and helped to gain the skills, understandings and standards to become a mature adult.

Organization and Philosophy

- w Fine Arts Magnet (Grades 7-8)
- w Accountability System - AIMS and SAT 9
- w Dual Language, SEI and LS Classes
- w Arizona Academic Standards Focus

Instructional Programs

- w Full-day Kindergarten
- w Special Education, MIMR, MOMR, HI
- w Integrated Fine Arts Instruction
- w Technology-based Learning
- w BLE-English Immersion & Language Support
- w Dual Language (K-5 Strand)
- w Afterschool and Literacy Tutoring
- w K-3 Balanced Literacy Focus

School/Academic Goals

- w Improve AIMS scores in all three categories of reading writing and math.
- w Improve Stanford 9 scores in math grades 2-8, language grades 2-8, and reading grades 3-8.
- w Implement Proposition 203 to full compliance of the law. Establish programs to assure compliance and effective instruction for second language learners.
- w Herrera staff will be developing a balanced literacy curriculum. Administration and staff will concentrate on providing materials and all available resources to support this process.

Enrollment

October 1, 2001 School Year Student Enrollment:	534
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	No
Number of Students Attending Under Open Enrollment in 2001-02:	61

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)
- 3 Community Member(s)
- 1 Student(s)

Council Duties

- W Academic Achievement Goals
- W Direction of Curriculum and Instruction
- W Budget Allocations
- W Campus Beautification
- W Student Attendance Goals
- W Fundraising--Support School Activities

∨ **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	7.00	Teacher Aide	20.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	4	2	0	0
7 to 9 years	7	2	0	0
10 or more years	8	4	0	0

∨ **Shared Responsibilities** ∨

School

The school provides students with textbooks, instructional materials and access to technological equipment and musical instruments. Teachers provide parents with an overview of academics and behavior expectations for their classes. Communication between school and home occurs in the form of meeting notices and agendas, monthly newsletters, teachers' letters, parent/teacher conferences (in person and by telephone). Breakfast and lunch services are provided.

Parents

Parents are expected to make sure their children go to school on time each day except when children are ill. There is busing for students who live out of the attendance area and west of Central Avenue. All parents, especially those of the magnet students, are expected to volunteer at or for the school a minimum of five hours during the year. Parents are encouraged to monitor their children's homework, assisting where possible.

∨ **Transportation Policy** ∨

12th Street and Mohave to 7th Street, then north to Pima. 7th Street to Pima to Central. Central and Pima to Madison and Central. East to 20th Street, then south to Buckeye and 20th. Magnet students for junior high are bused outside of the Herrera attendance area.

∨ **Calendar Information** ∨

Number of Instruction Days: 179 **First Day of School:** 8/12/02
Average Daily Instruction Time: 6 hrs. 15 min. **Last Day of School:** 5/23/03
Operates on Traditional Schedule

Report Card Release Dates

10/17/02 1/17/03 3/21/03 5/23/03

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 After School Care Facility
- W Technology Center
- W Fine Arts Classrooms

Extracurricular Activities

- W Phx Parks and Recreation Arts
- W Ballet Folklorico
- W Chorus (Grade 4-6)
- W Musical Drama Club
- W Boys & Girls Athletics
- W Student Council
- W Afterschool Strings Lessons
- W Dance - ASU DART Project

School/Community Resources

- W City of Phx Before & After School Care
- W Phx Parks & Recreation Arts Program
- W A.S.U. DART Collaboration (Dance)
- W Adult Education/ESL and Technology
- W Head Start Preschool
- W St. Mary's Food Bank Distributions
- W Airport Buyout Services
- W Adult Literacy Classes

∨ 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 Recognized at A.S.U. for DART Dance collaboration. Excellent rating in State Choral Festival.</p> | <p>W Continued to score above 50% percentile on 7/8 grades on Stanford 9.</p> |
| <p>W Implementation of Title III Dual Language grant.</p> | <p>W Improved on 3rd grade AIMS reading scores.</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	22.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	7.6 %	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
Freeway Enhancement Project	2001
Statewide Fine Arts Winners	2001
Speech and Writing Contest Winners	2001
Intel Teach to the Future Recipient	2000

