

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Meyer Elementary School

Tempe Elementary District
2615 Dorsey Lane, Tempe, AZ 85282-2799

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

Principal: Mr. Howard Oechsner
Schedule: 8:00 AM to 4:00 PM
Web Address: www.tempeschools.org
E-mail: howard@tempeschools.org

Grades: K-5
2002 Enrollment: 411
Phone: (480) 829-8002
Fax: (480) 829-6561

∨ School Overview ∨

Mission

VISION: A community of learners achieving excellence in a safe and secure environment. MISSION: To provide an enriched environment in which community, parents, staff, and students strive for the success of all children.

Organization and Philosophy

- w Collaborative Teaching/Learning
- w Traditional
- w Parent Involvement Opportunities
- w Self-contained Special Ed. Classrooms

Instructional Programs

- w Integrated Learning
- w Multiple Intelligences
- w Full-day Kindergarten
- w On-site Special Education
- w English Language Immersion
- w Music, PE, Library, Computer Lab

School/Academic Goals

- w All Meyer students will read on grade level with 90-94% accuracy with adequate comprehension as measured by Running Records.
- w All K-2 students will achieve proficiency in all math standards as measured by the District Math Assessment. All 3-5 students will show appropriate grade-level growth as measured by NWEA RIT scores.
- w Through implementation of Think Time™ and Character Education, the number of school suspensions will decrease by 10%.
- w Student attendance at Meyer School will improve by 10% over the baseline established in the 2001-02 school year.

Enrollment

October 1, 2001 School Year Student Enrollment:	393
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	110

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

Council Duties

- w Establish and Monitor School Goals
- w Monitor Budget for Frys' Monies
- w Monitor Tax Credit Expenditures
- w Parent/Educator Relations
- w Support Educational Programs

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	26.89
Other Professional Staff	2.00	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	3	1	0	0
4 to 6 years	4	2	0	0
7 to 9 years	1	2	0	0
10 or more years	4	12	0	0

∨ **Shared Responsibilities** ∨

School

Meyer School assures a safe and enjoyable learning environment where students are guided to achieve their very highest potential. Parents receive regular communications to keep them informed of their child's progress and special events occurring at the school.

Parents

Meyer School expects that parents will be responsible for sending their students to school every day, on time, and ready to learn.

∨ **Transportation Policy** ∨

Students living in the Meyer Neighborhood walk to school while those living in the area between 40th and 44th Street and north of Southern Avenue are transported by school bus. Students in the special education classes are also transported by the district. It is the responsibility of parents to transport open enrollment students to school. The district enforces a zero-tolerance policy on all school buses used for field trips and other student transportation.

∨ Calendar Information ∨

Number of Instruction Days:	176	First Day of School:	8/12/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/23/03

Operates on Traditional Schedule

Report Card Release Dates

10/25/02	12/20/02	3/14/03	5/23/03
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Additional Calendar/Report Card Information

Parent conferences are scheduled two times per year (October and March). Other conferences are scheduled upon request.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

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 Macintosh iMac Computer Lab	W Band and Orchestra Rooms
W General Music Room	W Library

Extracurricular Activities

W Drama Program	W Chorus
W Band	W Orchestra
W Student Council	W Habitat/Campus Beautification Club
W Art Clubs (Painting/Ceramics) & Puppetry	W Technology & Math Clubs

School/Community Resources

W Before School Program	W Afterschool Program
W Breakfast Program	W Lunch Program
W Clothing/Food Banks	W Counseling Services
W Health Services	

∨ 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 Partnership between school, PTA, City of Tempe, Tempe School District #3, and Meyer Park Neighborhood Association resulted in building of large ramada on campus to be used as outdoor classroom/physical education facility.</p> | <p>W Large percentage of faculty have completed extensive training in Discipline-Based Arts Education.</p> |
| <p>W Establishment of partnership with Arizona State University College of Education in the Apprentice Teacher Program and Teacher Partnership Program in which future teachers observe, tutor, participate and student-teach at Meyer.</p> | <p>W Awarded grant of nearly \$10,000 for participation in partnership project with ASU and SCENE (Southwest Center for Education and the Natural Environment) to participate in Long Term Ecological Research and study change in the urban environment.</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	20.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	5.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.5 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.5 %	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
Diablos Excellence in Ed. Award--Grade 1	2002
Diablos Excellence in Ed. Award--Grade 3	2002
Diablos Excellence in Ed. Award--Grade 5	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	48	508	12%	21%	46%	21%
	School State	58840	524	9%	17%	45%	29%
Writing	School	47	541	11%	9%	64%	17%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	49	493	16%	35%	35%	14%
	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	62	512	13%	19%	50%	18%
	State	61305	505	21%	20%	43%	15%
Writing	School	62	526	11%	21%	50%	18%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	62	501	10%	31%	13%	47%
	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	--	--	--	--	--	--	--	--	--	85	70	60	--	--	--
2	Reading	--	--	--	100	57	50	95	51	52	85	42	53	76	56	57
	Language	--	--	--	100	41	40	99	46	43	88	37	44	80	50	48
	Mathematics	--	--	--	100	47	51	100	39	55	86	41	57	78	46	61
3	Reading	95	49	47	100	66	47	85	57	48	85	46	50	68	50	50
	Language	92	50	49	100	60	51	85	61	54	88	43	56	71	50	57
	Mathematics	92	41	46	100	59	49	84	59	52	84	33	54	73	38	56
4	Reading	100	61	53	100	51	54	85	67	54	84	57	55	77	56	55
	Language	100	57	47	100	46	49	92	57	48	88	54	50	82	50	50
	Mathematics	100	57	51	100	48	54	89	62	55	86	59	57	81	53	58
5	Reading	100	71	51	100	63	51	96	47	51	93	61	51	80	58	53
	Language	100	65	42	100	51	44	98	44	45	92	49	45	85	51	47
	Mathematics	100	79	51	100	65	54	89	60	55	93	61	57	82	68	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	84	53
Grades 3-4	64	83
Grades 4-5	67	80
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

Meyer School works with the Tempe Police Department to provide Gang Resistance Education and Training (GREAT) to the students. The police department and District School Safety Director also works with the School Safety Committee to develop security and safety plans for the campus.

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	\$3,729	\$1,544,251
Classroom Supplies	\$23	\$9,526
Administration	\$309	\$128,100
Support Services-Students	\$144	\$59,823
Other Support Services and Operations	\$868	\$359,252
Total Expenditures- All Categories 2000-2001	\$5,073	\$2,100,952

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	Howard J. Oechsner	(480) 829-8002	6500
Transportation Policy	Paul Novak	(480) 350-9006	2
Community Resources	Marilyn Roskowitz	(480) 829-8002	6500
School Nutrition Programs	Pam Gorawara	(480) 774-2126	
Parent Organization	L. Borman/K. Eller	(480) 829-8002	6516
Student Health/Nurse	Patricia Lamb	(480) 829-8002	6503

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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