

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Evans Elementary School

Tempe Elementary District
4525 S. College Avenue, Tempe, AZ 85282-6999

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

Principal: Dr. Hilda Carr-Gaona
Schedule: 8:00 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: hcarrgao@tempeschools.org

Grades: K-5
2002 Enrollment: 467
Phone: (480) 839-8489 x 5100
Fax: (480) 838-0319

∨ School Overview ∨

Mission

Our Vision: We are committed to building an environment where students, parents, and staff will feel respected, empowered, and enjoy becoming lifelong learners. Our Mission: We will provide an environment where everyone feels secure and protected; increase learning in all areas by setting high expectations and by helping learners acquire the tools needed to achieve them; promote an inviting place where differences are valued and respected.

Organization and Philosophy

- w Site-based Council
- w Redesign Committee
- w PTSA

School/Academic Goals

- w Increase student achievement as measured by the Stanford 9, District Assessment, and AIMS.
- w Create an environment for risk-taking.

Instructional Programs

- w Bilingual - One per Grade: K-4
- w Structured English Immersion
- w General Music/Band/Orchestra/Phys. Ed.
- w Gifted/Special Education Instruction
- w Full-day Kindergarten
- w Library/Computer Lab Instruction
- w Title I Schoolwide Program
- w Bodybrain Compatible Learning

- w Provide exceptional customer service.

Enrollment

October 1, 2001 School Year Student Enrollment:	493
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	121

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)
- 8 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w Fry's Fund
- w Business Partnerships
- w Parent/Educator Relations
- w Extracurricular Activities
- w Family Socials
- w Red Ribbon Week

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	7.00	Teacher Aide	8.00

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	11	2	0	0
7 to 9 years	0	3	0	0
10 or more years	7	3	0	0

∨ **Shared Responsibilities** ∨

School

The Evans faculty and staff work diligently at providing a safe and focused student learning environment, where students are challenged at their instructional level and are raised to their highest potential in each subject.

Parents

Evans School is fortunate because parents work as cooperative partners with the school staff.

∨ **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.

∨ Calendar Information ∨

Number of Instruction Days:	175	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

10/22/02	12/20/02	3/12/03	5/23/03
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Additional Calendar/Report Card Information

Parent conferences are held at the end of first and third quarters. Additional conferences are scheduled as needed. Parent visits to classrooms are encouraged.

∨ 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 Integrated Communication Systems	W Macintosh Computer Lab
W Stage/Cafetorium	W Instructional Materials Center

Extracurricular Activities

W Music: Band/Orchestra/Choir	W Boys/Girls Team Sports
W Football/Basketball/Track	W Student Council
W Homework Club	W After School Tutorials

School/Community Resources

W Before/After School Programs	W Breakfast/Lunch Programs
W Counseling/Psychological Services	W Community/Parenting Classes
W Health/Clothing/Food Banks	W Recreation Activities for Students
W Social Services	W Recycling

∨ 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

W NDS

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	21.6 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	7.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.1 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.9 %	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
District Writing Contest Winners	1996
District Impact Award Winners	1998
District Writing Contest Winners	2000
Project Impact Winner	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	60	520	7%	23%	47%	23%
	School State	58840	524	9%	17%	45%	29%
Writing	School	60	549	10%	13%	53%	23%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	61	511	7%	36%	36%	21%
	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	499	30%	22%	35%	13%
	State	61305	505	21%	20%	43%	15%
Writing	School	64	510	16%	28%	42%	14%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	64	485	22%	38%	12%	28%
	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	--	--	--	--	--	--	--	--	--	56	35	60	--	--	--
2	Reading	--	--	--	100	46	50	67	48	52	85	42	53	72	57	57
	Language	--	--	--	100	34	40	70	36	43	88	36	44	74	35	48
	Mathematics	--	--	--	100	49	51	65	52	55	86	45	57	71	62	61
3	Reading	100	42	47	100	29	47	88	43	48	79	48	50	93	42	50
	Language	100	40	49	100	34	51	89	51	54	80	55	56	93	46	57
	Mathematics	100	35	46	100	37	49	90	59	52	80	57	54	86	53	56
4	Reading	100	41	53	100	44	54	90	41	54	93	50	55	86	43	55
	Language	100	39	47	100	44	49	93	38	48	94	46	50	88	43	50
	Mathematics	100	52	51	100	49	54	91	49	55	94	54	57	86	50	58
5	Reading	100	49	51	100	45	51	92	36	51	91	32	51	72	48	53
	Language	100	50	42	100	36	44	93	34	45	94	34	45	77	42	47
	Mathematics	100	64	51	100	38	54	93	46	55	93	33	57	77	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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	67	84
Grades 3-4	70	62
Grades 4-5	67	52
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

In promoting a positive learning environment at Evans School, we are focusing on Lifelong Guidelines and LIFESKILLS for all of our students, staff members, and parents. These practices enforce our school vision. The Lifelong Guidelines and LIFESKILLS form the basis for an agreement between teacher and students, and among students, about behavior and expectations (social and academic). As a result of dialogue with parents, Evans School is implementing a dress code.

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	\$3,584	\$1,659,074
Classroom Supplies	\$23	\$10,667
Administration	\$303	\$140,073
Support Services-Students	\$136	\$62,885
Other Support Services and Operations	\$893	\$413,491
Total Expenditures- All Categories 2000-2001	\$4,938	\$2,286,190

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	Hilda Carr-Gaona	(480) 839-8489	5100
Transportation Policy	Paul Novak	(480) 350-9006	
Community Resources	Gary Aungst	(480) 730-7195	
School Nutrition Programs	Pam Gorowara	(480) 774-2126	
Parent Organization	Stacey Morrisette	(480) 839-8489	5157
Student Health/Nurse	Denise VanLanen	(480) 839-8489	5103

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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