∨ 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	38	520	13%	34%	16%	37%
	School State	58840	524	9%	17%	45%	29%
Writing	School	37	533	11%	22%	54%	14%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	39	536	5%	18%	36%	41%
	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	42	484	48%	26%	21%	5%
	State	61305	505	21%	20%	43%	15%
Writing	School	41	471	39%	32%	24%	5%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	43	458	44%	33%	2%	21%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	43	487	44%	21%	28%	7%
	State	57484	504	24%	20%	40%	16%
Writing	School	40	477	25%	52%	22%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	43	466	26%	65%	7%	2%
	State	57734	459	39%	40%	14%	7%

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	--	--	--	--	--	--	--	--	--	29	54	60	--	--	--
2	Reading	--	--	--	100	30	50	100	16	52	31	76	53	40	71	57
	Language	--	--	--	100	15	40	100	24	43	32	38	44	41	43	48
	Mathematics	--	--	--	100	41	51	100	28	55	32	69	57	40	53	61
3	Reading	86	44	47	100	38	47	73	26	48	39	37	50	70	36	50
	Language	76	53	49	100	52	51	69	37	54	39	42	56	70	57	57
	Mathematics	92	58	46	100	41	49	76	21	52	39	36	54	70	58	56
4	Reading	100	43	53	100	47	54	59	37	54	78	29	55	67	28	55
	Language	89	42	47	100	40	49	64	39	48	79	30	50	67	23	50
	Mathematics	96	44	51	100	57	54	55	38	55	79	31	57	67	22	58
5	Reading	72	30	51	100	26	51	81	33	51	67	36	51	62	34	53
	Language	71	29	42	100	24	44	79	27	45	65	32	45	62	26	47
	Mathematics	71	35	51	100	31	54	76	41	55	67	48	57	62	42	59
6	Reading	83	34	53	100	37	54	69	30	53	71	52	54	71	45	56
	Language	90	27	41	100	27	44	69	27	44	71	41	45	69	44	47
	Mathematics	90	44	57	100	37	59	69	32	60	68	53	63	67	59	65
7	Reading	85	55	52	100	34	53	86	50	52	91	37	53	77	53	55
	Language	87	64	52	100	42	54	86	66	54	89	50	55	77	70	58
	Mathematics	87	61	53	100	54	55	82	40	56	89	56	58	79	71	60
8	Reading	76	48	54	100	57	54	89	34	53	90	52	55	86	38	56
	Language	76	45	46	100	53	49	89	37	49	90	56	50	86	39	52
	Mathematics	76	51	52	100	58	54	91	47	56	88	47	58	86	51	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 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	9	58
Grades 3-4	67	53
Grades 4-5	74	69
Grades 5-6	92	72
Grades 6-7	62	95
Grades 7-8	88	66

*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

Safety-We have created a School Safety Committee that has implemented a detailed Emergency Response Plan that is followed in the event of emergencies and crisis situations. Learning Environment-Every student has the right to learn and every teacher has the right to teach. Inappropriate behavior will not be tolerated. Saturday school and afterschool programs have been implemented for additional academic support and discipline referrals.

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	\$3,841	\$2,227,610
Classroom Supplies	\$51	\$29,611
Administration	\$515	\$298,839
Support Services-Students	\$253	\$146,794
Other Support Services and Operations	\$934	\$541,731
Total Expenditures- All Categories 2000-2001	\$5,594	\$3,244,585

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	Mark Yslas	(602) 257-3885	
Transportation Policy	Emily Rivera	(602) 257-3929	
Community Resources	Carol Ramos	(602) 257-3888	
School Nutrition Programs	Jenny Lechuga	(602) 452-6938	
Parent Organization	Bev Moodey	(602) 256-0238	
Student Health/Nurse	Lynn Friona	(602) 257-3887	

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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