

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Broadmor Elementary School

Tempe Elementary District
311 E. Aepli Drive, Tempe, AZ 85282-2205

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

Principal: Dr. Michael D. Fidler
Schedule: 8:00 AM to 4:00 PM
Web Address: info@tempe3.k12.az.us
E-mail: Unpublished or Unavailable

Grades: K-5
2002 Enrollment: 498
Phone: (480) 967-6599
Fax: (480) 921-0814

∨ School Overview ∨

Mission

The mission of Broadmor School is to assure and provide customized learning experiences for Kindergarten through fifth grade students, honoring cultural diversity, in partnership with parents, higher education and business, to provide comprehensive educational programs that fully develop the unique talents and gifts of all students so as to prepare them for life in an informational age.

Organization and Philosophy

- w Families First
- w Traditional Learning Climate
- w Specialized Programs for All Children
- w High Expectations for All

Instructional Programs

- w Arizona Academic Standards Focus
- w Enrichment for All Children
- w Focus on Lifelong Learning Skills
- w Language Acquisition Program
- w On-site Special Education
- w Full-day Kindergarten
- w Integrated Language Program
- w Higher Mathematics

School/Academic Goals

- w Students achieve academic success in reading, writing, math, as measured by the Arizona Academic Standards.
- w Students use computer skills and technology as tools to increase academic success.
- w Students become responsible citizens by practicing lifelong guidelines focused on preparing students to work together and solve problems.
- w Students build on their knowledge and understanding of cultural diversity to enrich their lives and the lives of others.

Enrollment

October 1, 2001 School Year Student Enrollment:	479
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	40

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

Council Duties

w Curriculum Development/Achievement
 w Physical Plant
 w Budget
 w School Safety Issues
 w Extracurricular Activities
 w Student Discipline

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	1.50	Teacher Aide	3.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	4	0	0
4 to 6 years	2	2	0	0
7 to 9 years	0	1	0	0
10 or more years	5	4	1	0

∨ **Shared Responsibilities** ∨

School

The paramount obligation of our school is to develop and nurture each child's potential through education. Parent involvement in each child's education is crucial.

Parents

The paramount obligation of the parent is to develop and nurture each child's potential, instill a system of values and beliefs, and to be involved with their child's education.

∨ **Transportation Policy** ∨

Our school follows a standardized districtwide policy on transportation safety and behavior. Violations of transportation policies are referred to the school for corrective or disciplinary action. Busing boundaries are established for each school and approved by the Governing Board. Primary considerations for busing are distance and major street locations. No standard distance is used in determining busing requirements.

∨ 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 Tempe Diablos Excellence in Education Awards 1995, 1999.</p> | <p>W ASU Martin Luther King Essay Contest winner, second grade student. State poetry awards.</p> |
| <p>W Overall highest AIMS/Stanford 9 scores in reading, writing and mathematics in the district. Children leave Broadmor well-prepared for middle school.</p> | <p>W Tempe Honor Band, Orchestra and Chorus 1995-2001.</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	19.6 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	6.4 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	94.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	5.1 %	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
High Achievement Scores	2001
District Writing/Poetry/Art Honors	2000
District Chorus/Band/Strings Honors	2001
Arizona A+ 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	53	529	9%	13%	38%	40%
	School State	58840	524	9%	17%	45%	29%
Writing	School	51	551	14%	10%	51%	25%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	52	528	10%	21%	35%	35%
	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	63	518	13%	22%	38%	27%
	State	61305	505	21%	20%	43%	15%
Writing	School	63	529	6%	25%	43%	25%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	63	528	3%	27%	13%	57%
	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	--	--	--	--	--	--	--	--	--	90	76	60	--	--	--
2	Reading	--	--	--	100	62	50	77	68	52	76	65	53	72	74	57
	Language	--	--	--	100	57	40	79	71	43	81	69	44	74	67	48
	Mathematics	--	--	--	100	77	51	82	78	55	88	78	57	72	81	61
3	Reading	100	70	47	100	68	47	89	57	48	75	68	50	80	57	50
	Language	100	72	49	100	73	51	87	51	54	75	73	56	81	63	57
	Mathematics	100	69	46	100	78	49	89	56	52	76	72	54	81	55	56
4	Reading	83	70	53	100	72	54	88	71	54	88	67	55	73	69	55
	Language	86	57	47	100	63	49	89	67	48	86	55	50	77	60	50
	Mathematics	85	70	51	100	73	54	89	75	55	97	72	57	76	72	58
5	Reading	92	73	51	100	72	51	91	69	51	84	74	51	80	71	53
	Language	94	60	42	100	62	44	93	67	45	84	71	45	79	61	47
	Mathematics	94	80	51	100	67	54	93	82	55	94	81	57	77	81	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	60	55
Grades 3-4	84	87
Grades 4-5	79	76
Grades 5-6	***	***

*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

School is prepared for any emergency situation. We continually strive to be proactive concerning all school safety issues.

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	\$2,481	\$1,093,552
Classroom Supplies	\$34	\$14,899
Administration	\$480	\$211,367
Support Services-Students	\$218	\$96,150
Other Support Services and Operations	\$859	\$378,560
Total Expenditures- All Categories 2000-2001	\$4,071	\$1,794,528

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	Michael D. Fidler	(480) 967-6599	4500
Transportation Policy	Paul Novak	(480) 350-9186	7621
Community Resources	Debra Gomez	(480) 730-7100	7305
School Nutrition Programs	Pam Gorawara	(480) 350-9006	3
Parent Organization	Carlos DeLeon	(480) 967-6599	4500
Student Health/Nurse	Suzanne Abram	(480) 967-6599	4503

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."